

# SOCIO-PSYCHOLOGICAL MODEL OF DEVELOPMENT OF A PROFESSIONAL IMAGE OF A TEACHER

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**Abstract**---The article presents a model for the implementation of the system for developing a professional image of a teacher, which is a system consisting of separate, interconnected elements, which ensures the integrity of the process of developing a professional image of a teacher in postgraduate education. The article, an important point in testing the model proposed by the author, presents the introduction of hypothetically predicted pedagogical conditions.

**Keywords**---professional image of a teacher, professional model, professional conditions, professional education, professional system, development of pedagogical image, postgraduate education, etc.

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## I. Introduction

Recently, the social and psychological sciences constantly pay attention to the issues of self-education, self-improvement and self-determination of the personality of the teacher, relying more and more on the desire of a person to create in himself, by virtue of his profession, by building a life strategy and planning professional activities. Attracting a person to create an image in his imagination, his profession as a result of professional training, can become an incentive, turn into a targeted image formation.

An analysis of the scientific and research literature on the problem we are studying confirms our assertion about the need to introduce a model, as well as creating conditions, implementing a system for developing a teacher's professional image in postgraduate education. [3]

The most common method of cognition of social reality is social models, as "as if created abstract copies of a social process, phenomenon or event" [1, p. 227]. One of the varieties of social models are pedagogical models. From the point of view of pedagogy, the model is considered "a system of objects or signs, reflecting certain natural properties of the original, capable of replacing it so that its study provides new information about this object" [2, p. 86]. It should be noted that the most important requirement for the pedagogical model is its innovative orientation.

### *Main part*

The resolution of many contradictions and the insufficient development of socio-psychological theory and practice of developing the image of the teacher determined the choice of the topic of our study. The object of our research is the personality of the teacher in the process of developing a professional image. The subject of our study is the socio-psychological conditions and the process of creating a positive image of a teacher as a professional specialist. The aim of

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the study is to study the essence and characteristics of professional image as a socio-psychological phenomenon, as well as the development of theoretical and scientific-practical foundations for the development of a professional image of a teacher and the technology for its implementation in practical activities.

In our deep conviction, the pedagogical model should be sufficiently flexible in situational transformation in accordance with the situation, and naturally contain at the same time as many alternatives as possible. When developing a model for implementing the system for developing the professional image of a teacher in postgraduate education, we take into account, first of all, the principle of constructive modeling, which involves the correlation of simulation results, a thought experiment with the results of our own experimental and practical activities, on the one hand, and modern principles of the theory, on the other.

The developed model for the implementation of the teacher's professional image system in postgraduate education laid the theoretical foundations for its gradual development - this is primarily the andragogical principle of adult education, according to which this development will be managed. As we know, the essence of the andragogical principle of teaching is the priority of the independent activity of the teacher and its effectiveness. At the same time, the leading role in determining the strategy for developing a professional image belongs to the teacher himself, using experience as a source of training, and applying the results of preliminary training in practice, pedagogical reflexivity and cooperativeness, which determine the general nature of the activities of the teacher and his colleagues.

Based on the aforementioned provisions, we have developed a model for the implementation of the system for the development of a professional image of a teacher, which is a system consisting of separate, interconnected elements, which ensures the integrity of the process of developing a professional image of a teacher in postgraduate education.

