

Higher Educational Institution of A Professor-Perpetuating Teacher-Psychologist Studying Ethylg Anlic State

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ABSTRACT

In this article, professors-teachers of higher educational institutions present the state of research of the socio-psychological characteristics of the teacher's image from a theoretical point of view, various factors in the evaluation of the image, the social-anthropological characteristics of the person, the appearance of the teacher, the constitutional structure and anthropological characteristics of the teacher from a scientific point of view.

Research on the methodological issues of the image problem, in the initial analysis of the analysis, was devoted to its nature and the conditions that caused its origin, types of the image and interdisciplinary research. In our study, we focus on the state of research on the research of socio-psychological factors of the image of professors and teachers of higher education institutions.

The concept of image is one of the most used concepts in modern life. The concept of image is widely used in science and fields such as management, marketing, ethics, sociology, political science, psychology. In the above areas, this concept is used for the purposes of demonstrating individuality, distinguishing private qualities, and defining a certain level of status.

The scientific study and application of the image concept in psychology dates back to the 20s of the 20th century. During this period, G. Lebon, U. Lippman, U. Trotter, E. Martin brought forward initial views on image, in particular, the image of a person.

Although the above scholars did not express fully scientific opinions on the issue of image, they were among the first to use the concept of "image" for scientific purposes and in literature. By the end of the 20s, behaviorist psychologist J. Watson develops several methods of product image formation in the course of his activities in the field of advertising. In the future, his works will serve as an important tool in the development of such areas of psychology as marketing, management psychology, humanistic psychology, advertising psychology.

Later, by the 1930s, scientific views on the concept of "image" began to form. By the early 1970s, scientists became interested in studying this problem, and new scientific research and ideas on image began to appear. By the beginning of the 21st century, this concept, as mentioned above, was studied in various disciplines and began to be used in all fields. Nowadays, the concept of image is widely studied and applied in such fields of psychology as pedagogical psychology, social psychology, personal psychology, and humanistic psychology.

In the 20th century, relatively perfect psychological ideas about image began to appear in the works of K. Rogers, "I-concept", G. Allport, "Self-image", and J. Kelly, "Role construct theory". They tried to study the image as a separate psychological phenomenon.

As mentioned above, the fact that the person came to the fore as an object of research in psychology in the 20th century made the study of the image even more relevant as the main issue that should be studied within the scope of science. American economist and sociologist K. Boulding cites the image as the basis of professional success [189, Boulding, Kenneth] K. Boulding emphasizes that the professional image is clearly manifested in the state of combining the individual's personal success and professional success in work.

By the 80s of the 20th century, the fact that the image is characteristic of all spheres and the study of the psychological foundations of the image in each sphere becomes the main issue. Research has reached a new stage in order to psychologically substantiate the importance of image in all aspects of social life, to determine the different and similar features of image in each field.

As a result of research, a clear scientific opinion about the image began to form in psychology. Analyzing the results of this research, summarizing the ideas in them, the image can be described as follows:

Image is a stereotyped image formed by public opinion. The image is always emotionally enriched, that is, it creates an association in the perceiver.

Image formation can be spontaneous (sudden, unexpected) and purposeful. In the structural formation of the primary image, the following influences: natural qualities and personal activity, behavior restructured to achieve the main goal, the trust of the audience.

It can be seen from the above information that the image is a rather complex phenomenon that depends on external and internal factors, as well as professional characteristics.

Due to the fact that the pedagogical image has a personal and professional character, it requires a comprehensive approach to its study and development. Forming the image of a positive pedagogue involves the successful implementation of "specific achievements of a person in social and professional tasks". For this reason, the image of the pedagogue is important both psychologically and socially. Due to the fact that the pedagogue directly works with different teams (work team, student team, parent team), his professional image is formed in socio-psychological characteristics and qualities.

