



## Professional-Moral Ethics and Image of a Modern Pedagogue

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### ABSTRACT

The conditions of globalization of all socio-economic phenomena in the world, information and technological innovations and market relations based on the competitiveness of workers, steadily require significant changes in the system of school, secondary special and university education. In the system of such renewal of university education, the main place belongs to the search for optimal ways of professional development of the teaching staff. Of great theoretical and practical importance in this regard is the search for psychological and pedagogical patterns for the development of professional competence of future specialists. Currently, all the leading universities in the world train specialists based on the leading category of life – competence.

### Keywords:

Pedagogical skill, components of pedagogical skill, pedagogical reflection, basic forms of pedagogical etiquette, pedagogical reputation, pedagogical communication culture, pedagogical relaxation, pedagogical delicacy (tact).

### Introduction

A modern teacher today seems to be different from 10-20 years ago. He is expected to display individuality, originality, and the realization of his full creative potential. This is connected not only with the reform of education but also with a change in public views on the personality of the teacher as a whole. In information sources, a very small proportion is given to the study of the personality of the teacher, and his image. By the way, it is he who plays an important role in the professional activities of both young and experienced specialists. First of all, a modern teacher is a professional; he combines a love for work and students. It should be noted that the work of a modern teacher with children is based on the principles of humanism, i.e. respect for the personality of the child. The teacher is a friend to children, an adviser and an ally.

A good image of a teacher is important not only for his students as a personal example of a successful person whom they constantly see in front of him but also for the teacher himself - for moral, and psychological satisfaction.

Currently, the problem of the image of the teacher is very acute, since at the present stage there is a decrease in the status of the teacher. To date, there is a lot of data in science that highlights the peculiarities of students' perception of the teacher's image. But at the same time, in pedagogical science, there is still no evidence-based toolkit of the teacher's image.

A modern teacher should combine the features of an educator and a teacher. This should be reflected in the professional image of the teacher, as well as his image should be individualized.

The theoretical basis of the study was the philosophical, socio-psychological and pedagogical concepts of domestic and foreign authors, which made it possible to substantiate the phenomenon of the teacher's image. The study of the theoretical aspects of the teacher's image was based on the humanitarian concept of the image, the author of which was Professor V.M. Shepel, psychological and pedagogical theories on the problem of cognition of a person by a person, social perception of

individual and age characteristics of a person, developed by A.A. Bodalev, R.A. Maksimova.

The image is always addressed to the social group with which the work is planned. Since the teacher deals not only with students but also with their parents and colleagues, therefore, the image of the teacher is of a mass nature. According to the personal image of individual teachers, the image and even the competitiveness of an educational institution are judged. This justifies the relevance and choice of the research topic: The image of the teacher and its constituent elements.

The purpose of the study is to study and study the image of a modern teacher.

### **The concept of "image" in modern literature**

We often hear about creating an image, about its preservation and maintenance, but what is an image, what does it consist of and how is it created?

The concept of image in recent years is firmly included in the dictionary of modern man. What is an image? Many reference publications reveal the content of the concept of "image", and interpret it as a "purposefully formed image"; as "a stereotype and an emotionally coloured image that has developed in the mass consciousness and has a character"; as "a set of certain qualities that people associate with a certain personality"; or as "a mental representation of something previously seen, concrete or abstract, strongly resembling in representation another.

The word "image" in translation into Russian means "image, appearance". In general psychology, an image in the broad sense of the word is understood as a subjective picture of the world or its fragments, including the subject himself, other people, the spatial environment and the temporal sequence of events [2, p. 456].

Currently, in the scientific literature, you can find a large number of definitions of the image. Often the image is defined as a purposefully created or spontaneously arisen form of reflection of an object in the minds of people. The object or carrier of the image can be a person, a group of people, an organization, etc. [8].

