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Modern teacher role for increasing the students' competence in pedagogical specialty

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Abstract

The article considers the problem of formation of the teacher's image in the theory of psychological and pedagogical science. Very few young people are ready to practice pedagogy, working for a small teacher's salary and dealing with children. General scientific methods of research like generalization of pedagogical experience, questioning, method of system analysis and analytical review were used. A low percentage of young teachers in the school is one of the acutest problems of the Kazakh secondary education. However, young teachers are not only a reserve for the future, but also a target audience for innovative programs for schools.

Key words: teacher's image, kinetic verbal image, professionalism, pedagogical culture.

El papel moderno del docente para aumentar la competencia de los estudiantes en la especialidad pedagógica

Resumen

El artículo considera el problema de la formación de la imagen del profesor en la teoría de la ciencia psicológica y pedagógica. Muy pocos jóvenes están listos para practicar la pedagogía, trabajando por el salario de un pequeño maestro y tratando con los niños. Se utilizaron métodos científicos generales de investigación como la generalización de la experiencia pedagógica, el cuestionamiento, el método de análisis de sistemas y la revisión analítica. Un bajo porcentaje de profesores jóvenes en la escuela es uno de los problemas más acuciantes de la educación secundaria kazaja. Sin embargo, los maestros jóvenes no son solo una reserva para el futuro, sino también un público objetivo para programas innovadores para las escuelas.

Palabras clave: imagen del docente, imagen verbal cinética, profesionalismo, cultura pedagógica.

1. INTRODUCTION

The teacher is a specific profession. Teachers are those people who are always in the public eye, and next to them are students, colleagues, parents. Knowledge can be forgotten, but not the teacher's image. The problem of the peculiarity of the teacher's image, the study of its structural components, the evaluation of the qualitative

relationship between the image and pedagogical skills of the teacher is currently one of the pressing problems. Contributions of Kalyuzhny (2004a), Zhuravlev (2003), Shepel (1997), Yakovlev (1999), and Popova (2002) prove the controversial approach to the examination of the essence and originality of the image of the modern teacher. Many school children study better the subject taught by their beloved teacher. Along with teaching methods, the image of the teacher attaches great importance in the process of forming knowledge. The pupils' attitude to the teaching process, the subject, the teacher and, finally, to the school in general is manifested in this image. Often the teacher loses the credibility of his charges because he is not interested as a person. Indeed, the teacher should give not only knowledge to children, especially today, during the rapid development of high technology. The interaction of the teacher with the pupils begins from the school beginning, the result of which depends on the attitude of the teacher towards the world, surrounding people and to himself. It is known that only a "winged" teacher and parent can educate a "winged" child, only a happy one can bring up a happy one, and only a modern teacher can educate a modern child. Without interest in the person, there is no interest in the subject. This is unquestionable. Interest in the personality of the teacher is a means of activating interest in the subject. The pupils give the life energy to the teacher, and the teacher opens them "new horizons". The image of the teacher should inspire. No matter how professionally prepared the teacher is, he simply has to constantly improve his personal qualities, thus creating his own image. The issue of the teacher's image is actively discussed today in the scientific literature, various definitions are given to this notion, but all

agree that a positively formed image is one of the main factors of successful pedagogical activity.

Image - a certain image of a person or thing created by the media, literature or the person himself. It is the system of the external characteristics of a person, which creates or emphasizes the unique identity of the individual and always reflects the individuality, being its external, turned to other people, side. Elements of the image acquire the meaning of the symbols of the given person, their significance is not limited only to the reflection of appearance, but becomes an integral part of the character and individuality of a person, forms the attitude of other people to him. To a great extent, the image of a person depends on how he will be perceived by others. The image is a kind of human toolkit, helping to build relationships with others. The teacher's image is an emotionally colored stereotype of perception of the teacher's image in the minds of students, colleagues, and the social environment in the mass consciousness. When forming a teacher's image, real qualities are closely intertwined with those attributed to him by others (Zhuravlev, 2003).

In today's Kazakhstan society, the profession of a teacher has lost its former heights, and the need for its rehabilitation is beyond doubt. Of course, state support is required for the teacher. But not only has the economic factor determined the image of the teacher and the attitude to it from students and parents. What can teachers do to raise the prestige of the profession? The answer to this question is largely related to the individual image of each teacher, because the general

idea of any profession is formed as a result of the isolation in the public consciousness of the typical characteristics of its representatives.

