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Structural Model of The Image of a Modern Teacher

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Article History	Abstract
	The article substantiates the importance of the activities of a modern teacher in solving existing problems in the field of education. Scientific and practical approaches to a comprehensive analysis of the educational environment, the modern image of a teacher and the conditions of learning and development are presented. made it possible to develop mechanisms for creating a structural model of pedagogical activity. Explanations and meanings of some terms are given. The requirements for a teacher are determined not only by the great importance, but also by the rare originality of pedagogical activity. A teacher is a special profession. These are the people who are always in sight; students, colleagues, and parents are next to them.

1. Introduction

Every person during his life will play many times in the role of a student, pupil, and in the role of a teacher, educator (teacher, mentor, instructor, etc.). The teaching profession is one of the oldest and most honorable in the history of mankind. However, it is not possible to determine the exact timing of its appearance. Over a large historical period of time, education was carried out without professionally trained specialists in the course of natural life relationships between the older generation and the younger. Teachers are people who have appropriate training and are professionally engaged in teaching activities. Teachers are engaged in teaching activities professionally, and almost all people are engaged in this activity non-professionally. The requirements for a teacher are determined not only by the great importance, but also by the rare originality of pedagogical activity. A teacher is a special profession. These are the people who are always in sight; students, colleagues, and parents are next to them.

Psychology of the image of a teacher of higher education can be defined as a branch of psychological science, scientific theory, the subject of which is the image of a teacher of higher education as a sociopsychological phenomenon, as well as patterns of its origin and functioning.

2. Literature Review

The image of a teacher of higher education is seen as a combination of internal and external factors that determine its components. Part of the content of the general theory of the image of a teacher of higher education is the generalization of ideas about the system of socio-psychological phenomena in which the formation and development of the image of a teacher of higher education.

The works of N.V. Barna, T.V. Bondarenko, V.Y. Bochelyuk, O.A. Gorovenko, O.O. Greilich, N.V. Guziy, Yu.V. Dzyadevich, T.Ya. Dovha, L.Yu. Donska, I.A. Zyazyuna, O.A. Ignatiuk, V.P. Isachenko, L.G. Kaidalova, O.O. Kalyuzhny, I.O. Kovaleva, O.O. Kovaleva, A.O. Kononenko, N.V. Kuzmina, S.D. Maksimenko, A.K. Markova, L.A. Martynets, M.M. Navrotskaya, Yu.G. Padafet, Yu.I. Palekha, K.L. Panina, V.K. Puzik, V.D. Sinyavin, V.I. Khlopenko, T.B. Khomulenko, O.Ya. Chebykina, etc. are devoted to the study of various aspects of the image in the education system.

The need to build a structural model of educational activity in the context of digital transformation arose in connection with geopolitical, informational and other changes that have occurred in recent years and affect human life in all its spheres, including in the field of education. The educational system has changed a lot. If until the beginning of the 20th century there was integrated teaching, then completeness came to replace it, then there was the implementation of the theory of interdisciplinary connections.

Therefore, the development of a structural model of educational activities in the context of digital transformation can help in the perception of complex interpretation and simplification of perception through an image. This may be a simplification in understanding the organization of the educational process at a university or other educational organization, through highlighting the elements of the model that are interconnected and interacting. Based on a visual representation of educational activities organized in a digital educational environment through a structural model built using an algorithm, everyone can highlight their own aspect and create their own model for their activities in the necessary conditions.

In this case, all results of the exchange of information, knowledge, and cultural values become most interconnected. That is, the exchange of information in the context of digital transformation is approaching unification: information in digital form. The new information post-industrial society requires a professional to jointly master social experience in conditions of multitasking, uncertainty, and information oversaturation. Therefore, a change in paradigms leads both to the formation of the problems themselves and to the search for their solutions. In this case, "...thought must be understood as a special, newly solved problem of behavior or orientation in new circumstances. Thinking always arises from a difficulty" [11, p. 42], and "the word initially becomes not only the most important fact of life, but also a spiritual and cultural act" [12].

