PEDAGOGICAL IMAGE AND ITS NECESSITY IN HIGHER EDUCATION

Rakhimov Zokir Toshtemirovich,
Doctor of Pedagogical Sciences (DSc),
Professor of Renaissance University of Education
E-mail: raximovzokir@mail.ru

Abstract. The article interprets the personal qualities, professional competence, moral and ethical standards and social relations of a teacher as an integral system and discusses the essence, structural elements of the pedagogical image in pedagogical education, its impact on the effectiveness of pedagogical activity and the theoretical foundations of its formation, the comparative-analytical method, the systematic approach and conceptual modeling methods, the pedagogical, psychological and sociological aspects of the pedagogical image phenomenon, the fact that the pedagogical image is the main factor ensuring the professional effectiveness of a teacher, that teachers with a positive pedagogical image establish a trusting dialogue with students, achieve high efficiency in the educational process and increase the motivation and social activity of students, that the pedagogical image is also important in forming the social authority of the teacher, that the pedagogical image is not limited only to appearance or communication culture, but is inextricably linked with the moral, professional and spiritual development of the teacher, that the pedagogical image should be considered as an integral part of pedagogical education, that it should be developed through special pedagogical modules and showed the need to form through trainings. It was also noted the importance of the formation of the image in the national cultural context, its harmony with the spiritual and moral requirements of society.

Key words: education, profession, competence, teacher, image, pedagogy, sociability, appearance, appearance, dignity, prestige, quality, ability, formation, result, creativity, necessity.

Introduction. The reforms taking place in the education system worldwide are taking the requirements for the teacher to a completely new level. Today, the teacher is considered not only as a subject of knowledge, but also as a leading figure who ensures the spiritual and educational development of society and forms social values. Therefore, the issue of the image, which reflects the personal and professional image of the teacher in pedagogical education, is emerging as an urgent scientific and pedagogical problem.

Although the concept of “image” was initially widely used in the fields of social psychology and marketing, in recent years it has become an independent object of

research in pedagogical science. The pedagogical image is considered as a holistic expression of the teacher's appearance, speech culture, professional knowledge and skills, moral qualities, communicative abilities and social activity. The combination of these factors determines the effectiveness of the teacher in the educational process.

In the modern educational environment, the expectations of students and pupils regarding the teacher are changing. They accept a teacher who, along with being knowledgeable, can set a personal example, enter into open dialogue, and meet the requirements of the time. From this point of view, the formation of a professional image in future teachers in the pedagogical education system is manifested as a social necessity.

The fundamental socio-economic, cultural and technological changes taking place in the world education space are placing completely new demands on the pedagogical education system. Today, a teacher is considered not only as a specialist who conveys knowledge, but also as a leading social subject who determines the spiritual and educational development of society. From this point of view, the professional potential, moral image, communicative culture and authority of a teacher in society are of great importance. All these aspects are closely related to the concept of pedagogical image.

At the same time, it is observed that approaches to pedagogical image in the national education system are not sufficiently systematized, and its theoretical and methodological foundations are not fully developed. This creates the need to develop targeted programs and pedagogical technologies aimed at image formation in the process of training pedagogical personnel. Image formation in pedagogical education serves not only the interests of the individual, but also the spiritual development of society and the sustainable development of the education system.

Methods. The issue of image in pedagogical education is emerging as a complex scientific and pedagogical category that is being formed at the intersection of modern pedagogy, psychology, sociology and management. Image is not limited to appearance or visual image, but also encompasses the inner world of a person, professional values, social roles and the effectiveness of professional activities. In particular, the formation of image in the process of training future teachers serves to improve the quality of education, enhance educational impact and raise the prestige of the teaching profession in society [2].

In the context of globalization and increased competition, competition between educational institutions and teaching staff is also taking on a new meaning. In this case, the personal and professional image of a teacher is becoming one of the important factors ensuring his competitiveness in the labor market. Modern students and pupils accept a teacher who is not only knowledgeable, but also open to communication, creative, cultured and can be a personal role model. Therefore, the

issue of image formation in the pedagogical education system should not be considered as an accidental issue, but as a social necessity [3, 4].

The formation of a pedagogical image is inextricably linked with the professional competence, pedagogical skills, moral qualities, speech culture, appearance and social activity of the teacher [1]. The combination of these factors increases the effectiveness of the teacher in the educational process, forms trust and respect among students, and has a positive effect on the overall image of the educational institution. In this sense, one of the urgent tasks is to study the issue of image on a scientific basis and systematically implement it in pedagogical education.