2. METHODOLOGY

The material of the research was theoretical and scientific practices in the field of psychology of the teacher's image formation and pedagogical research that influenced the formation of the teacher's personality. General scientific methods of research were used: generalization of pedagogical experience, questioning, method of system analysis and analytical review.

3. DISCUSSION

Each profession requires some abilities, manifestations of feelings and thoughts. Specificity of pedagogical activity of the teacher is in active mental activity and constant tension of the nervous system. The main load falls on the brain, which, being in tension, subjugates all the resources of the body. Higher nervous activity is experiencing stress, as it is constantly exposed to such factors as a large amount of analytical and synthetic activity of the brain, a chronic time deficit and a high level of personal motivation. Therefore, working in such a tough, highly concentrated environment of constant contact with a huge number of diverse personalities, the question arises especially for the teacher about the formation of his own, unique personal image, let

us say, a kind of image shell. It is no accident that the problem of the teacher's image is actively discussed today in the scientific literature, the press and on television, different definitions are given to this notion, but everyone agrees that a positively formed image is one of the main factors of successful pedagogical activity. Image is the ability to communicate, the art of speaking and, especially, listening. Correctly chosen tone of conversation, timbre of voice, elegance of movements largely determines the image in which we appear before students and colleagues. Together with the tact, education, business qualities, our appearance is a continuation of our merits or another negative feature that interferes with life, career (Kalyuzhny, 2004b).

Let us consider some aspects related to the formation of the "image". Who creates the image? Firstly, the man who thinks about others, what kind of information have to present about himself. Secondly, image-makers are professionals who create images for famous people: politicians, statesmen, artists, etc. Thirdly, the mass media play a big role in creating the image - print, radio, television. Fourth, it creates and surrounding people - friends, relatives, employees. Importance of the image:

- A favorite subject, because the teacher likes it;
- From two ways of influence: "persuade" and "like" - the second is most effective.

The core of the image is personal qualities:

- Natural;

-Professional (for example, how we behave in conflict situations).

Image structure

At the initial stage of contact with a person, not an opinion, but an impression is formed. Psychologists believe that it takes a few moments to form an impression, and a stable opinion is formed within 30 seconds to 4 minutes. The main components of the image are external appearance, the verbal and non-verbal means of communication, the internal conformity of the image of the profession - the inner "I am".

Image		
Verbal	Kinetic	Dimensional
(from verbum-word) Opinion about a person which is formed on the basis of verbal products	The opinion that is created about a man on the basis of his kinetics (from the Greek "relating to movement"), a characteristic of typical movements and positions of parts of his body	The opinion which is formed about a person by his appearance (constitution, clothing, hair, make-up, accessories)
38% of the information a person receives in verbal (verbal) communication - tone, pitch, timbre	65% of impressions are determined with non-verbal communication (what we see)	- External rejection blocks information
	- spatial organization in communication; - facial expressions, gestures; -eye contact (60-70% of the time)	- External rejection blocks information

Verbal and non-verbal means of communication are important components of the image. What and how we say, whether we know how to adjust a person to ourselves, what gestures and poses we are demonstrating, what happens to our facial expressions, how we sit, we

stand and walk - all this affects the perception of us by other people. Teachers need to pay attention to the ability to present themselves to others in the most beneficial manner to improve their professionalism. It is equally important that the image does not disagree with the teacher's internal attitudes, consistent with his character and views. Creating our own image, we thereby cultivate ourselves. Personality as something internal is manifested through activity, in specific products of creativity. Appearance helps a person to attract attention, create a positive attitude towards himself, to seem not only a nice person, but also an excellent teacher. Teacher with all his appearance should attract students and adults. He must constantly reflect his rich inner world, love for children and care for them. It should be always remembered that children learn from adult people, and first of all from their beloved teacher. One of the main rules of the manner of dressing is: to look beautiful is to show respect to people around. This means that such requirements, imposed on the appearance of a person, help the teacher improve his professional image. The right choice of clothes helps to achieve professional success. Avoiding the distrustful attitude of colleagues to their professional qualities, one should not appear at work in trendy clothes. Reasonably combining the requirements of fashion with its appearance, one should observe this rule: to be dressed too fashionably is a sign of bad taste, it is inadmissible to lag behind fashion; you have to dress in fashion, but in a way that does not catch your eye (Popova, 2002). The appearance significantly effects on what that other people think about you, and it means also what you think about yourself.

The main principle of the process of forming your own "I" - you should enjoy yourself from your appearance!