All this, in turn, leads to changes in the learning process at all levels, including at university. This is manifested from the attitude to the lifestyle of all participants in the educational process when crossing boundaries from conventional classroom teaching to the use of other forms, methods, means due to the forced implementation of training in a digital environment or necessary, due to the created conditions. Psychological changes that arise in new conditions, in conditions of digital chaos, are "psychological mood, motivation for learning, studying, psychological state and other aspects from the field of psychological knowledge that can affect the student's adaptation" in the process of organizing his activities in conditions digital transformation [10]. Since a teacher can influence the conditions for organizing students' activities in the context of digital transformation, these conditions include both methodological (forms, methods, tools, technologies, etc.) and psychological and physiological (reducing stress, working in one's own pace, choosing your own result, etc.) with the expanding capabilities of the information resource.

This will allow the teacher to help the student develop an individual learning path and obtain the best result by all participants in the educational process [13]. Therefore, processes that can self-organize remain interesting for pedagogy: there is a problem, there is instability, there is a choice, there is self-organization. This means that there is a point of instability of development and needs to be modeled. And the model needs to be built on the basis of the general laws of scientific knowledge in the conditions of digital transformation.

The basis for current pedagogical research on modeling educational processes was the analysis described in detail in one of the articles by Doctor of Pedagogical Sciences, Professor V.I. Pisarenko "Modeling in modern pedagogy." In particular, the author notes that "there are a number of key issues that are actively studied in pedagogical science and bring pedagogical knowledge to the forefront of science. One of them is the problem of modeling" [14]. In various texts, both for reading in everyday life and in scientific publications, there are various formulations that contain the word "model" or the term "model". Scientists are attracted by both the term "model" and the concept of "model", since the disclosure and explanation of its content allows one to analyze past mistakes, successes and, based on this analysis, build a forecast for the future with adjustments to the present. Quote: "The ability of human thinking to abstract, analogy, simplify, formalize and schematize makes it possible to use modeling in scientific research" [14].

 "The process of digital transformation of education is the formation and dissemination of new models of work of educational organizations, changing the content of education and competent integration of digital technologies, quality tools and effective management into the educational process" [19].

Thus, the main goal of all changes that occur in the context of digital transformation should be the transition to mass quality education, aimed not only at personal development, but also at the formation of digital competencies of all participants in the educational process. Changes in thinking in all its

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aspects, a conscious choice of the desired digital space based on critical thinking will help make the right choice in organizing activities in the context of digital transformation, in the selection of tools, resources, methods, technologies, etc., to obtain a guaranteed result. All this should help improve the use of digital technologies in the educational sphere. This will help develop skills to work in the new, changed conditions of digital transformation. This is the ability to analyze, synthesize, predict and build the necessary models based on big data analysis to obtain the planned result built on the patterns of development of scientific knowledge of the chosen field.

3. Results and Discussion

The basis for constructing a structural model of educational activity in conditions of transformation is taken from the works in which V.A. Yasvin thoroughly justified, described and proposed several models for studying the educational environment, examination, design and management. The main elements for the topic of the article were: models and algorithm [17], [18]. Quote: "The proposed algorithm for pedagogical design of the educational environment, or ecological-pedagogical design, includes the interconnected design of each of the three components of the educational environment: spatial-subject, social and organizational-technological, in the context of organizing a system of opportunities to satisfy the entire hierarchical complex of needs and realize personal values of all members of the educational community" [17, P. 61]. Figure 1 shows the author's model V.A. Yasvin of the design field of the educational environment, which was taken as the basis for constructing a structural model in the electronic (digital) educational environment (Fig. 2).

Social is what determines and ensures the result of learning in the conditions of digital transformation: personal, pedagogical, social spheres. Not only these areas can change, but also relationships, including the situational component.

The appearance of a teacher is one of the factors in the success of teaching activities. Often the first impression of a person is created by his clothing, which expresses preference, idea of beauty, level of culture of a person [7;53]

Each of us creates a certain image - an image - an idea of a person, formed on the basis of his appearance, habits, manner of speaking, mentality, actions, etc. Image is a purposefully formed image, recognized to have an emotional and psychological impact on someone in order to popularize advertising, etc. [4].