#### *Analyses*

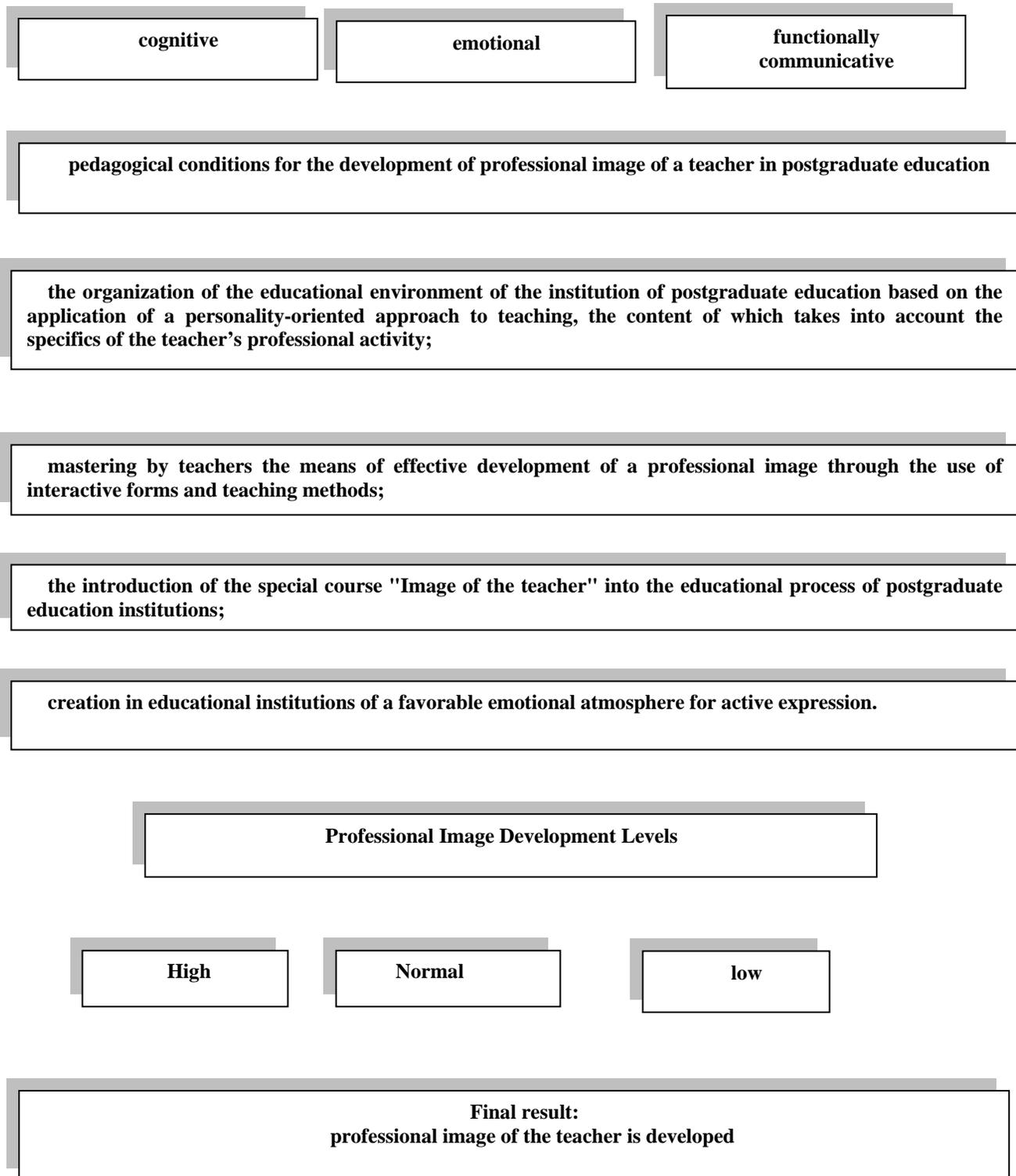
The procedural components of the model are the goals and objectives, the principles of interaction of the subjects of the educational process, the content, conditions, and also the results that are achieved (Figure 1). Testing the effectiveness of the implementation model of the development system of the professional image of the teacher is carried out in the course of experimental work. An important point in testing the proposed model was the introduction of hypothetically predicted pedagogical conditions.

**Purpose: to promote self-improvement, self-development, self-realization and self-knowledge of the personality of the teacher, his professional competence.**

**Objective: development of professional and personal qualities, emotional stability and self-confidence, mastery of modern technologies for building a professional image.**

**Principles: unity of the educational, professional, social environment; openness of educational space; activities.**

**the criteria  
professional image of a teacher**



**Scheme 1.** Model for implementing the system for developing a professional image of a teacher in postgraduate education.