Factors such as pedagogue's professionalism in their field, pedagogue's professional competence, his qualifications and knowledge level, abilities, pedagogue's image are important in the process of education and training, which help to provide the necessary knowledge and skills, as well as to maintain teacher-student relations in a stable and trusting spirit. . Among the mentioned factors, the image of the pedagogue is important. The image of the pedagogue comes first as the most important feature in instilling confidence in the pedagogue in students and pupils, ensuring the stability of the psychological environment in the educational group. In the initial stages of studying the concept of image in psychology, more attention was paid to the importance of image, its forming factors and reasons.

Research in modern psychology is focused on the study of socio-psychological characteristics of

the image, taking into account individual characteristics. Due to the high relevance of the study of the teacher's image in the field of science, new areas of science such as imageology and pedagogical imageology were formed.

The studies of modern researchers on the study of the image of a teacher can be classified as follows:

- 1) studying the basics of imageology (works of V.M. Shepel, E.B. Pereligina, etc.);
- 2) analysis of the mechanisms and technologies of teacher (pedagogue) image formation (researches of L.P. Kachalova, A.A. Dergach, N.V. Kuzmina);
- 3) identifying and studying the socio-psychological foundations of the image of a pedagogue (work of A.A. Kalyuzhny);
- 4) studying the role of the image as a component in the culture of the pedagogue (N.V. Savchenko);
- 5) study of the functions of the image of the pedagogue as a humanistic concept of education (research work of V.N. Cherepanova);
- 6) to study the criteria for the formation of the image of a pedagogue.

Pedagogical imageology began to develop both as a joint direction with pedagogy and psychology, and as a separate independent discipline. Many scientists have conducted research on the image of the pedagogue based on their scientific fields. For this reason, scientists have different approaches to the interpretation of the image. Their research greatly contributes to the development of the field of psychology, pedagogical psychology, pedagogy, pedagogical imageology.

Researchers such as N.G. Komlev, G.G. Pocheptsov, V.V. Boyko, V.M. Shepel, S.E. Ananeva, E.B. Perelygina conducted their research on the image, in particular, on the composition and forms of the professional image. As a result of their research, the structural structure of the image can be divided into the following groups:

Group I includes:

- 1) natural components - physical and psychophysiological characteristics, temperament, age, gender, physical defects;
- 2) personal components - qualities formed in a person through education and training: spiritual, intellectual, communicative, emotional-volitional, etc.;
- 3) professional component - qualities related to professional experience and activity: professional competence, knowledge, skills, skills; important professional qualities, individual style in professional activity;
- 4) behavior component - a person shows different behavior in different situations.

Components belonging to group II acquire a symbolic expression:

- 1) visual component - human figure, external attractiveness, clothing style, etc.;
- 2) audial component – voice timbre and intonation; speaking style, speed, pitch, articulation, etc.;
- 3) kinesthetic component - gestures, behavior, direction of gaze and movement.
- 4) olfactory component - the effect of smell on people.

The above components are the components that ensure the internal and external formation of a person.

Professional image can serve as an important tool that allows you to lead colleagues who have less qualifications and skills in work. E. L. Vaitkunene's research is important as a unique innovation for the field of psychology, especially management psychology.

A.Yu. Kodjaspirov and G.M. Kodjaspirova emphasize that when the attitude of pupils (students), work team and other representatives of the society entering into relations with the pedagogue towards the pedagogue is consistent with the stability of the pedagogue's emotional and psychological state, the personal professional image of the pedagogue can be formed. Researchers cite the following as socio-psychological characteristics that make up the image of a pedagogue:

1. Interpersonal relations.
2. External evaluation of the teacher.
3. Professional knowledge, qualifications, skills.
4. The environment in which the teacher works (work team, learning groups).

It can be seen from the above information that A. Yu. Kodjaspirov and G. M. Kodjaspirova noted that the formation of the pedagogue's image and its structural structure mainly depend on external factors. Their research plays an important role in determining the social significance of the image of a modern pedagogue.