The image of a teacher is an emotionally charged, stable image of a teacher in the minds of students, colleagues, and the social environment, which can influence their behavior. The image of a teacher is formed through targeted efforts in order to increase the success of his activities. [1;5].

The image of a modern teacher. The topic of teacher image is actively discussed today in the scientific literature; various definitions of this concept are given, but everyone agrees that a positively formed image is one of the main factors of successful teaching activity. Image – (from English image – image, appearance, image) [6]. A certain image of a person or thing created by the media, literature or the person himself.

Image is an image, a system of external characteristics of a person that creates or emphasizes the unique identity of the individual. And it always reflects individuality, being its external side, facing other people. Elements of image acquire the meaning of symbols of a given person; their significance is not limited to just a reflection of appearance. And it becomes an integral part of a person's character and individuality, and shapes the attitude of other people towards him. A person's image largely determines how he will be perceived by others.

Image is a kind of human toolkit that helps build relationships with others. Translated from English, "Image" means "image". We can say that image is the image of a person that develops among other people.

In the dictionary of S.I. Ozhegov gives the following definition: "Image is an opinion, a judgment, an expression, an assessment of something, an attitude towards something, a look at something." [7;56]

Image is a story about yourself, a symbol that, without words, tells others about what level of the social ladder you stand on, what profession you belong to, what your character, temperament, taste, and financial capabilities are [5].

Image is considered as a functional formation, which is based on action, attitude, reflection, impression, since it shows the influence on someone, acts as an evaluative judgment about someone, and expresses specific expectations in relation to someone.

This is a dynamic system, since it is the result of a person's constant work on himself. The image is influenced by natural qualities, life and professional experience, upbringing and education of the

individual. The basis of the image is personal charm. A person's charm is his sociability, reflexivity, eloquence, as well as external attractiveness, easy adaptation to new conditions, and the ability to maintain confidence in a circle of strangers. The strategy of self-presentation, self-presentation, self-presentation is based on the conclusion that every person is interested in the impression he makes on others. [3;93]

There are different types of image.

- ✓ Perceived image,
- ✓ Required image,
- ✓ Personal image,
- ✓ Professional image.

From the point of view of the functional approach, several types of image are distinguished. Mirror - an image that corresponds to our idea of ourselves: we seem to look in a mirror and think about what we are like. At the same time, most often, especially in youth, we see more advantages in it than disadvantages;

current is our image from the point of view of others. It must be remembered that misunderstanding and prejudice shape opinions about us no less than our actual actions;

desired - the image we strive to create for ourselves;

corporate - the image of the organization as a whole, and not of some individual divisions. This is the reputation of the organization, its successes, and the degree of stability;

multiple - an image that is formed from a number of images of independent structures.

negative - our image created by an opponent, rival, enemy. [3;95-96]

Depending on the predominant type of motivation underlying the teacher's image-creating activities, image-creating strategies and the methods and mechanisms used are distinguished. On this basis, two types of individual image are defined: an image focused on self-awareness; perception-oriented image. Moreover, these types of image are not mutually exclusive and in some cases the same image may have the properties of both the first and the second. Thus, an intermediate or universal type of image can be formed, organically combining the characteristics of both types. Such an image arises when the teacher's system of value orientations coincides with the most current social expectations. The image of a teacher is an image focused on perception [1;5].

The image of a teacher is an emotionally charged stereotype of the perception of the image of a teacher in the minds of students and colleagues. Kalyuzhny A.A identifies the main components of the image - external appearance.

Appearance, as an obligatory component of the image, allows the teacher to express his individuality, life goals and values, demonstrate them or, conversely, hide some personal traits. A. Schopenhauer, characterizing a personality, put its essence above appearance. N. Machiavelli argued the opposite, back in the 16th century. he wrote that people are more afraid of appearance than essence. If we talk about the psychological impact of external appearance, external attractiveness, then it can be considered as a means of forming attraction - a special type of special attitude of one person to the perception of another, which mainly implies an emotionally positive attitude towards the perceived object.