I wholeheartedly support this theory and try to follow certain rules, which I would formulate as follows:

1. To develop self-esteem and at the same time to get rid of the underestimated or inflated self-esteem; to get rid of neurotic behavior that will never make you successful;
2. To find the methods of motivational readiness for success and to rejoice for themselves "here and now", for each step forward;
3. Try everything you can, analyze what you have and what you can change for the better;
4. Develop positive thinking, the ability to turn failure into success;
5. Work on your spiritual content;
6. Self-education, self-control, self-organization, self-education;
7. Moreover, the image's ability is strengthened by the teacher's ability to recognize his own mistakes that he can make in the course of work.

A modern school teacher must learn all the time, be interesting for schoolchildren. The teacher should be extremely honest. The inner image is first and foremost the culture of the teacher, spontaneity and freedom, charm, emotionality, flight of imagination, elegance, the way of setting and solving problems, associative vision, unexpected bright steps in the lesson scenario, inner mood for creativity, self-control and many other components.

High pedagogical culture is a condition for the successful professional activity of the teacher.

The culture of the teacher is a complex multi-level phenomenon, including personal qualities, general erudition, creative potential, etc. The culture of the teacher determines effectiveness of pedagogical technologies. The external image is the technique of the game and the game presentation, the special forms of expressing one's attitude to the material, the transfer of one's emotional attitude to reality, the mastery of the self-presentation skill (Yakovlev, 1999).

Teacher image functions:

- Professional - ensuring a high quality of education and upbringing;
- Social - the development of the creative activity of students, raising the status and prestige of the profession of the teacher, increasing the social significance of this profession;
- Spiritual and moral - the formation of the personality of the student, manifested in relation to the surrounding people, to nature, to the objective world, to spiritual values, the moral qualities of students (non-violence, cooperation, honesty, kindness, respect for others);
- Visual - the formation of a positive external impression, which cultivates culture.

The appearance of the teacher, of course, can create a working or non-working condition in the classroom, help or hinder mutual

understanding, facilitating or hindering pedagogical communication. Professional activity, according to Popova (2002), is revealed through the procedural component of the image, which is concretized by such forms of communication as professionalism, plasticity, expressiveness, etc. Emotional teacher, who knows the methods of verbal and nonverbal expressing feelings and purposefully uses them, is able to revive the lesson, make it expressive.

The inner component is the inner world of a person, the idea of his spiritual and intellectual development, interests, values, and his personality as a whole. Thus, the image of the teacher contains the following structural components: individual and personal qualities, communicative features of professional activity and behavior.

Teacher's appearance. The culture of clothing is no less important than the culture of behavior. Clothing is like a visiting card of the teacher.

- The appearance of the teacher is of great importance, since his work is connected with communication with a large number of people. In this case, the classic even a little conservative outfit is much more appropriate than trendy outfits.
- The appearance of the teacher should be elegant, clean and neat, inspire respect and credibility.
- Clothes should be comfortable, but not contrary to generally accepted standards of decency.
- The ideal clothing of teacher helps to focus students' attention not on the details of clothing, but on learning the material. Such

clothing can be a business suit that emphasizes the professional, personal qualities and the official relations with the students.

- For a woman - it does not have to be a trouser suit or a jacket with a skirt, it can be a beautiful, but elegant dress.
- In the Kazakhstani traditions, black, white and gray colors raise the status of the person in the eyes of others, and a bright color can affect the quality of mastering the material by the class, attracting attention to the appearance of the teacher. Choosing pastel, calm colors, you can be sure that attention will be concentrated on the presentation of your material. Preferred colors for business clothing are gray, black, brown, beige, dark blue, maroon. Blouses and shirts can be gentle pastel tones. Try to avoid lurex, leather, sparkles and artificial materials.
- Jewelry should be minimal, they should not be bright and catchy, if the teacher does not want the students to carefully study her new necklace throughout the lesson, instead of learning.
- Take care of your hair, makeup and manicure: you must make an impression of a well-groomed woman. To look as natural as possible, make up and manicure should be in neutral tones. Hairstyle should be moderately strict. Hair color should be natural.
- Do not buy or put on clothes made of fabrics that are easy to crumple, because by the middle of the working day it will look unrepresentable.

- Decorations and accessories should be chosen, not striking: beads of medium-sized pearls of medium length, thin rings of noble metal, small earrings will perfectly suit.
- Glasses must be chosen carefully, preferably with light glasses.