Many of the authors interpret the definition of the image in their way. I. Nefedova and E. Vlasova, to whom E. B. Pereylygina refers, note: "Image is a certain image of a person, and his "I" presents to the world, a kind of form of self-presentation for others. On the one hand, we try to give information to those around us, but at the same time we are pursuing some of our own quite specific goals, i.e. we need an image" [11].

V. N. Cherepanova presents the following definition: "Image is a purposefully formed integral, holistic, dynamic phenomenon, due to the correspondence and interpenetration of the internal and external individual, personal and individual qualities of the subject, designed to ensure the harmonious interaction of the subject with nature, society and himself".

We can say that "image" is not a frozen concept, a person can be different depending on the circumstances. But unfortunately, more often it happens like this: some kind of stereotype is worked out, certain forms of behaviour, style of clothing, and manner of communication are acquired and assimilated, and a person, without hesitation, transfers this stereotype further, to other circumstances.

A. Yu. Panasyuk gives the following definition of image as follows: "The image of a person is an opinion about this person in a group of people as a result of the image of this person formed in their psyche, which arose as a result of their direct contact with this person or as a result of information received about this person from other people" [11].

In the ordinary sense, the word "image" is used in relation to a person in two senses: the appearance of a person and his reputation. In fact, these two facets of the image are merged. We observe the appearance, but evaluate the reputation! We can say that the image is an image that includes internal and external characteristics.

Public people work hard and hard to create an image: politicians, artists, businessmen, and business leaders. Their success in the professional field largely depends on how well they formed their image.

The concept of "image" has parallel concepts, they are "opinion", "reputation", and "authority".

In the scientific literature, one can even find the identification of the image with these phenomena. So, for example, A. Yu. Panasyuk believes that the image is essentially the same as the opinion. One cannot agree with such a definition of the image, as well as with the identification of the image with reputation or authority. Opinion necessarily implies a verbal form of expression. Meanwhile, the image, and hence the image, necessarily includes non-verbal elements, and these elements can prevail in its structure [6].

Some authors talk about images in the plural. For example, I. A. Fedorov defines images as "a system of social programming of the spiritual life and behaviour of subjects (individuals and groups) by general civilizational and mental stereotypes and symbols of group behaviour, mediated by the power of success motivation, the standard of the desired impression, the mimetic abilities of the subject and the situation". This emphasizes the variability, flexibility, and situational character of the image.

Often in the literature, there is a statement that an image is a form of human behaviour and style, moreover, mainly the external side of behaviour in society. Sometimes an image is a set of meanings and impressions, thanks to which people describe an object, remember it and begin to relate to it in a certain way, in other words, thanks to which the object becomes known.

In several definitions, writes E. B. Perelygina, the fact is emphasized that the concept of "image" includes not only the natural properties of the personality but also specially developed, created and formed personality traits. Other definitions emphasize that the image is largely predetermined by the objective characteristics of the object, in particular, the image of a person is predetermined by his psychological type and personality, and corresponds to the needs of the time and society [4].

Most image specialists include in this concept not only the appearance of a person,

determined by his anatomical features and style of clothing but almost all the characteristics available to perception.

So in her book, E. B. Perelygina refers to P. Byrd, who writes that an image is "a complete picture of you that you present to others. It includes how you look, talk, dress, act; your skills, your posture, posture and body language; your accessories, your environment and the company you support."

Only a few specialists use the term "image" in a narrow sense, meaning by it only the actual appearance.

V. M. Shepel does not reduce the image to appear, however, he derives the concept of the image from the visual image. "Image" is the visual appeal of a person [16].

Another very important characteristic of the image is its functionality. In other words, an image is not an end in itself. A good image is needed for something, with its help a person can achieve certain goals, more effectively solve some problems, and make this or that activity more successful.

Thus, based on the above, the definition of the image should take into account its dual nature: social and psychological. So being the image of a subject for a social group, the image in a certain sense is at the same time the image of this group for a given subject, because the construction of the image occurs in accordance with the ideas (conscious or unconscious) of the subject about the characteristics of the group for which the image is being built.

