



**THE IMPORTANCE OF THE IMAGE OF A MODERN TEACHER IN THE  
PROFESSIONAL PREPARATION OF A FUTURE TEACHER**

*Kochkinova Mahliyo Norbutayevna*

*Denov Institute of Entrepreneurship and Pedagogy*

*"Teacher of the Department of Pedagogy and Psychology"*

[mkuchkinova@dpi.uz](mailto:mkuchkinova@dpi.uz)

УДК: 37.371.15

ORCID: 0009-0002-2913-3299

**Abstract:** This article analyzes the importance of the modern pedagogical image in the professional training of future teachers. The main components of the pedagogical image, their role in the educational process and their impact on the personal and professional development of the teacher are highlighted. Also, the methods of forming a modern pedagogical image and the legal basis for this are considered. The article is useful for specialists working in the field of pedagogical education, scientific researchers and future teachers.

**Keywords:** Future teacher, professional training, pedagogical image, modern education, pedagogical skills, communication culture, professional development, quality of education, digital competencies, pedagogical status.

**INTRODUCTION**

In every country in the world, the development of an infrastructure that meets the spiritual and educational requirements of a certain people, society, and historical period, based on the harmony of national and universal values, and the training of future specialists as civil servants who are ready to serve the development of society, are set as a priority task. One of the urgent tasks facing the education system today is the formation of the professional image of a modern teacher. A teacher should appear not only as a person who gives knowledge, but also as a person who educates people who are useful to society. Therefore, the image of a teacher is of great importance in the professional training of future teachers.

Proceeding from the need to enhance cooperation in the fields of education, science, culture and information on a global scale, a number of scientific researches are being conducted to improve the process of professional and pedagogical education, improve the rules of etiquette in the preparation of future teachers for the profession, and develop innovative mechanisms for training for professional activity.

**LITERATURE ANALYSIS AND RESEARCH METHODOLOGY**

As is known, one of the subjects of the complex process called education is a teacher. So, what should a teacher be like today? What are his activities, goals and tasks? What does the development of his knowledge, competence, skills and abilities depend on?

First of all, a teacher must deeply understand that he is a trusted representative of society, because society entrusts him with its most valuable wealth, hope, trust and future (the future generation). This noble and complex profession requires constant creativity, search, a hugely generous heart, love for students, and boundless devotion to his profession from everyone who devotes his life to it. Such a responsible task can only be performed by a teacher who has the ability to think dialectically, has bright personal qualities, and is ready for continuous self-development and education. After all, the personality of a teacher is the main condition and means of the success of the pedagogical process. The personal qualities of a teacher do not always consist of ready-made information, but are characterized by the ability to conduct live

observation and constant self-development. Fire is kindled by fire, a person is formed by a person. You cannot give someone what you do not have.

The most important factor in the image of a future teacher is pedagogical ethics. By pedagogical ethics, we mean the characteristics of relationships that have arisen between people based on a specific style, traditions, living conditions, and the requirements of the socio-economic system.

Morality is also considered to be the practical actions and attitudes of people. Pedagogical morality is a set of professional and moral qualities that clarify the laws, tasks, principles, concepts, requirements, and criteria of universal and national morality in the educational process and are manifested in the teacher's relationships with students, colleagues, parents, and leaders of the educational institution.

Pedagogical morality is manifested, first of all, in the relationships between teachers and students. However, it should be emphasized that this approach is somewhat limited in its point of view. After all, the professional ethics of a teacher are not manifested only in the process of communication with students, but are expressed throughout his entire activity as a primary need. In other words, the concept of pedagogical ethics means the vital system of the teacher's worldview. The content of the concept of pedagogical ethics includes not only moral, but also economic, political, and legal aspects.

As a component of moral education, it is appropriate to analyze related concepts in two directions in the formation of pedagogical moral virtues:

- The first is the attitude of society to the pedagogical personality;
- The second is the attitude of the pedagogical personality to society.

The essence, the main content of pedagogical morality is expressed in moral qualities that are important for pedagogical activity. Universal human and national moral virtues are very necessary for all people, all professions, including pedagogical educators.