It is worth noting that in the reference literature the term “condition” is used in a wide variety of meanings, in particular, as:

- the circumstance on which something depends;
- a requirement that is presented to someone, or to what;
- an oral or written transaction about something, an agreement;
- the rules defined in any area of life;
- the environment in which something is happening;
- The requirement to be met.

We disclose the self-educational activities of teachers in educational institutions in the aspect of personal need, which does not depend on age and professional experience. Self-education is the need to increase the level of one's professional competence and professional culture. To form the need for self-education in teachers, they are attracted to active work, the diversity of which leads to intense self-educational activity. To do this, in educational institutions during the passage of continuing education courses they carry out the following activities:

- advice on professional self-education of teachers by providing a recommended list of references;
- Providing free time for work in the direction of self-education;
- assistance in drawing up plans for educational activities and forecasting its results;
- Conducting open lessons of craftsmanship, creative reports, training lessons, scientific and methodological conferences, special courses of choice, etc.

Based on the integration of data from social, philosophical, psychological and pedagogical literature on adult education, a comparison is made of the main components of traditional and personality-oriented approaches in the training process, which is shown in table 1.

Despite the fact that the traditional system of advanced training of teachers requires substantial restructuring and the modern teacher requires mobility from this system, we note that the advanced training system should be as flexible and varied as possible.

**Table 1.** Comparison of the content of traditional and personality-oriented approaches in adult education

Structural components of adult learning	Traditional Adult Learning Model	Personally oriented model of adult education
goal	Adoption by adults of the value system, the process of attitudes and experience created by previous generations.	Contributing to the development of the personality of an adult as a unique individuality, creating optimal conditions for formation, self-development, adaptation, self-regulation.
design goals	Realization of pedagogical goals, taking into account the social order of the state, society and teachers' own views.	Design by the teaching staff and the teacher, in particular, on the basis of determining needs, desires, opportunities and their accounting.

Teacher orientation	Oriented	personality oriented
nature of the relationship	Subject-object	Subject-subjective
interaction features	The influence of the teacher (subject) on the adult (object).	The interaction of the teacher and adult student, as the creators of the educational process.
Organization of the educational process	Design by teachers of ways and methods of adult learning. Implementation of training with the help of the team. The leading form of organization of traditional education is lecture and seminar.	Designing the teaching process by teachers in accordance with the diagnosis of needs and development opportunities through the organization of a personally developing educational environment.
priorities	teacher authority	Recognition of uniqueness and personal uniqueness, personal development, respect for her.
The position, style and role of the teacher	Keeper and translator of professional knowledge, norms, values.	Democratic position: assistant and organizer of the creation of an individual educational path of development of an adult.
The position of an adult who teaches	Slave, translator.	Relaxed activity.
emotional background	Self-doubt, isolation, alertness, anxiety, listener's fear of condemnation, emotional stress.	Joy, emotional excitement from one's own success, satisfaction from the possibility of "being heard", stimulation of creativity and ambiguity, ease, self-confidence.
Typical methods and forms of training	Reproductive (lecture and seminar, notes, writing essays).	Productive, creative methods (dialogue, polylogue), creating success situations, dramatizing didactic situations, role-playing games, trainings, individual tasks, problematic exercises.
Learning Control	Mostly external (from the teacher, department, institute).	Mostly internal, on the part of the student, who sees this as the meaning, the prospect of self-realization, and therefore internal motivation.
assessment	Assessment of students is predominantly subjective. The result of one listener is compared with the	Evaluation of the achievements of each listener based on incoming current and output diagnostics.

