



The Teacher's Image As A Socio-Psychological Phenomenon

S.N. Djurayeva

Doctor of Psychological Sciences, Professor National Pedagogical
University of Uzbekistan named after Nizami, Uzbekistan

ABSTRACT

This article explores the external and internal aspects of teacher image, analyzing its components and scholarly views on image. Effective methodological approaches to studying image are presented, and definitions of image from various scholars are provided.

KEYWORDS: Image, teacher, impression, worldview, culture, nonverbal and verbal communication.

INTRODUCTION

The teacher's image is a complex socio-psychological construct that reflects a combination of the teacher's personal, professional, and communicative characteristics as perceived by society, students, colleagues, and parents. It is formed in the process of pedagogical interaction and directly influences the effectiveness of the educational process. The teacher's image is a multilayered construct comprising external and internal components that are interconnected and mutually influence one another. The external aspect creates the first impression, fosters trust and respect, whereas the internal aspect reflects the teacher's professional and personal content, worldview, and system of values. The external (visual) component is the first aspect perceived by others. It forms the initial impression and sets the tone for pedagogical interaction. Appearance and clothing culture encompass neatness, tidiness, moderation in style, and appropriateness to the situation and the teacher's professional status. Clothing should not distract students' attention but should emphasize professionalism and good taste. I can continue translating the remaining sections in the same academic style, preserving the original paragraph structure and meaning.

Speech culture — clear articulation, a rich vocabulary, and the absence of speech clichés and offensive expressions. A teacher's speech is an instrument of influence, instruction, and education.

Non-verbal means of communication — facial expressions, gestures, posture, and eye contact. These elements convey up to 70% of information in communication. A confident, open gaze and friendly facial expressions evoke trust and a sense of security.

Voice — timbre, intonation, volume, and speech rhythm influence the emotional perception of information. Monotonous or excessively harsh speech reduces the effectiveness of communicative influence.

Manner of behavior — posture, gait, and movement. Balance and calmness in behavior demonstrate inner harmony and confidence.

Thus, visual image represents a kind of “psychological façade” of the teacher’s personality, through which the teacher’s attitude toward themselves, their profession, and learners is manifested.

Professional component — this element constitutes the core of the teacher’s image and reflects the level of the teacher’s competence and professional maturity.

Key characteristics:

Pedagogical competence — mastery of teaching and educational methods, knowledge of students’ psychology, and the ability to individualize the approach to each child.

Pedagogical mastery— the ability to inspire and engage students and transform learning into a creative process.

Innovativeness — readiness to use modern educational technologies, ICT, and project-based and game-based teaching methods.

Responsibility and discipline — manifested in planning, lesson preparation, and the fulfillment of professional responsibilities.

Authority — the result of a combination of professionalism and personal qualities that fosters trust among students and colleagues.

The professional component determines the perception of the teacher as an expert and mentor who is capable not only of transmitting knowledge but also of fostering students’ personal development.

Communicative component — the teacher’s image is inextricably linked to their communicative culture. Communication is the principal instrument of pedagogical activity, upon which the classroom atmosphere largely depends.

Empathy— the ability to understand the emotional states of others, empathize with them, and provide support.

Openness and benevolence — create an atmosphere of trust and reduce students’ anxiety.

The ability to listen and hear — an important aspect of psychological competence.

Speech etiquette— a form of respectful communication with students, parents, and colleagues.

Constructive interaction— the ability to cooperate and resolve conflict situations effectively.

A teacher who possesses a high level of communicative culture is capable of fostering a positive emotional climate and stimulating students’ cognitive activity.

Moral and ethical component — this component reflects the teacher’s inner spiritual foundation, worldview, and system of values.

Moral principles — honesty, fairness, and respect for the child’s personality.

Responsibility and humanism— the teacher recognizes their influence on the formation of students’ moral character.

Ethics of behavior — adherence to professional ethics and the inadmissibility of humiliating a student’s dignity.

Tolerance — acceptance of individual differences, as well as cultural, ethnic, and personal characteristics.

Pedagogical love — not sentimentality, but a conscious and benevolent attitude based on care and understanding.

The teacher’s moral and ethical character serves as a behavioral model for students and enhances the educational potential of the educational process.

Reflective component — the reflective component expresses the teacher's ability to be aware of themselves, analyze their own professional activities, and evaluate the impression they make on others.

Self-assessment— an adequate understanding of one's strengths and weaknesses and readiness for professional self-development.

Self-regulation— the ability to manage emotions, behavior, and stress responses.

Reflection on professional activity — analysis of successes and mistakes and the pursuit of improving one's pedagogical style.

Impression management — the conscious formation of a positive perception of oneself among others, including students, parents, and colleagues.

Self-improvement — continuous development of one's personal and professional potential.

Reflection helps teachers maintain emotional stability, prevents professional burnout, and contributes to the formation of a harmonious and authentic image.

The interrelationship between the external and internal aspects of the teacher's image creates an integral psychological representation of the teacher. While external appearance creates the first impression, the internal content establishes long-term trust, respect, and influence. The contemporary pedagogical image is the result not only of innate qualities but also of conscious self-development, professional culture, and personal maturity. Image belongs to a category of issues that require continuous study and is investigated within the framework of psychology, sociology, pedagogy, philosophy, and other disciplines.