### **The constituent elements of the teacher's image**

The image of the teacher not only helps to attract attention but also attracts colleagues, parents and students. It must be remembered that adults are an example for children. That is why the teacher should pay special attention to his appearance. It should not be defiant, or flashy. At the same time, it should reflect the taste and culture of a person.

Forming the image of a teacher is not as simple a task as it might seem at first glance. First of all, you should pay attention to your clothing. One of the key rules is expressed in the manner of dressing: to look good means to show

respect for the people around. The requirements that apply to the appearance of a specialist help to improve the professional image of a teacher [12].

Properly selected clothing contributes to the achievement of success in activities. To avoid the distrustful attitude of colleagues towards professional qualities, you should not show up at work in trendy things. An employee of an educational institution should adhere to the following rule. Too fashionable clothes indicate bad taste. At the same time, one should not lag behind modern trends. Simply put, it is necessary to dress fashionably, but in such a way that the professional image of the teacher does not suffer. The teacher should not emphasize his attractiveness. At work, he needs to demonstrate his mind, skills, and abilities. They are more important than looks.

For fruitful professional activity in the direction of cooperation between a teacher and students, a teacher needs to mobilize intellect, will, moral efforts, and organizational abilities and skillfully operate with the means of moral, intellectual and spiritual principles among students.

V.V. Boyko notes the complexity of the image structure and proposes to consider the image as a whole, which includes the following components:

1. Audio-visual culture of a person: how competent and pleasant speech is, what is the manner of holding on, what and how a person is dressed, what hairstyle he has, etc. But we recall that the appearance must meet the expectations of the majority or a certain group of people.
2. Style of behaviour, i.e. different aspects of personality behaviour: professional, intellectual, emotional, moral, communicative, ethical, aesthetic.
3. Internal philosophy, a person's value system: what he thinks about life, the work he does, the people he deals with, and what are his moral principles.
4. Attributes that emphasize the status and claims of the individual - office furniture, car, pets, etc.
5. Psychohygienic "I-image": an attractive psycho hygienic image of a partner, that is, a

person is externally and internally calm, active, in a good mood, friendly, optimistic, peaceful

Consider the constituent elements of the teacher's image. - Manners and ethics of behaviour of the teacher.

In pedagogical activity, the ability to "like children" acquires special importance. Charm is not just a gift, its psychological basis lies in the fact that a person is confident in himself and his attractiveness. Methods for generating fluid radiation, the foundations of "communicative mechanics" - these are the basics that a teacher who seeks to master the art of self-presentation can master. These actions help to put into practice one of the most important indicators of the effectiveness of a teacher's work - his ability to realize his artistic potential, which, in turn, is based on the level of development of creative abilities. The creative abilities of a teacher are an indicator of the integrity of his personality, and health in the broadest sense of the word [11].

Love for children, respect and exactingness towards them, high professionalism and scientific and pedagogical readiness, the ability to find effective educational influences on the individual and the team, justice, communication, and a high level of external and internal culture - these are the main features of the teacher's professional ethics.

Understanding tact and etiquette are associated with the characteristics of the correct choice of certain forms of cultural behaviour. Professional tact is associated with the ability to carry out professional activities in specific conditions, in accordance with the individual qualities of the object of the labour and the choice of the most appropriate methods and means of influencing the individual. Tact and professional etiquette are components of professional excellence.

A pedagogical tact is a form of realization of pedagogical morality in the activity of a teacher, in which thought and action coincide. Tact is moral behaviour, including the foreseeing of all the objective consequences of an act and its subjective perception; intact, the search for an easier and less painful path to the goal is manifested. Pedagogical tact is always creativity and searches [1].

External image. Clothing speaks for you long before you begin to speak. You have not yet had time to say a few words, but the first impression has already formed. So it is difficult to overestimate the importance of clothes, hairstyles, shoes and accessories in creating a certain opinion.