A well-chosen wardrobe will help its owner not only make a favorable impression on others, but also emphasize his professional and personal qualities (Shepel, 1997).

Voice.

Our voice should be multi-sound and different. The typical mistakes of beginning teachers are too quiet (then the students do not hear, ask each other, make noise, distract, eventually) or too loud voice (very tiresome and annoying, especially for students with a weak nervous system, hypersensitivity). A monotonous (constantly high or constantly low) voice does not allow the beginning teacher to create the rhythm of his speech (i.e., raising and lowering the volume and duration of sounds), and the melody of speech suffers. It is difficult to catch the coloring of the speaker's voice - timbre, change of phrases, related phrases, their coordination and unification (harmony of speech).

- Voice - the sounding image of the teacher, his main instrument of work in the classroom, extracurricular activities, parental meetings.

- You can bewitch, fall in love, captivate, and take possession of the audience with a voice - with the right diction, intoning, loudness, expressiveness.
- People, whose voice always sounds in loud "abusive" mode, immediately repel others from themselves. Justifying themselves, they declare: "I do not cry, I have such a voice." In fact, this is an alarming symptom: they often receive such neurotic behavior from their parents or from their environment. For a teacher, such a voice manner is a signal of professional unfitness.
- You can work on your sound image.

Smell.

- Smell is one of the leading indicators of what kind of social stratum a person belongs.
- The smell of the educational establishment gives a signal about the degree of the well-being of the whole building, the level of culture of its inhabitants.
- The smell acts on the subconscious.
- Aroma-image includes the smell of the teacher's perfume, the smell of the freshness of the airy room, the aroma of the classroom.
- The smell of freshness can be created with the help of essential oils of orange, lemon, lavender, fir.
- Odors also have healing properties.
- Light aroma in the classroom with essential oil favorably affects the nervous system, has a bactericidal property.

Business qualities and good manners.

- For the image of a teacher, business qualities are very important - professional and social competence, punctuality, accuracy, efficiency.
- Respect for someone else's work, the need for self-education, a chronic interest in scientific and methodological novelties.
- You cannot do without good manners in conversations with students, communication with colleagues, parents of school children, without knowledge of business etiquette, compliance with subordination.
- It is important for the teacher to control his gestures, especially to get rid of aggressive ones, which at an unconscious level repel children.
- Mimicry should be only benevolent.
- The presence of non-normative vocabulary, jargon in the speech of the teacher - the indicator of professional incompetence.

Silhouette of clothes.

- The main characteristic of a strict style is the special silhouette of the costume. Studies of psychologists have shown that, in the perception of most people, a respectable suit has a silhouette of an elongated rectangle with emphasized angles (this is true for both women and men). For example, a sweater (especially fluffy), soft pants or jeans, lush dresses with ruffles and lace are incompatible with this style.
- Thus, maintaining a necessary distance in the class is better promoted by a high-status "rectangular" silhouette. All elements of clothing should indicate moderation and poise.

Color of clothes

- The teacher can improve his image, and therefore, find mutual understanding with students and colleagues at work, changing their color preferences in clothes.

The perception of color depends on the emotional state of a person. Color not only causes a corresponding reaction of a person depending on his emotional state, but also in a certain way forms his emotions and even character. Sometimes it happens that you have all the elements of a perfect image, but it still does not work. You may do not have the most important aspect of your personal success - attractiveness in the eyes of others. Remember, attractive people:

- Often and willingly smile;
- Have a good sense of humor;
- Naturally behave;
- are cheerful;
- Often and willingly say compliments;
- are familiar with the etiquette and follow it;
- are self-confident;
- know how to laugh at themselves;
- talk about himself;
- realize their limited opportunities and the fact that they do not have answers to all the questions;
- are friendly, easy to communicate with.

As the experience of psychologists shows, from all the huge amount of material to create an image people take what is easiest to

use: smile everywhere, show sincerity and attention. However, people surprisingly quickly bite all your "tricks". You can portray sincerity as much as you like, but the falseness will sooner or later be detected by "invisible sensitive hairs", as Sherlock Holmes said. The image is always a unity of the internal and external. "Whatever image you try to show to the world, it should be, first of all, a reflection of your inner essence and firmly based on it" (Kalyuzhny, 2004b: 10).