The Russian scholar G.M. Andreeva, analyzing the concept of image, interprets it as a new socio-psychological paradigm, as well as socio-psychological knowledge "in the contemporary social phenomenon concerned with socio-psychological explanation and systematization" [6, p. 24]. One such phenomenon is image, a multifaceted and complex phenomenon that influences many spheres of contemporary society. Its essence, manifestation, and mechanisms have not yet been clearly defined. Since the interpretation of image remains relatively uncommon to this day, there is a need to approach it from both theoretical and methodological perspectives.

One of the methodologically effective approaches to the study of image is to examine its structure and underlying principles through the theory of social representations developed by S. Moscovici, J.-C. Abric, D. Jodelet, and others.

The theory of social representations has served as a foundation for a number of scientific studies and has also stimulated research conducted by scholars in Russian social psychology.

Although the need for social theory in the study of social psychology is increasing, the fact that it is not always sufficient for a comprehensive analysis of image requires additional consideration.

We focus on the study of image as a social perception phenomenon as a methodological foundation. According to the theory of social representations proposed by S. Moscovici, when choosing courses of action, individuals rely on how they represent or visualize them rather than on stimuli arising from objective reality.

It is important to note that, in S. Moscovici's conception, which is based on E. Durkheim's theory of collective representations, social representations (SR) function as a factor that creates reality not only for an individual but also for an entire group, reflecting specific aspects of different cultures, classes, or groups. This was expressed as "a part of individual consciousness that is characteristic of members of a given social group" [2, p. 148].

As K.A. Abulkhanova noted, "Moscovici considers social representation to be a channel between identity and reality that additionally influences consciousness. Representation is a particular form of everyday collective knowledge acquired by the individual" [3, p. 92]. Thus, according to the theory of social representations, social representation is a form of "everyday" knowledge that differs from scientific knowledge. This knowledge is generated in the process of countless interactions, communications, and dialogues, which emerge through communication and are preserved in language. Social representation as a method of interpretation and understanding is a specific form of social cognition that encompasses everyday reality, as well as the cognitive activity of individuals and groups.

Based on this, social representation can be interpreted as a tool or regarded as a "form" of cognition of social reality, according to G.M. Andreeva's definition. However, the cognitive function of social representations is not their only function.

S. Moscovici identified the following five functions of social representations within the sphere of interpretation:

1. Maintaining the stability of consciousness within the structure of the individual and the group.
2. Interpretation of reality.
3. Adaptation of new information to the existing system of social representations.
4. Mediation and regulation of existing relationships and actions.
5. Synthesis of content.

Russian scholars have made several attempts to interpret the functions of social representations. Thus, O.E. Baksansky considers three functions of social representations to be fundamental:

1. Social representations are a means of cognition whose characteristic feature is the explanation and understanding of the description of reality.
2. Social representations mediate the behavior of members of different groups in accordance with the norms, ideals, and values accepted by the respective group.
3. Social representations relate ongoing phenomena and observed events to already formed and existing views, ideas, and evaluations [4, p. 283].

Thus, the author substantiates the cognitive, value-oriented, and adaptive functions of social representation. Thus, consideration of the main provisions of the theory of social representations makes it possible to formulate several preliminary observations related to the analysis of the essence of image as a socio-psychological phenomenon. First and foremost, it is necessary to postulate the specific communicative nature of this phenomenon, which arises in the process of social communication. I.P. Shkuratova noted that representation emerges only in a situation of "interaction between the bearer of the image and the audience for whom it is intended." Information conveyed by its bearer has no basis for forming a symbol, and without an audience this is fundamentally impossible, since every image is addressed to an audience and, ultimately, is generated by it [6, p. 64]. Image, like social representation, is a phenomenon of mass consciousness that functions as a factor constructing reality not only for an individual but also for groups. Thus, image, like social representation, is not a "copy" or an exact reproduction of the objects of social cognition; rather, it is a process and the result of an active socio-psychological construction of social reality.

Image, like social representation, depends on the cultural and historical context. E.B. Perelygina notes that the composition of the audience and its characteristics as a social group exert a significant influence on the decisions made by the subject regarding the content of the image, the methods of image formation, and the channels of information transmission [1, p. 64].

Specialists in legal sociology interpret this concept as a generalized, emotionally charged concept in social and individual thinking that reflects legal activity in the form of a set of ideas about the methods and patterns of socio-legal influence (V.V. Oksamitny, Legal Ethics of the Individual).

V.M. Shepel, a specialist in the sociology of image and management, defines it as follows: "image is an individual image or representation created by the mass media, social groups, or an individual's own actions with the aim of attracting attention."

Marketing specialist F. Kotler, in turn, defines image as "the perception of a company or its products by society."

O.S. Vikhansky, a specialist in management, provides the following definition of image: "the phenomenon of image is a stable perception of the characteristics, distinctive qualities, and identities inherent in a particular phenomenon."