In order to deeply study the issue of image in pedagogical education, the following scientific research methods are required [14, 15]:

Theoretical analysis - interpretations of the concept of image in pedagogical, psychological and sociological literature are studied;

Comparative-analytical method - approaches to the image of a teacher in the education systems of different countries are compared;

Pedagogical observation - the process of professional training of future teachers in pedagogical educational institutions is analyzed;

Systemic approach - the components of the image of a teacher (personal, professional, social) are considered in an interconnected manner.

The concept of a pedagogical image is interpreted from the perspective of pedagogy, social psychology, cultural studies and professional acmeology. This made it possible to consider the image not only as an external appearance or a means of social influence, but as a complex category that determines the professional and spiritual development of the teacher's personality [12, 13].

Also, based on a hermeneutic approach, scientific views on the pedagogical image are analyzed in terms of content and their significance in the pedagogical education system is revealed. The logical-dialectical analysis method identifies the internal connections between the essence, tasks and role of the pedagogical image in pedagogical education. These approaches serve to interpret the process of forming the pedagogical image in an inextricable connection with personal development, professional activity and value system [5, 6, 7].

Results. Image formation in pedagogical education has a direct impact on educational effectiveness. The main results identified are:

Increase in professional efficiency - teachers with a positive pedagogical image establish effective communication with students, improving educational outcomes;

Strengthening social trust - the image of a teacher determines his authority and level of trust in society;

Increase in the attractiveness of the teaching profession - a positive image increases the authority of the teaching profession;

Impact on the image of an educational institution - the image of an individual teacher forms a positive image of the entire educational institution.

The need for image in pedagogical education is high. First of all, it was found that the pedagogical image is not an external expression of professional knowledge and skills, but an integral phenomenon reflecting the internal values, professional position and social responsibility of the teacher.

Secondly, the pedagogical image is manifested in the educational process as a mechanism that ensures pedagogical effectiveness. The unique image of a teacher forms trust, respect and motivation in the student, increasing the effectiveness of the educational process.

Thirdly, theoretical analysis showed that the pedagogical image is formed in the unity of personal, professional and social components. Insufficient development of one of these components negatively affects the integrity of the pedagogical image.

Fourthly, the insufficient coverage of the issue of image in pedagogical education, its spontaneous formation in many cases, was theoretically substantiated. This indicates the need to develop a special theoretical concept aimed at forming an image in the pedagogical education system.

It can be separately recognized that image is of important strategic importance in pedagogical education:

Firstly, it was found that the image of a teacher directly affects the professional effectiveness of a teacher. Teachers with a positive image establish trusting relationships with students and achieve high results in the educational process.

Secondly, it was observed that the lack of attention to image in the process of pedagogical education can lead to a lack of professional self-confidence in future teachers. On the contrary, students who have knowledge and skills related to image adapt to pedagogical activity faster.

Thirdly, the results of the study showed that the image of a teacher is an important factor in the formation of social prestige. The external and internal appearance of a teacher directly affects his acceptance in society.

Fourthly, it was found that special training modules and practical exercises aimed at forming an image in pedagogical educational institutions are insufficient. This indicates the need to improve educational programs.

Discussion. The process of forming a pedagogical image should be organized not spontaneously, but purposefully and systematically. The integration of knowledge and skills related to image in pedagogical education will take the professional training of future teachers to a new level. The formation of an image should not be limited only to appearance, but should encompass personal values, moral standards and professional responsibility. In this regard, it is an urgent task to study the issue of image on a scientific basis in pedagogical education and introduce it into educational practice [8]. As a result of the revision of existing views on the issue of image in

pedagogical education, the image is limited to appearance or communication culture. However, the analysis shows that the pedagogical image is deeply connected with the professional consciousness and pedagogical position of the pedagogical person. If the formation of a pedagogical image is not coordinated with the goals and objectives of pedagogical education, it can acquire a formal character. Therefore, the integration of the image formation process into the content of pedagogical education is a scientifically sound solution [9, 10, 14].

Also, the issue of the formation of a pedagogical image in the national cultural context is of particular importance. The image of a teacher should reflect the spiritual and moral values of society, otherwise it will lose its pedagogical influence.