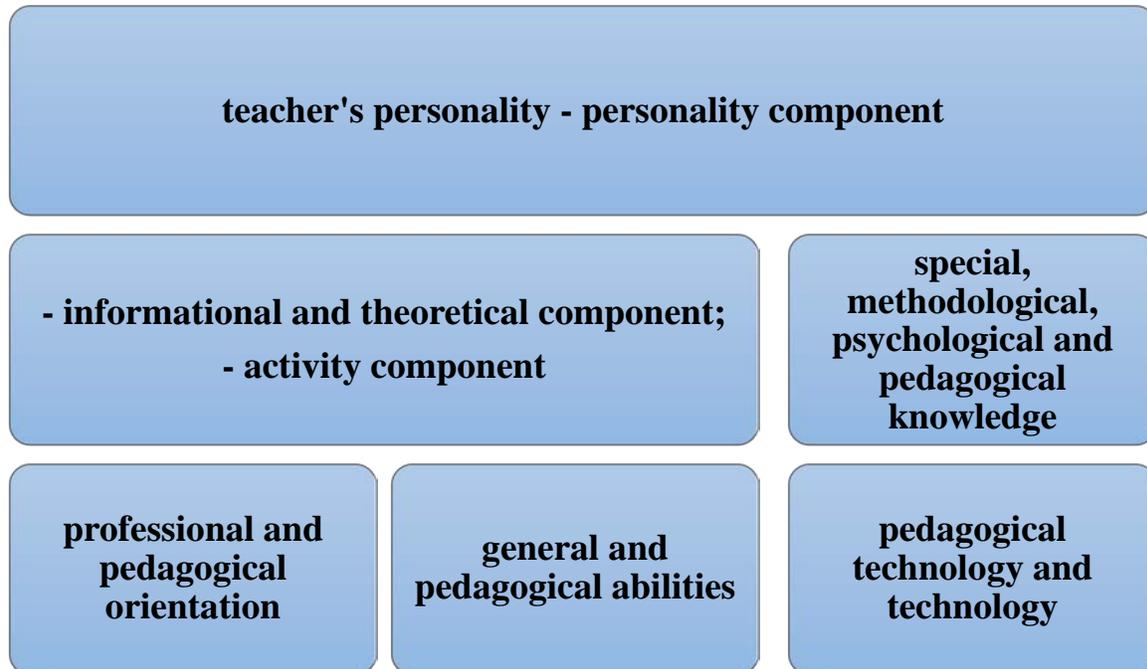
	results of others.	
Result	Trained listener to work on traditional methods, with reproductive thinking, outdated stereotypes in choosing the goal of activity	A trained listener to work in a flexible, personality-oriented environment, is able to independently argue their positions, focus on dialogue and changes in the process of pedagogical communication.

Mandatory, in our opinion, the components of postgraduate education is a model of theoretical and practical teacher training (Scheme 2). Theoretical training in the sense of postgraduate education performs the following functions:

- a guideline in the information flow;
- development of teacher thinking;
- the formation and enrichment of the conceptual apparatus of a specialist;
- creating the basis for understanding and analysis of pedagogical experience;
- prognostic;
- the basis for decision making;
- obtaining and developing new knowledge.

Practical training, given its essence, performs the following functions:

- development of the practical thinking of the teacher;
- improving the mechanisms of the psyche of a specialist;
- development of professional qualities of a teacher;
- Providing the necessary skills for the implementation of professional activities;
- assistance in acquiring specialist pedagogical experience;
- stimulation and development of pedagogical reflection.



**Scheme 2.** Model of theoretical and practical teacher training.

Thus, we believe that the process of developing a professional image of a teacher is impossible without the active involvement of students in educational and cognitive activities, without a pronounced need for professional self-improvement of a specialist. Therefore, we determined the mastery of the teacher by means of the effective development of a professional image based on the use of interactive forms and teaching methods as a condition for the development of a teacher's professional image.

## II. Conclusion

The organization of the educational environment of the institution of postgraduate education, taking into account the requirements of a personality-oriented approach to teaching, the content of which takes into account the specifics of the teacher's professional activity, is one of the pedagogical conditions for the development of the teacher's professional image, since it is the educational environment of institutions of postgraduate education and a personality-oriented approach that provide the opportunity for the teacher's personality to develop fully .

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