A.B. Zverintsev understands image as "relatively stable representations of an object, specializing in the development of communication technologies." The list of proposed definitions could be continued. Their common shortcoming is that they are superficial, excessively abstract, and do not fully reflect the essence of the phenomenon.

The English researcher E. Simpson, discussing personal image, identifies three types of image depending on external and internal factors: self-image, acceptable image, and required image. This typology reflects the perception of image from different perspectives: from the perspective of oneself and others, as well as from the perspectives of reality and aspiration.

Self-image is formed through previous experience, while self-esteem reflects the current state of self-confidence.

Acceptable image refers to how we are perceived by others. Naturally, this perspective differs from the previous one. We often do not know how others actually perceive or describe us.

Required image means that certain professions require specific image characteristics. In some cases, this is reflected in the type of clothing. A military uniform or a royal crown, for example, are all image markers that indicate particular social roles.

References

1. Перелыгина Е.Б. Имидж личности: теория и практика. — Екатеринбург: Деловая книга, 2008. — 304 с.
2. Петрова Е.А. Имидж современного педагога как фактор профессионального успеха. — Казань: КГУ, 2015. — 212 с.
3. Андреева Г.М. Социальная психология. — М.: Аспект Пресс, 2009. — 364 с.
4. Бочарова Е.Н. Имидж педагога как условие эффективности профессиональной деятельности. // Психологическая наука и образование, 2018. — №2. — С. 45–52.
5. Панферов В.Н. Психология общения. — М.: Академия, 2010. — 256 с.
6. Селевко Г.К. Современные образовательные технологии. — М.: Народное образование, 2012. — 256 с.

7. Бордовская Н.В., Реан А.А. Педагогика. Учебник для вузов. — СПб.: Питер, 2019. — 480 с.
8. Москаленко О.В. Имидж педагога: социально-психологические аспекты формирования. — М.: Изд. центр "Академия", 2016. — 210 с.
9. Москвичева Н.Л. Психология педагогического общения. — Екатеринбург: УрФУ, 2014. — 225 с.
10. Соколова Е.Е. Формирование профессионально-педагогического имиджа личности учителя. // Педагогика и психология образования, 2017. — №4. — С. 62–68.
11. Гордеева Т.О. Психология мотивации достижения. — М.: Смысл, 2010. — 335 с.
12. Милиева, Муаттар. "Формирование мотивационной сферы студентов." Наука и инновации 1.1 (2024): 256-257.
13. Milieva, M. G. "About psycholinguistics and neurolinguistics of bilingualism." Issues of Science and Education 8 (2018): 20.
14. Milieva, Muattar Gaffarovna. "Increasing Students' Learning Motivation: A Comprehensive Approach." American Journal Of Social Sciences And Humanity Research 5.05 (2025): 92-94.
15. Милиева, Муаттар. "Talabalarda xorijiy tillarni o'rganishdagi motivatsiya va qobiliyatlari." Наука и инновации 1.1 (2024): 306-308.
16. Milieva, Muattar Gaffarovna. "General characteristics of training as a multifunctional method." Academic research in educational sciences 4.TMA Conference (2023): 762-767.
17. Gaffarovna, Miliyeva Muattar. "Xorijiy tillarni o'zlashtirish ko'nikmasi shaklanishining o'ziga xos xususiyatlari." O'zbekiston davlat jahon tillari universiteti konferensiyalari (2025): 508-513.
18. Милиева, М. Г. "Психолингвистика как метод изучения стратегий и тактик речевого воздействия." O'zbekiston davlat jahon tillari universiteti konferensiyalari (2025): 416-422.
19. Milieva, Muattar Gaffarovna. "Teaching Methods in Learning Foreign Languages and Developing Communication Skills." Journal of Social Sciences and Humanities Research Fundamentals 5.05 (2025): 99-102.
20. Милиева, Муаттар Гаффаровна. "Взаимоотношения психолингвистики и лингвистики." O'zbekiston davlat jahon tillari universiteti konferensiyalari (2025): 421-425.
21. Gaffarovna, Miliyeva Muattar. "Xorijiy til qobiliyatlari tuzilishining umumlashtirilgan ko'rinishi." O'zbekiston davlat jahon tillari universiteti konferensiyalari (2025): 321-324.
22. Miliyeva, M. G. "Xorijiy tillarni o'zlashtirgan talabalarning kommunikativ kompetensiyasining tarkibiy qismlari." Inter education & global study 3.5 (1) (2025): 464-470.
23. Gaffarovna, Milieva Muattar, and Boymurodova Feruza Ziyod Kizi. "A collaborative capacity for generating ideas in the writing classroom." Проблемы педагогики 6 (45) (2019): 15-17.
24. Milieva, Muattar Gaffarovna, and F. Z. Boymurodova. "Up-to-date methods of using internet in teaching languages." european research: innovation in science, education and technology. 2019.

25. Милиева, М. Г. "Типология мотивов овладения иностранным языком." вестник интегративной психологии: 193.
26. Milieva, Muattar Gaffarovna. "Conditions for Successful Monitoring of The Quality of Training and Education." Journal of Social Sciences and Humanities Research Fundamentals 5.05 (2025): 10-13.