Seven steps of successful teacher image:

1. Find your right reason for being, put the bar needs;
2. Make use of your opportunities, analyze of what you have and what you can change;
3. Develop self-esteem and at the same time get rid of the underestimated or inflated self-esteem; get rid of neurotic behavior that will never make you successful;
4. Self-education, self-control, self-organization: continuous professional development in science and psychology;
5. Develop self-motivation for success, to rejoice for you "here and now", for each step forward;
6. Develop positive thinking, the ability to turn failure into success;
7. Work on spiritual content, without observing spiritual laws, the path to success is closed.

One of the important qualities of a teacher is self-development. To have the right to teach, you need to constantly improve. Let me

remind you a parable.... Once the students asked Teacher what his main purpose was. The sage, smiling, said:

"Tomorrow you'll find out about it."

The next day the students were going to spend some time at the foot of the mountain. Early in the morning the students gathered things that they could use and went off together. For dinner, tired and hungry students reached the picturesque hillock and, stopping at the halt, decided to dine with rice and salted vegetables, which the Teacher had brought with him. It should be noted that the sage salted the vegetables very generously, and so after some time, the students wanted to drink. But it turned out that all the water they had taken with them was already over. Then the students began to look for a fresh water. Only the Teacher did not rise from his place. As a result, without finding the water, the students decided to go back, but then the sage rose and said:

"The water you are looking for is beyond that hill."

Students joyfully hurried up, found the water and returned to the Teacher, bringing also water for him. The teacher refused the water, pointing to the vessel standing at his feet - it was full.

"But why did not you let us get drunk right away if you had water?"

- The students were amazed.

"I fulfilled my task," replied the sage, "at first I awakened in you a thirst that made you look for the water, just as I awaken in you a thirst for knowledge. Then, when you despaired, I showed you where the water is, thereby supporting you. Well, taking the water with me, I

gave you an example that it can be very close, if you take care of this in advance...

- So, is the main purpose of the Teacher to arouse thirst, to support and give the right example? - asked the students.

"No," said the teacher, "my main purpose is to bring up humanity and kindness in the student." He smiled and continued "and the water you brought for me tells me that I am doing my main purpose rightly" (Kalyuzhny, 2004c: 14).

Results of the research and their discussion: Problems of pedagogical activity

Experience	Stage of professionalism	Characteristics	Typical problems
Up to 6 years	Stage of the style formation	—low economic state;- load up to 30 hours or less;- the situation does not correspond to the training in the university (lack of experience and knowledge);-the desire to assert itself;- a difficult period of adaptation to the norms and principles of the school;- most of the time and effort is spent on preparing for lessons;- overstrain, inability to switch attention, to separate the main from the secondary	— How to achieve mutual understanding with students?- How to gain authority in the eyes of students?- What does it mean to find your place in a pedagogical staff?- How to behave in each specific case?
7-16 years	Stage of professional maturity 7-15 years of experience - stable period 16-25 years of experience - a period of leadership and mastership	This stage is characterized as a pedagogical crisis, when teachers who have reached a high level of professionalism, at the same time have some monotony, and static in teaching. At the same time, pedagogical staff with fifteen years of experience supplement the "golden fund" of pedagogical staff.	- There is no expected feedback from their activities;- "the mechanism of mastery" (with effective work there is no sense of novelty, enthusiasm, satisfaction);- the relationship with the staff becomes more complicated.

Experience	Stage of professionalism	Characteristics	Typical problems
After 25 years	Stage of Mastery		<ul style="list-style-type: none"> - Communicative burden; - The teacher speaks with the pupils for 6-10 hours a day;- for the lesson the teacher makes about 100 requirements to the students;- dissatisfaction with living conditions (about 60% of teachers);- dissatisfaction with his work as a class teacher or unwillingness to work as a class teacher (approximately 40%);- misunderstanding in the staff (approximately 50%);- injustice of administration (17%);- no social recognition;
33-40 years	Stable period	<ul style="list-style-type: none"> - profession - the main meaning of the activity; - an excessive amount of time given to work; - the average duration of the working week reaches 57 hours (the maximum load for teachers of the Russian language and literature is more than 60 hours, then for mathematicians - 57 hours, for primary school teachers - 35 hours);- on Sunday 60% of teachers work, and among teachers of the Russian language and literature - 80%; 	
50-60 years	Artistic peak	<ul style="list-style-type: none"> - additionally; - responsibility; - labor patriotism 	<ul style="list-style-type: none"> — feeling of loneliness in the family (more than 80%);- psycho-physiological and neuro-emotional overload;- state of health (70%);- lack of public recognition;- dissatisfaction with his position in the teaching staff.

