PROBLEMS IN FORMING A PROFESSIONAL PEDAGOGICAL IMAGE AMONG STUDENTS OF PEDAGOGICAL HIGHER EDUCATION

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Аннотация: В статье рассматривается значение имиджа педагогического профессионала в системе образования. Профессиональный имидж учителя является важным фактором формирования общего мнения учеников, родителей и общества. В статье рассматриваются вопросы формирования профессионального имиджа педагога, его роль в образовательном процессе, а также психологические подходы, необходимые для поддержания этого имиджа. Важную роль играют такие аспекты педагогического имиджа, как этика, коммуникабельность, профессиональная компетентность, а также отношение учителя к себе и его страсть к преподаванию. В статье изложены теоретические основы, необходимые для формирования профессионального имиджа специалистов, работающих в сфере педагогики.

Ключевые слова: педагогический и профессиональный имидж, профессиональная компетентность, этика, личностные качества, психологический подход, образовательный процесс, ответственность учителя, воспитание, общество, формирование имиджа, профессиональное развитие.

Abstract: This article examines the importance of the pedagogical professional image in the education system. The professional image of a teacher is an important factor in shaping the general opinion of students, parents and society. The article discusses the formation of the professional image of a teacher, its role in the educational process, as well as the psychological approaches necessary to support this image. Aspects of the pedagogical image such as ethics, communication and professional competence, as well as the teacher's attitude towards himself and his passion for teaching, play an important role. This article provides the theoretical foundations necessary for the formation of a professional image for specialists working in the field of pedagogy.

Key words: pedagogical and professional image, professional competence, ethics, personal qualities, psychological approach, educational process, teacher's responsibility, upbringing, society, image formation, professional development.

Pedagogical image is a teacher's image of himself, his profession, his appearance before students, parents and society, his professional and personal qualities. The professional image of a teacher is based not only on his knowledge and pedagogical

methods, but is also closely related to his ethics, personal characteristics, attitude to education and his place in society. The pedagogical professional image is an important factor in increasing the effectiveness of the education system. The image of a teacher includes not only his professional abilities, but also his personal qualities, communication style, and relations with society. The attitude of a teacher to himself and his profession is one of the main components of his image. The professional image of a teacher cannot but affect the effectiveness of the educational process, attracting students to himself and forming his social image. The formation of a pedagogical image is an important factor determining the effectiveness of the educational process. In recent years, the issues of professional identification and personal self-awareness of students studying in higher pedagogical educational institutions have emerged as one of the topical issues. In the pedagogical process, not only knowledge and skills, but also professional image - that is, the harmony of the external and internal image of the teacher, his role in professional communication - are of particular importance. As the education system in the 21st century undergoes global transformations, the teacher's professional reputation, appearance, communication culture, interpersonal communication, and ability to use innovative technologies - all these are integral parts of the professional image. Nevertheless, certain problems, contradictions, and conflicts are observed in higher education in this regard.

The level of knowledge about image, weak personal position, lack of practical experience, exposure to social stereotypes, and lack of a systematic approach among most students of pedagogical education remain obstacles to the formation of their professional image. In particular, the inability to consciously and strategically form an image in a modern educational environment based on competition prevents students from confidently operating in their profession in the future. In addition, today's young teachers do not fully understand the need to present their image not only in the real environment, but also in social networks and digital spaces, which creates conflicting situations among them when using modern communication methods. In today's era of globalization and digital transformation, the prestige and authority of the pedagogical profession are becoming more important than ever. Nevertheless, the process of forming a professional pedagogical image in the system of higher pedagogical education is faced with a number of problems and contradictions. Identifying these problems and analyzing them scientifically and theoretically is important for developing a sustainable and socially acceptable professional image model that meets the modern needs of this industry.

Therefore, in this section, the problems encountered in the formation of a professional image among students of pedagogical higher education institutions, internal and external conflicts, their cause-and-effect relationships are analyzed, and proposals for solutions to these problems are developed. The analysis of the above theories has shown that there are

many problems in the process of forming a professional image of students of pedagogical higher education, which are manifested in the following areas:

Most students have a shallow knowledge of the concept of image, and they often associate professional image only with appearance (clothing, posture, language). In fact, pedagogical image is a complex set of components such as the teacher's moral position, professional competence, communicative culture, social image, and initiative. However, this concept is not sufficiently explained in the higher education system through special subjects or practical courses. The lack of image-related training or its superficial implementation makes it difficult for students to develop self-awareness, develop a professional identity, and strengthen their image in the social arena. As a result, the student does not fully understand their role and level of influence in pedagogical activity.

In addition, another important factor influencing the formation of a professional image is low personal motivation. Many students choose a teaching profession not based on their own desires, but on external pressures, that is, socio-cultural, economic factors or family instructions. This situation weakens their internal motivation and reduces their positive attitude and responsibility towards the profession. As a result, the student does not strive to consciously and strategically form his professional image, but becomes a passive participant focused only on completing the educational process. Another important factor in the formation of a professional image is the lack of practical experience. Pedagogical activity, by its very nature, is a combined form of theoretical knowledge and practical skills. However, in real conditions, most students are limited only to theoretical knowledge mastered in the classroom. Due to insufficient practice in practical aspects such as teaching, classroom management, positive conflict resolution, and effective communication with parents, students do not develop professional self-confidence. This directly manifests itself as a psychological barrier to creating an image. Also, the lack of a system of methodological, psychological, and social programs aimed at developing a professional image in educational institutions significantly slows down this process. In many pedagogical universities, trainings, competitions, mentor-student sessions, and diagnostic tools aimed at forming a professional image of students have not been introduced or activated. This situation leads to a lack of mechanisms for monitoring the process of developing professional identity in students, working on themselves, external evaluation, and readiness for change.

In general, the lack of a systematic approach, low personal motivation, and lack of practical space are the main obstacles in the process of forming a student's professional image. To overcome these problems, higher educational institutions need to develop comprehensive measures based on a strategic, scientific-methodological, and psychological approach.

CONCLUSION

The development of the pedagogical image is directly related not only to the personal and professional growth of the teacher, but also to the socio-pedagogical essence of the problem of developing a professional pedagogical image in students of pedagogical higher education. The theoretical analysis conducted in Chapter 1 served to systematically illuminate the content, underlying factors and contradictory aspects of the pedagogical image that hinder its development.

First, the development of a professional image was considered as a socio-pedagogical necessity, and this necessity was explained by the need to reassess the role of the pedagogical person in society, to understand the direct connection between the quality of education and the prestige of the profession. The pedagogical image forms a complex socio-psychological chain, from the student's personal self-awareness to the model of the teacher that society expects.

Secondly, through the psychological and pedagogical interpretation of the concepts of "image" and "pedagogical image", their differences, content layers, and formation mechanisms were clarified. It was scientifically substantiated that the pedagogical image, unlike the general social image, is a harmonious expression of professional ethics, personal values, communication culture, and leadership potential.

Thirdly, it was proven that the problems and conflicts that arise in the process of forming a professional image - in particular, the problem of internal identification, the pressure of social stereotypes, practical-motivational weakness, methodological gaps in the educational environment - arise as a result of the inconsistency of the student's internal preparation for the profession and the requirements of the external environment.

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