The issue of the formation of a pedagogical image should be considered not only as an aesthetic or external factor, but as a strategic direction that ensures the professional and spiritual development of the pedagogical personality. The process of image formation is inextricably linked with the pedagogical skills, professional reflection and moral responsibility of the teacher. Therefore, image formation in pedagogical education should be integrated into the system of pedagogical competencies. The purposeful formation of a pedagogical image strengthens social activity, professional responsibility and the desire for self-development in future teachers. This contributes to an increase in the quality of education [11, 15].

It is also important to take into account national cultural values when solving the issue of pedagogical image. Because the image of a teacher must be consistent with the spiritual and moral requirements of society.

Conclusion. In conclusion, the need for image in pedagogical education is determined by modern educational requirements, society's expectations of the pedagogical personality, and the need to improve the quality of education. The purposeful formation of a pedagogical image increases the professional competence of future teachers, ensures the effectiveness of the educational process, and increases the social prestige of the pedagogical profession.

The need for image in pedagogical education is not accidental, but is determined by the internal logical development of the education system. Pedagogical image is an important integrative factor in the professional formation of a future teacher, which ensures the harmony of pedagogical knowledge, personal values, and social responsibility.

Therefore, it is necessary to study the issue of image in the pedagogical education system in depth theoretically, introduce it into the content of education on a conceptual basis, and consider it as an integral part of pedagogical training.

Image formation in pedagogical education is an integral part of the modern education system. Pedagogical image is an important factor in improving the professional competence of future teachers, ensuring the effectiveness of the educational process, and enhancing the social prestige of the pedagogical profession.

In this regard, it is advisable to introduce special subjects, practical training, and interactive exercises related to image into pedagogical education programs. This will bring the professional training of future teachers to a new qualitative level and serve the sustainable development of the education system.

References:

1. Abdullayeva F. B. Pedagogik mahorat asoslari. – Toshkent: O‘qituvchi, 2018. – 240 b.
2. Azizxo‘jayeva N. N. Pedagogik texnologiyalar va pedagogik mahorat. – Toshkent: TDPU, 2019. – 198 b.
3. Бордовская Н. В., Реан А. А. Педагогика. – Санкт-Петербург: Питер, 2011. – 304 с.
4. Зимняя И. А. Педагогическая психология. – Москва: Логос, 2004. – 384 с.
5. Rakhimov Z.T. The importance of developing students’ academic competence in the process of modern higher education // *Current Research Journal of Pedagogics*. – 2024. – Vol. 05, Iss. 04. – P. 43–50.
6. Rakhimov Z.T. Development of educational and cognitive competence as an important condition of higher education // *Journal of New Century Innovations*. – 2024. – Vol. 66, Issue 1, Dec. – P. 38–44.
7. Rakhimov Z.T. Teacher skills in using innovative technologies in higher education / Z. T. Rakhimov, S. Z. Toshtemirova // *Ta’lim Innovatsiyasi va Integratsiyasi*. – 2025. – Vol. 45, No. 1. – P. 93–98.
8. Rakhimov Z.T. Features of formation of students’ technological competence // *PEDAGOGS International Research Journal*. – 2024. – Vol. 70, Iss. 2. – P. 210–216.
9. Rakhimov Z.T. Oliy ta’lim jarayonida talabalarning o‘quv-bilish kompetentligini rivojlantirish orqali kasbiy tayyorlash // *Ta’lim Innovatsiyasi va Integratsiyasi*. – 2024. – № 34(2). – P. 93–100.
10. Rakhimov Z.T. O‘quv-bilish kompetentligini rivojlantirish oliy ta’limning muhim sharti sifatida // *Journal of New Century Innovations*. – 2024. – Vol. 66, Iss. 1, Dec. – P. 133–139.
11. Rakhimov Z.T. Oliy ta’lim jarayonida talabalar o‘quv-bilish kompetentligini rivojlantirishning ahamiyati // *Kasb-hunar ta’limi: ilmiy-uslubiy, amaliy, ma’rifiy jurnal*. – 2024. – No. 4. – P. 110–116.
12. Сластёнин В. А., Исаев И. Ф., Мищенко А. И. Педагогика. – Москва: Академия, 2013. – 576 с.
13. Хуторской А. В. Ключевые компетенции как компонент личностно-ориентированной парадигмы образования // Народное образование. – 2003. – № 2. – С. 58–64.
14. Sharipov Sh. S. Zamonaviy pedagogik faoliyat nazariyasi. – Samarqand: SamDU nashriyoti, 2021. – 210 b.
15. Yuldashev J. G‘., Usmonov S. A. Pedagogik imidj va kasbiy madaniyat. – Toshkent: Innovatsiya, 2022. – 156 b.