Moral virtues are expressed in the form of moral rules, norms, requirements, and criteria that regulate a person's behavior and character in the labor process. Moral norms, unlike legal norms implemented by various laws of the state, arise under the influence of popular custom and example, public opinion. In other words, social reality is presented to a person sets certain moral requirements, these requirements are expressed in the form of moral norms, moral virtues. Society establishes moral norms, requirements, criteria that serve its activity and prospects.<sup>1</sup>

## **RESULTS AND DISCUSSIONS**

It is necessary for the teacher to assimilate universal human and national-moral virtues, apply them in practice, and compare them with his own worldview, ideology, and moral experience. As a result of thinking and feeling, and experiencing them in life, universal human and national-moral qualities, rules, and norms become the educator's own moral virtues and beliefs. These, combined with the teacher's worldview, thoughts and opinions, determine his place and role in the conditions of building a society based on a market economy.

The norms of teacher ethics must become the personal opinion, moral virtue and faith of each teacher. Moral beliefs and qualities are manifested in the process of the educator's "activity", in educational work, in his interactions with listeners, parents and other people, in his moral influence with his personal example in everyday life.

Pedagogical tact is one of the practical manifestations of the teacher's morality.

The results of the teacher's behavior are manifested in the effectiveness of his moral influence on young people, in his achievements in the field of moral education.

The basic qualities of teacher ethics correspond to the concepts of universal and national moral virtues and clarify them in relation to pedagogical activity. Moral virtues such as humanity, patriotism, national pride, internationalism, justice, benevolence, duty, dignity, responsibility,

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<sup>1</sup> Kochkinova M. THE IMPORTANCE OF PEDAGOGICAL SKILLS AND COMPETENCES OF A TEACHER IN IMPROVING THE RULES OF PROFESSIONAL ETIQUETTE // Entrepreneurship and Pedagogy. - 2024. - V. 3. - No. 3. - P. 194-203.

conscience, honesty, truthfulness, purity, and exactingness are analyzed in the pedagogical ethics in relation to pedagogical activity. Kindness to students, pedagogical duty, teacher's honor, dignity, responsibility, conscience, demandingness and fairness, moral character of a teacher, honesty, purity, truthfulness are considered important virtues of educational ethics. Their deep and thorough assimilation is of great practical importance for a future teacher (teacher).

The attention our state is paying to education today creates an opportunity for young professionals to join the field of education, as all teachers work on themselves and constantly seek new opportunities.

As is known, a person is always in the process of growth and development. Therefore, all pedagogical staff should correctly understand the scientific and theoretical essence of the factors influencing human development. Each pedagogical staff carries out their activities under the influence of people in various conditions and communities.

In order for a future teacher to fully realize his skills, it is necessary, first of all, to know the essence of the concept of pedagogical skills, to have information about all its components, and to ensure their unity and consistency. Because a change in one of them naturally leads to a change in the second. As a result, pedagogical skills may not have a full-fledged content and become difficult to master.

Speech technique is the skill of understanding the language and its laws and rules, of composing clear, expressive speech, of using the expressive means of the language appropriately according to its content and style, and of the speech situation.

Speech literacy is the art of independent thinking, of expressing the product of thought correctly and fluently in oral and written forms in a manner appropriate to the speech situation. The formation of these skills primarily depends on the ability to study the vocabulary of the Uzbek language, to be able to form synonymous forms of words and their opposites, to study the importance of punctuation marks in determining the content, semantic aspects, syntactic and grammatical relationships of a written text, to choose synonyms based on the purpose of speech styles, and to clearly distinguish the main and auxiliary parts of sentences and texts.

Oratory and speech culture, based on live communication with people, allows the leader not only to effectively organize work within his or her authority, but also to demonstrate the achievements of the reforms taking place in independent Uzbekistan with the help of clear, vivid and familiar to people, close and understandable facts and examples, to correctly explain the policy pursued by the government, Presidential Decrees and government resolutions, to further develop the creative spirit of the people, and to influence their minds and hearts by studying their mood. In this regard, it is of particular importance to talk openly about certain shortcomings and difficulties in life, discuss ways to overcome them, and engage in dialogue with each person. The beginning of human interaction is greeting. The etiquette of conversation and speech is already visible in greeting. After all, greeting is one of the main elements of etiquette. In the East, greeting has its own etiquette and rules. According to it, people are obliged to greet each other in the following situations. First of all, friends and brothers are obliged to greet each other when they see each other. Secondly, when walking, you should greet people. In later times, especially in large cities, this custom was not followed. Thirdly, it is permissible to greet a brother when he reaches his door. Fourthly, when going to gatherings, gatherings, weddings, it is necessary to greet the group present. Fifthly, if a person has been sitting in one place and is about to leave, it is necessary to greet the rest. This is a farewell greeting. Sixthly, when a person enters his house, he should greet the household. Of course, the etiquette of greeting is also instilled in children by the educator, and in this process it is important for the educator to be a (positive) example for the children.