What is the universal way out of this situation? It seems that if we cannot change the circumstances, then we need to change our attitude towards them. Change your life position (if it does not contribute to success), change your image. I decided to conduct my research among first-year students who had recently finished school, in order to identify those points that would help me form the image of a positive teacher.⁷⁵ 75 people were interviewed. What do my students think about the image of the teacher?

1. What do you pay attention when meeting with the teacher?

85% - attitude towards students;

62% - on communication with students;

47% - on the personal qualities;

35% - on clothes;

2. What qualities of the teacher do you value most?

100% - the ability to explain the study material;

64% - a sense of humor;

86% - goodwill;

24% - adherence to principles.

3. Is it important for you what the teacher looks like?

56% of students believe that appearance is not the main thing;

47% of students say that the appearance of the teacher is of great importance to them;

20% of students do not pay attention.

4. Does the teacher's image influence on your attitude to the subject?

58% of students answered positively;

38% of students answered negatively;

4% students find it difficult to answer this question.

Results of the research:

The appearance of the teacher for most students is not the main thing. But they appreciate the way the teacher treats their students, and also pay attention to his manner of communicating with them.

The teacher should clearly explain the material and at the same time have a sense of humor.

The students do not make tough demands to the clothes of the teachers, they believe that the teacher has the right to dress the way he wants, but the teachers are more in favor of them, who prefer modern but business clothes. Students do not want to see their teacher in a very short skirt and with a deep neckline. Bright make-up is inadmissible in the opinion.

The teacher should always remember that his image influences on the attitude of students towards the subject he teaches (Zhuravlev, 2003). For me, the "image" of the teacher is a combination of the visual image and the oratory, the ability to communicate, speak, listen, and be on the same page with the students. Students' interest in the personality of the teacher is a means of activating interest in the subject. Pupils give the life energy to the teacher, and the teacher gives the discovery of "new horizons". Therefore, the image of the teacher should inspire. No matter how professionally prepared the teacher is, he simply has to constantly improve his personal qualities, thus

creating his own image. The secret of the success of a professional image will directly depend on how far it will be possible to create a look that meets the expectations of other people. Teachers' incompetence is identified very quickly. Most teachers are driven into the Procrustean bed of obsolete and unconstructive traditions and rules, where they lose their individuality and identity. Contemporary domestic researchers have revealed a contradiction in the importance of the teacher's personal image for students and teachers. According to Kalyuzhny (2004b), at the end of the 20th century in the list of ten professionally significant qualities of the teacher, the image ranks second in terms of children, and only the eighth - from the point of view of the teachers themselves. The teacher's image is kept in memory in the brightest external characteristics. Image - a kind of human toolkit, helping to build relationships with others. American psychologist Miller selected photographs of "beautiful", "ordinary" and "ugly" people. Then he showed these photos to adults and asked them to speak about the inner world of the depicted. People appreciated the "beautiful" as more confident, happy, balanced, energetic and richer spiritually than others. Psychologists call this the "halo effect". And the teacher is simply obliged to use it in his work, every educator simply has to be beautiful. Of course, successful self-feeding requires effort to maintain the created impression. The first step towards creating a "halo effect" is work on your own image (Fiske, 1989). An important part of the teacher's image is also the eloquence. Communicating with students, the teacher should not forget about the tone that he talks to other people. It depends not only on the emotional state of the students, but also on their performance. Image is always a unity of the internal

and external. "Image must first of all be a reflection of your inner essence and firmly based on it" (Shepel, 1997: 22). The teacher's clothing should reflect his high status, since a certain distance should arise between the students and the teacher. The image of the school will be determined by the image of teachers working in it (Darley et al., 1981).

4. CONCLUSION

It is important that the teacher's image must correspond with his personal qualities and views. In love with children and enthusiastic teacher intuitively and consciously chooses behaviors that are most appropriate to the dignity of children and their actual needs. The image of the teacher is the basis that determines which reputation the profession takes in the minds of the population. In turn, the nature, forms of interaction between the teacher, students, family and the public depend on what the image of the teacher is (Kalyuzhny, 2004a). Therefore, effective mutually beneficial contact with the world around him is very important for a professional, therefore the defining part of his image is:

- High self-esteem and self-confidence
- Belief in the goodwill of the universe and faith in a good man
- Social and personal responsibility.

However, the wise Frenchman Zhuravlev said: "In order to make the impression of a decent person, one must be one" (2003:

16). This, probably, is the most important condition for a winning image.

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