The teacher's clothing carries an even greater psychological burden. First, a neatly, cleanly and tastefully dressed teacher instils the same qualities in his students. Second, the teacher's clothing can be distracting during the lesson, undermining the learning process. Thirdly, tight-fitting, overly open and short, as well as transparent clothing can generate sexual fantasies and experiences in the minds of students instead of comprehending and memorizing educational material. That is, an improperly dressed teacher can give rise to a lot of pedagogical problems that will have to be solved for more than one day.

In addition to the implementation of utilitarian and informational functions, clothing satisfies several human needs (in self-affirmation and self-expression) and therefore becomes an important element in the perception of a person by a person.

By putting on clothes of one or another silhouette, we establish certain relationships. If the teacher is wearing a jacket, this creates an atmosphere of severity in the audience; if in a fluffy jacket - an atmosphere of softness. "Official" is considered a silhouette close to an elongated rectangle with underlined corners.

Mimic image. Facial expression, the presence or absence of a smile, and the expressiveness of facial expressions - have an impact on the image that you want to form in others.

Kinetic image. The way you move, your posture and your gestures are part of the impression you make. To create a favourable impression, sit and walk calmly and relaxed, without tension. If you are not distinguished by grace, go in for dancing or sports. This will help improve coordination and fluidity of movement.

Verbal image. This is a manner of speaking, style and turns of speech. The outcome of a deal, the course of negotiations, or the result of

an interview can depend on the right tone and style of presentation.

Mental image. Worldview system, ethical attitudes and moral norms, religious beliefs. All these are the components that form the image.

Background image. The information we receive from various sources also influences our understanding of a person. Such information can be obtained from the media, from friends, partners, acquaintances...

Real image. Those things that surround you, that you use, also contribute to the formation of a certain impression [16,17,18].

## Results

The first impression and the image as a whole are formed in a very short time, but its importance is difficult to overestimate. This is especially true for business life. A well-formed image of a businessman (woman) can significantly increase success. Thanks to the properties of our psychology, not only do we influence our image, but it also affects us. First, you present yourself as a successful person, building your image, and then you become a successful person. Therefore, you need to carefully consider all the components that make up the image and strive to be, not to seem. We hope that it has become clearer to you what an image is, how it is formed, what it consists of and how it affects our lives.

Thus, most often the concept of "image" is deciphered as an emotionally coloured image of someone or something that has developed in the mass consciousness and has the character of a stereotype.

As a result of the analysis of different points of view on the definition of the concept of the image, it was revealed that the image is an emotionally coloured image that has developed in the mind of a person or a group of people. The image performs two groups of functions - value and technological. There are three approaches to image classification (functional, contextual, and comparative). To create an image, it is necessary to work out various aspects for each of the channels of perception: visual, verbal, event and contextual. There is no unified system of image components. There are several classifications of image components

that affect the effectiveness of the formed image in the minds of other people: according to the method of obtaining qualities that affect the image, according to the method of influencing a person, and also from the point of view of image-forming factors.

We can say that it is especially important for a teacher to improve his image since the quality of further interaction between a teacher and students, parents and colleagues often depends on the first impression.

Thus, the formed positive images of the teacher, it is the key to his successful activity.

### Conclusion

An image is a symbolic image of a subject created in the process of subject-subject interaction. The image cannot be considered only as a phenomenon of the mental life of an individual, but at the same time, it is incorrect to describe it as an exclusive manifestation of factors external to the individual, including the influence of the group. It is a manifestation of the work of the psyche in coordinating its impulses with individual and group experiences.

Just as theatre "begins with a hanger," the teacher begins with how it looks. In the structure of the professional image proposed by L.M. Mitina, external, procedural and internal components are distinguished. The external component includes facial expressions, gestures, timbre and strength of voice, costume, manners, and gait.

The appearance of the teacher, of course, can create a working or non-working mood in the lesson, promote or hinder mutual understanding, and facilitate or hinder pedagogical communication.

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