Our advice to educators is that they should not forget that it is not always necessary to say what and how to say it. Even the most valuable idea, thought, program, if expressed without skill, loses its value, and if repeated, it bores the listener. So, the clarity and lucidity of thought ensures the same in expression. According to the wise, the clarity of language, words, speech is the result of the clarity of thought, even of thought. A clear thought also requires that the expression of its

form be clear. If the speaker cannot clearly imagine what he is saying, he will speak it confusedly, and an unclear expression is only a manifestation of such a thought.

It may seem very easy at first to follow a speaker who speaks simply, that is, in a way that is accessible to everyone, clear, easy to understand, and easy to remember, but in reality there is nothing more difficult than this. When a teacher has a clear idea in his mind, he speaks clearly, but when he absorbs this idea into his consciousness, he speaks even more clearly. Errors and inaccuracies in the teacher's thinking lead to errors in speech, which, in turn, lead to errors in work and practice, distracting children. The beauty of the language of a teacher is, first of all, its clarity and content. There is no thought, idea or teaching that cannot be expressed simply and clearly. Therefore, clarity is the main virtue of speech.

The simpler the language of a teacher, the clearer it will be.

The more words are used in their place, the stronger, more attractive and more convincing the speech will be. Just as great minds have the ability to convey a lot with few words, so too do the skilled orator and master teacher who follows the proverb, "Speak little, speak much." If you speak well, you will never speak too much, and if you prolong it, even the best speech will tire the listener.

Such orators are the very jewels of eloquence, they radiate light according to their weight. They obey the rule that true wisdom is expressed briefly. As one of the great playwrights said, a few words have a lot of weight. A short but expressive phrase is understood once heard, imprinted in the listener's memory, becoming his motto, but this does not happen with long-term reflections.

If we turn to the history of speech culture and the art of oratory, we can be sure that the speaker's knowledge was one of the decisive factors in these skills. The speech of a speaker who knows the object of his speech well, who understands its essence thoroughly, and who deeply understands the topic will have a certain weight and inevitable effect. If a teacher speaks with firm conviction while giving a speech, the words will flow, and the listeners will be captivated. The deeper his thought, the more resonant and convincing the words will be. It is more preferable to speak appropriately and confidently than to speak beautifully. The power of spirituality, gushing out like a spring from the heart, combined with passion, turns the teacher into an orator. A knowledgeable speaker expresses his opinion with firm conviction and without hesitation. When giving a speech or delivering a lecture, one should never allow unnecessary words, introductory phrases, or clichés, as well as suspicion, distrust, hesitation, nervousness, or anger.<sup>2</sup>

**Correctness of speech.** Correctness of speech mainly requires adherence to two norms: stress and grammatical norms. In order to convey the meaning correctly in the process of speech, we need to rely on the correct use of syllables in words and word stress in sentences. Since the ability to distinguish grammatical forms of speech structure determines the grammatical norms for the placement of words according to their semantic connections, for the correct expression of speech, it is necessary to master the rules of sentence formation, a good understanding of the relationship between the root and adverbs, the correspondence of possessive and interjections, and the ways in which secondary parts of speech are connected to them.

**Clarity of speech.** Clarity is also one of the main communicative qualities of speech. If only the language factor is considered as a necessary sign in the emergence of correct speech, then when it comes to the clarity of speech, it is necessary to take into account the factors that serve its formation, which are outside the language. In this, the relationship between language and thinking is initially present. Because the proportionality between nature and phenomena and its reflection in speech is precisely this clarity.

**The logic of speech.** The logicity of speech is closely related to its basic qualities - accuracy and clarity. Because it is natural that both grammatically incorrect speech and an unsuccessfully

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<sup>2</sup> Ko'chkinova M.N., Rahmonova D.I., Rahmonova M.S. The role of dialogue in the formation of etiquette rules for the professional training of future teachers // Educational Research in Universal Sciences. 2(14). 2023. – P. 778-783.

selected lexical unit for expressing a thought lead to a violation of logic. A violation of logical consistency can lead to a complete lack of understanding, and sometimes even complete incomprehensibility, of the expressed thought for the listener and the child. As a result of the lack of confidence in the formation of speech, sometimes illogicality also occurs.