Since the work of a teacher involves close interaction with people, his appearance is crucial in how he is perceived by students, colleagues, and the social environment. Appearance is characterized by such attributes as clothing, hairstyle, makeup, accessories, etc. The teacher's appearance should be conducive to confidential communication. You don't have to be dressed expensively. The most important thing is that the teacher's appearance encourages work and communication, and does not distract students. [1;6-7].

The activity of a teacher is public, so one of the professional skills should be the ability to present oneself, to present oneself. The most important areas of activity that are significant for the formation of the image of a modern teacher are: visualization (visual feeling of professional quality), verbalization (demonstration of professional quality using words) and the creation of an event that allows you to demonstrate these qualities. Creating the image of a teacher is a complex and lengthy process. When starting to form an image, you should start with reflection, analyze the essence of pedagogical activity and your own perception of the teacher's image. For some it will be a certain appearance and manner of behavior, for others it will be a kind of communication, for others it will be the products of his labor.

For a modern teacher, it is important to model one's image and create a positive professional image. [7;59-60].

Since the formation of an individual image of a teacher is a rather complex procedure, there are several approaches to image creation technology. Most authors note that the basis of such technology is the "I-concept" of the individual, which is important. a factor in determining human behavior, which largely determines his behavior in situations of choice and contact with other people. The image of "I" is perceived as an attitudinal system that has three components: cognitive, affective and behavioral. The lower level of the "I" image consists of the attitudes presented in experiences. They express an emotional attitude towards themselves. Above is awareness based on self-assessment of individual properties and qualities that add up to a whole image. And finally, it is the image of "I" itself, which fits into the system of value orientations of the individual, and is associated with: awareness of the goals of one's life activities and means. Any image should be based on a sincere "I"; others should see a real person, and not an artificial modification of his inner essence.

Image as an environmental phenomenon can be represented in the form of a model consisting of two interconnected components: a core, a relatively static, but capable of change component. i.e. "I-concept", and the variable component of the image, represented by auditory, visual, olfactory, kinematic systems, which change quite quickly depending on environmental conditions (V.N. Cherepanova). [3;98-99].

When they say that a modern teacher wants to change his image, then, of course, we are not talking only about changing his appearance. On the contrary, a change of image is, first of all, deep internal changes that affect the personality as a whole. [2;153]

Ways to form an image.

Image is usually understood as a formed image in which value characteristics and traits are identified that have a certain impact on others. The image is formed during a person's personal contacts, based on the opinions expressed about him by others. In this regard, the following main components of the image can be formulated.

I. Appearance (manner of dressing);

II. Communication tactics (skillful orientation in a specific situation, mastery of psychological influence mechanisms, etc.);

III. Business Etiquette.

IV. Ethics of communication.

Often the teacher forgets about his own human essence. That it should be constantly studied, preserved, critically evaluated and developed. The success of a teacher's work largely depends on the degree of awareness of the nature of one's professional and personal influence on other people and the acceptance of responsibility for the consequences of this influence. The complex foundations of the perception of a teacher by other people are developed within the framework of the problem of professional image. Image is a style that is determined by internal content. This is not only a visual image of a person, but also a way of thinking, actions and actions. It is important that the external and internal images are in harmony. Even Plato, developing the idea of "harmony," defined it as the totality of the virtues of a "human citizen." Harmony, in his opinion, is manifested in the physical appearance, actions, speeches and "works" created by man. The concept of image is identical to personification; however, it includes not only natural personality properties, but also specially developed and created ones. This concept meets the needs of time and society. Image includes: appearance, psychological properties and social inclinations of a person.