The structural study of the image of the pedagogue in psychology has been widely researched by the permanent scientific community as one of the main issues. The main goal of these studies is to study the components that make up the image of a pedagogue, the social psychological characteristics of the image of a pedagogue, the forms of the image that make up the general image of a pedagogue, and develop the optimal and universal requirements for the image of a pedagogue.

The formation of the teacher's image, incorporating several image forms, has been studied through many studies. Experts emphasize that the image of a modern pedagogue consists of the following structural image forms:

1. The non-verbal image of the teacher.
2. Verbal image of the teacher.
3. Professional image of the teacher.

The above pedagogical image forms also include several structural components:

1. The non-verbal image of the teacher includes the following parts: facial expressions, gestures, personal space, clothing design. These tools play an important role in the formation of the non-verbal image of the pedagogue and serve as the main means of the pedagogue not only in the process of education or in the process of work, but also in achieving success in interpersonal relations, gaining social status, and performing social functions.
2. Verbal image includes components such as teacher's speech and its communicative qualities, teacher's vocabulary, tone of voice, timbre. This structural form of the pedagogue's image is important both in the pedagogue's social activity outside of his professional activity and in the development of the individual.
3. Professional image is a form of private image that serves as the main tool to ensure the stability of the pedagogue's professional field and ensure his professional success.

American specialist J. Yager, based on the research of the above scientists, concludes that the professional image of a person is a concept that describes personal qualities that are displayed to others. J. Yager states that the image includes the following socio-psychological features:

1. Specific aspects of personality behavior.
2. Scope of communication.
3. Speech.
4. Professional communication.

English researcher E. Sampson conducted his research on the interdependence of personal image and professional image, structural structure and forms of personal image. Talking about mutual personal image, he distinguishes three types of image depending on external and internal factors: self-image, acceptable image and required image. This typology reflects the view of the image from different sides: from one's self and from other people, from reality and desire.

Self-image is derived from past experiences and self-esteem reflects the current state of self-confidence.

Perceived image is how others see us. Naturally, this point of view is different from the previous one. We often don't know what others actually call us.

Required image means that certain occupations require certain image characteristics. In some cases, this is specific to the type of clothing.

In this scientific research work, socio-psychological and individual character traits in the formation of the image of a pedagogue are mentioned. The author cites the following as socio-psychological and individual character traits in his scientific research work:

1. Socio-psychological characteristics:

- 1) environment in the labor team;
- 2) the level of communication between colleagues in the team;
- 3) manager-employee relations;
- 4) teacher-student relations;
- 5) social outlook.

2. Individual character traits:

- 1) optimism;
- 2) knowledge;
- 3) professionalism;
- 4) hardness;
- 5) responsibility;
- 6) demanding;
- 7) to be able to give an accurate self-assessment;
- 8) to be able to adapt their work.

Summarizing the above information and based on the analysis of research conducted in various fields of psychology, the following can be cited as socio-psychological characteristics of the image:

1. Reliability of the image - explains how important the image is in the specialist's ability to overcome obstacles.
2. The socio-cultural integrity of the image - is it not against the deep traditions of the society.
3. Popularity of the image - determines the influence of the specialist in the team, organization

where the specialist operates.

4. Representation of the needs of society in the image - whether the image can satisfy the general, overt and hidden needs of the audience.
5. Confidence of the audience in the image of the specialist.
6. Image stability. A feature that explains the equal acceptance of the image of a specialist by society and the same perception of the image by people for a long time.

The following can be cited as socio-psychological features of the teacher's image:

1. Organization - ability to organize one's activities correctly and precisely.
2. Leadership is the ability to manage the educational process.
3. Ability to control - ability to control the educational process.
4. Positive sociability. This characteristic causes the pedagogue to create a positive impression on himself and the formation of a positive image of a pedagogue with the ability to establish a positive and well-constructed communication.

The image of a teacher remains one of the topical topics in psychology as an issue that requires constant research. For this reason, scientific research on the image of the pedagogue should not be limited to the above, but also study other aspects of the image of the pedagogue.

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