Purity of speech. Purity of speech means the absence of adherence to the norms of the literary language in the use of language elements. Good, exemplary speech should be formed in accordance with the current Uzbek literary language, its requirements, and be free from various unlitrary and immoral language elements. Because it must correspond to the cultural level of the Uzbek people, who possess rich spiritual and moral values and who today live in an era of independence and communicate with the world community on an equal footing.

**Effectiveness of speech.** In addition to providing information about a certain event, a speech has another goal - to influence the mind and spirit of the listener. Therefore, effectiveness is considered one of the main qualities of speech, and both accuracy and clarity, as well as logic and purity, are aimed at influencing the interlocutor, listener or child. While language factors are the most important of these characteristics, using all of them, effectiveness can also encompass a wide range of factors outside of language. The effectiveness of speech mainly refers to the process of oral speech, and therefore it is also important to take into account the mental state in which it is received by the listener. The speaker's behavior during the speech process, gestures and facial expressions, and even clothing are also important factors in the impact and impression a speech makes on people. Virtues such as sincerity, politeness, decency, and respectful attitude towards the audience make a speech more likely to be listened to by the audience. The discussion of the effectiveness and expressiveness of a speech, in a certain sense, concludes the discussion of the qualities of speech. Because showing the virtues of a good speech, analyzing some typical mistakes in speech, ultimately serves to form an effective speech.

The richer and deeper the content of the speech, the more colorful its form should be, the more polished and polished it should be, the more attractive it should be with artistic colors, and the more enriched it should be with images. For this reason, we recommend using wise words, proverbs, poetic passages, catchphrases, imagery, comparisons, and similes extensively, but in moderation.

These are the decoration, beauty, and polish of speech. If the speaker, along with this, uses satire, humor, allegory, and metaphors in their proper place, with artistic pronunciation, and in a poetically elevated spirit, his speech will captivate the listener, his speech will be "juicy," his speech will reach its peak, and he will be worthy of praise and awards. The conclusion is that a speech can meet the most basic requirements set for it only if it is scientific, credible, logically consistent, rich in content, and colorful in form. One of the requirements for a teacher's speech is that the text of the speech should be artistically accurate, the language should be literary, the words should be sonorous, the sentences should be pleasant, the sentences should be concise, but the content should be deep, the meaning should be profound.

In order to interest his students and give them artistic food, the teacher should use catchy phrases, proverbs, rubaiyat, wise words, and expressive descriptions as decorative means.

The recommendation that speech should be artistic does not mean that it should consist of lofty, pompous statements, artificial expressions, and words that have come out of use. In order for employees' speech to be fluent, the words of each sentence must be arranged in a certain order.

#### **The role of appearance in pedagogical influence.**

Teachers, along with the correct organization of the educational process in all respects, should also pay attention to their appearance. By increasing children's interest in appearance, their ability to express themselves, to be assertive, and to be assertive increases the efficiency of the work process.

From a lexical point of view, the concept of "image" (English: "image") means "symbol", "image", "image". In essence, this concept expresses the meanings of "charm", "charm".

Image is the image of an organization or other social object that arises in the minds of people in relation to a specific person.

Pedagogical image is the harmony and correspondence between the spiritual and moral image of a teacher and his external appearance.

The external image of a teacher expressive culture

1. Posture - correct posture (when walking, sitting), free position of hands on the desk of the leader and employee, order, compactness.

2. Clothing - freedom, comfort and modesty, modesty, appropriate choice of color, suitability of clothing for age and profession, conformity of clothing to fashion, abundance and completeness of jewelry, suitability for work.

The function of clothing is not only to protect a person from heat and cold

should be able to do, maybe even attract. A person is evaluated by his clothes, of course, neat, well-groomed and beautiful clothes give information about a person's diligence and inner modesty. The positive appearance and charm of the teacher have a psychotherapeutic effect on children and increase the effectiveness of education.

3. The standard of makeup, appropriateness for age, profession and work.

4. Hairstyle (a certain orderliness of hair).

5. Mimic and pantomime expression of the teacher. Mimic and pantomime expressions also play an important role in the teacher's pedagogical technique. Mimic and pantomime expressions of the teacher are manifested in the teacher's gestures, meaningful looks, encouraging or sarcastic smiles, and they provide a solid foundation for the teacher's pedagogical influence, making classes effective, interesting, effective and meaningful for children.