Image for a teacher is more important than for any other specialist, because it is he who influences the formation of ideas, attitudes, and values of students and, in turn, contributes to the formation of the image of students. Its basis is the personal and professional qualities of the teacher - communication skills, reflexivity, empathy, self-control, etc. Image has a dual impact. Firstly, he makes an impression on others, leaving a certain opinion about the person. Secondly, it also affects a person, forming a strong idea of his own personality. The image of a teacher is his tools, these are the functional means of the body that allow him to use voice, plasticity, and facial expressions as an influence on students. A competent teacher will use them purposefully and consciously.

Of course, a specialist can have an idea about himself. This image of one's self is called a mirror image or self-image. The main structural components of a teacher's image are:

- external attractiveness (health, charisma, personal characteristics and individual characteristics, clothing style, colors, makeup, hairstyle); - professionalism (level of education, style of business relations); - verbal characteristics (speech and its features; communication skills; oratorical techniques, behavior pattern);

- non-verbal characteristics: facial expressions, gestures, posture; - visual appeal; - communication style;

- space of life activity: lifestyle, biography, family relationships, results of activity, formed environment.

Professor A.Yu.Panasyuk identifies the following components in the image: habitual (from the Latin "habitus" - appearance) - clothes, hairstyle, shoes, accessories, makeup, perfume, silhouette; kinetic - posture, gait, gestures, facial expressions (facial expression, smile, direction and duration of gaze); speech - culture of oral and written speech, literacy, style, handwriting; environmental - human-created habitat (apartment interior, office design, order on the desktop, etc.); materialized - products of his labor created by man.

The first three components of the image are read during personal communication, the last two can carry information about the person in absentia. They form an idea of a person as an individual (personal image) and a professional (professional image). The ideal option is when both opinions are positive: "Both a good person and a wonderful teacher!" The most important areas of activity that are significant for the formation of an image are visualization (visual embodiment of professional quality), verbalization (demonstration of professional quality using words) and the creation of an event that allows one to demonstrate the most important professional qualities [8].

Work on creating an image must begin with reflection on the essence of professional activity. After this, it makes sense to think about determining the content of the presentation and the means of expressing professional qualities. Typically, self-presentation begins with a visual statement about oneself, and this is aptly noted in the proverb "You meet people by their clothes...". But it is no less important to take into account the "law of edge" in communication: the very beginning and end of communication are remembered; entering and exiting a communication situation. D. Carnegie talked about how we are judged based on what we do, how we look, what we say and how we say it.

I would especially like to emphasize the image significance of modeling and control in the development of functional and interpersonal relationships characteristic of the profession [9]. Thus, the head of an educational institution who communicates condescendingly with parents of students, a teacher who is systematically late for classes, who does not allow his colleagues to speak during group work, already demonstrates his unprofessionalism precisely through the system of relationships that are familiar to him. The teacher can create an individual program for creating his own image. In this case, there is a certain sequence of actions:

- vague desire to change something, awareness of the need to purposefully form one's own image;

- defining the main concept (idea) and formulating the goal of building an image;

- self-esteem, formulation of the necessary image components for the chosen image;

- determination of the main addressee (audience) of the image, main social roles;

- identifying objective and subjective limitations for building an image, creating an internal attitude that helps create the required image;

- mastering the technology of self-presentation;

- preliminary construction of an image and its presentation to the immediate environment or professional community;

- analysis of the probability of achieving the set goal, adjustment;

- introduction of image, verification by communication practice;

- further improvement and development.

Undoubtedly, this is not easy work on yourself, but it will bring results. V. Hugo said: "Style is like crystal: the more you take care of it, the brighter and more expressive its shine." We can consider image formation as one of the indicators of the competence of a modern teacher. The teacher creates the culture of subsequent generations. And he must be interesting as a person. Without interest in the individual

there is no interest in the subject. Therefore, the image of a teacher should be inspiring. A teacher teaches even when he doesn't say a word, he teaches with his behavior, attitude towards children, and his personality. No matter how specialist a teacher or teacher is, he must constantly improve his personal and professional qualities, thus creating his own image, the image of his personal "I". A harmoniously created image helps to solve various issues in everyday, professional and social life. The image of teachers working in an educational institution creates the image of the institution itself.