6. Mimicry - the expression of feelings and emotions, the correspondence of facial muscles, meaningful movements to the point of speech. Mimicry is the art of moving the muscles of the face, eyebrows, eyes in order to express one's thoughts, mood, condition, feelings, satisfaction or dissatisfaction with what the listener is doing. Sometimes the expression of the face and gaze has a great educational effect on children. Mimicry and expressions enhance the emotional significance of information and create an opportunity for deep assimilation. The child can "read" the teacher's mood and attitude by looking at him.

Therefore, some unpleasant situations at home affect the learning process. Facial expressions should not show their negative impact on the child's learning mood. It is required that facial expressions and facial expressions only show the effects inherent in the activities. It is necessary to express the views that can give a positive direction to the education and upbringing of students in solving these educational and educational tasks. Facial expressions, in turn, should correspond to the nature of speech and attitude. It can be expressed in such features as confidence, approval, disapproval, displeasure, joy, pride, curiosity, indifference, hesitation. As noted in the main details of facial expression, eyebrows, eyes, facial expression and muscles are involved. If the eyes, eyebrows, and face express satisfaction, joy, pride, or recognition, dissatisfaction, discontent, sadness, and other signs of the students' answers, then the educational process will be successful without distracting the students or disturbing others. It should also be noted that the teacher's gaze should be directed at the children while the facial expressions are being demonstrated. It is necessary to avoid making facial expressions while looking at the board, door, window, exhibits, or wall.

7. Pantomime - movements of the arms, legs, body: walking, stepping, free movement, gestures, etc. Pantomime is the movement of the body, arms, legs. When the teacher explains the educational information in the lesson, he draws an image of the information behind the body position, the children enjoy it, and their internal feelings, combined with their external sensations, are aimed at assimilating the content of the entire information. The ability to walk with a straight body, to clearly and fully express one's thoughts, to make various movements of the hands and head, indicates the teacher's confidence in his knowledge and strength. It should also be remembered that if the teacher can control himself in front of the children and control his movements, the educational process will be effective. During the lessons, standing with one foot slightly forward, about 12-15 cm., indicates that the teacher has perfect knowledge of his subject and is able to understand it. The teacher's gestures should be meaningful and free from

unnecessary movements. For example, unnecessary hand gestures, head tilts, and sitting with legs crossed can irritate children and create a sense of disrespect for the subject and the teacher. It is recommended that the teacher walk only forward and backward when walking in a group. Because if he walks sideways, that is, from one side to the other, the children will be distracted and they will quickly get tired. When walking forward, the teacher should tell the most important events, because then the children will listen to the teacher with all their attention. When walking facing the children, it is more appropriate to express less important ideas and provide evidence. Because at this time the children will feel themselves in a somewhat free state.

8. The ability to control their emotions. The ability of a teacher to control his/her behavior, emotions, and mental (psychological) state in the system of pedagogical techniques is of great importance for the educational process. The ability of a teacher to control his/her emotions, be serious, optimistic, and benevolent during the period of influence (during classes, outside classes, in the process of educational work) is also an important element of the system of pedagogical techniques. As the great Russian educator A.S. Makarenko said: "A teacher must know how to organize, walk, joke, be cheerful or angry. He must behave in such a way that his every action educates and teaches." A teacher who has such skills can control himself, cultivate a healthy nervous system in himself during his pedagogical activity, and protect himself from nervousness, emotional and mental stress. In order to control their own behavior, actions, and emotional state, a teacher must first of all form the following in themselves:

- to be in the spirit of goodwill and optimism;
- controlling one's behavior (regulating muscle tension, movements, speech tempo, breathing);
- active recreation, i.e. lyrical, musical, humorous, physical creating minutes;
- self - prevention of negative impact on oneself, etc. k.

## CONCLUSION

Thus, if the teacher has developed the above-mentioned pedagogical skills, he will achieve success in the field of teaching, educating children, and developing them as individuals.

As it was emphasized, personal and professional skills enrich the teacher's knowledge in social and humanitarian, specialized and special subjects. They strengthen the desire to master pedagogical skills, develop interest in their profession and a sense of duty and responsibility. And these skills help in the work of educating, educating, organizing, promoting, and independent learning of young people.

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