Issues of image formation are discussed during "Introduction to the teaching profession", "Pedagogical psychology", "Fundamentals of teaching skills", "Psychology of communication", etc.

A teacher is a childcare wizard who leads along the road and brings children to the kingdom of knowledge. A modern teacher in his professional activity must move slowly, but not move backward. The teaching profession is wonderful, there is always something to learn, there is no limit to perfection. The teacher guides, helps, will not stumble, supports, empathizes, assists, which in turn instills trust in the children, creates mutual understanding, the desire to continue to go further with the teacher into the kingdom of knowledge, and in this his image wins.

In everyday understanding, the word image is used in relation to a person in two senses: as a person's appearance and as his reputation. In fact, these two facets of the image are fused. We observe appearance, but evaluate reputation! We can say that an image is an image that includes internal and external characteristics. Thus, the image of a teacher contains the following structural components: individual and personal qualities, communication, features of professional activity and behavior. In the public consciousness, there is, first of all, the image of the teaching profession, which summarizes the most general characteristics characteristic of different teachers and consolidates them in the form of a stereotypical image. Society, generating requirements for the professional image of a teacher, influences its content.

The formation of a teacher's image should be carried out through the formation of a self-concept as a way of behavior and self-evaluation. Self-concept is a complex of forms of behavior, a system of a person's relationship to himself: these are meanings that are formed in the process of participation in joint actions. The self-concept is a dynamic psychological formation, its development and changes are determined by internal and external factors, while the social environment has a special influence on its formation. Depending on the situation, the teacher forms a self-image and reacts to it in accordance with the given situation. The formation of a person's self-concept influences the effectiveness of a teacher's professional activity. The teacher's positive self-concept ensures that students develop a sense of psychological security and safety, complete confidence in the teacher's goodwill and respect.

As a result of a positive attitude on the part of the teacher, the student's self-esteem increases, his creative potential is revealed, and the student's conviction in his own worth gives him the opportunity to more fully realize himself. For fruitful professional activity in the direction of cooperation between teachers and students, the teacher needs to mobilize intelligence, will, moral efforts, organizational abilities and skillfully operate with the means of moral, intellectual and spiritual principles in students. All this together makes up the image of the teacher.

4. Conclusion

It Forming the image of a teacher is an active, purposeful activity aimed at informing the teacher about the strengths of those personal qualities and relationships that are objectively important for successful work with children. A correctly understood educational significance of the teacher's image for the development of the younger generation forms his responsible attitude towards modeling his individuality. Practical mastery by a teacher of the basic principles of pedagogical ethics, the development of his professional culture and scientific organization of work is an important aspect of image formation. A successfully designed pedagogical image influences the teacher's self-affirmation and his further professional self-improvement.

It is necessary to form the image of a modern teacher; this is not easy work, but it will bring results. To have the right to teach, you need to constantly improve.

We believe that the systematic description of the image of a teacher of higher education, formulated by us allows us to specify the areas of research of the image of a teacher of higher education. In the nearest approximation, these are the following directions:

research of determination of formation of the image of the teacher of higher school (features of displays of social and psychological, acmeological, activity determination of formation of the image of a teacher of higher education);

research of character of influence of features of the bearer of the image of a teacher of higher education (age, biological, psychological, social properties of the bearer of image, experience, functional condition, the formed relation to the recipient of image and to a situation of interaction with it) on process and result of image formation.

research of the process and result of the influences of the context of interaction of the bearer of the image of the teacher of higher education and the recipient of the image on the formation of the image of the teacher of higher education; research of characteristics of sign spaces which are formed by the carrier of image of the teacher of higher school;

research of the influence of subject-subject and subject-object interaction on the process and results of forming the image of a teacher of higher education; research of influence of communicative processes on formation and functioning of the image of a teacher of higher education;

research of influence of features of the recipient of the image of a teacher of higher education on formation of image;

study of the determination of obtaining and accepting the image of a teacher of higher education (the impact of activity determination, acmeological determination, socio-psychological determination on the result of the functioning of the image).

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