

Model Of The Structure Of Professional And Image Potential Of A Modern Teacher

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Annotation: The article presents a mechanism for modeling the structure of the professional image potential of a modern primary education teacher in the process of preparing and developing an empirical study. The article presents the results of organizing and conducting an expert assessment of generalized individual psychological characteristics characterizing the professional image potential identified in the framework of the study, which made it possible to prepare a structural model consisting of four components, including twelve relevant structural components, as well as their classification and ranking in terms of significance.

Keywords: professional and image potential of a primary education teacher, modeling, structural features, structural elements, model of the structure of professional image potential, expert questionnaire, experiment and etc.

Introduction

As practice shows in psychological research, a model, as a rule, is understood as a certain scheme or plan of action aimed at realizing the corresponding goal. The range of characteristics of modern models is quite wide and can cover both the structural content of a particular phenomenon, the hierarchy of interrelations of content elements, and the successive time stages of a certain process, the characteristics of expected results, predictive indicators, their interdependence and etc. [1; 2; 8 and others].

In turn, modeling, as a method of studying relevant phenomena, as well as processes, is widely used in modern psychology, forming the basis of a psychological experiment. In this aspect, most scientists are of the opinion that the modeling of a psychological phenomenon, process allows you to visualize the nature of the structure of the studied, predict in advance various possible transformations and the use of these factors in solving the tasks [3; 7; 9].

It is this method that makes it possible to fully reveal the structural features of the phenomenon under study, on this basis to create

effective conditions for its development, and purposefully select the appropriate techniques of influence and control. In our study, modeling has several main applications: epistemological, in which the model plays the role of an intermediate object in the process of cognition of a psychological phenomenon; general methodological, which allows you to evaluate the connections and relationships between the characteristics of the state of various elements of the development process of the phenomenon at different levels of description and study; purely psychological, which allows one to describe various aspects of the phenomenon under study and to identify on this basis the corresponding patterns [5]. In turn, in our study, the model is defined as any image, the procedural essence of constructing the study and study of something. It predetermines: the goal, i.e. what is the modeling for; object, i.e. what is being modeled; subject, i.e. within what limits the simulation is carried out. Further research required the preparation of a model of the structure of the professional image potential of a modern primary education teacher.

Thus, based on the approaches to modeling existing in psychological research, in

the aspect of this study, when developing a model of the structure of the professional image potential of a modern elementary education teacher, we believe it appropriate to be based on understanding it as an integral set of interdependent structural elements, where each of them is considered taking into account the degree of influence on the phenomenon under study as a whole.

Practice shows that when preparing a model of the structure of the professional image potential of a modern primary education teacher, it is advisable to take into account the principle of constructive modeling, which involves correlating the results obtained, i.e. modern provisions of the theory, on the one hand, and experimental and practical activities on the other [4; 6].

At the same time, within the framework of our study, the modern provisions of the theory are understood as the specific conclusions of the theoretical analysis of the foundations of the study of the image aspect of the primary education teacher in psychological science, in particular: a formulated modern understanding of the professional image, professional image

potential of a primary education teacher; disclosed essence of concepts - professional image, professional image potential of a primary education teacher; the highlighted content of the effective professional activity of a primary education teacher; generalized individual psychological characteristics that characterize the professional image potential of a primary education teacher.

Accordingly, experimental and practical activity is understood as a specially organized empirical study in order to clarify the relevance of the theoretical conclusions obtained regarding the sample of this dissertation research.

Thus, adhering to the above formulated approach to the process of modeling the structure of the professional image potential of a primary education teacher, we organized and conducted an expert assessment of generalized individual psychological characteristics characterizing the professional image potential identified in our study. 135 specialists, both female and male, with significant experience in the field of primary education took part as experts (Fig. 1, Appendix №. 1).

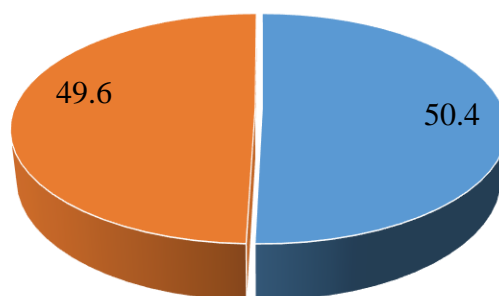
Appendix №. 1

Characteristics of experts in assessing the structural components of the professional image potential of a primary education teacher

(n=135)

Categories of experts	Gender						Professional experience							
	female		male		total		up to 10 years		11 to 15 years		16 years and over		total	
	count.	in %	count.	in %	count.	in %	count.	in %	count.	in %	count.	in %	count.	in %
education managers	10	14,7	9	13,4	19	14,1	0	0,0	9	14,8	10	15,6	19	14,1
teachers	25	36,8	24	35,8	49	36,3	3	30,0	22	36,1	24	37,5	49	36,3
high school	11	16,2	11	16,4	22	16,3	1	10,0	11	18,0	10	15,6	22	16,3

Categories of experts	Gender						Professional experience							
	female		male		total		up to 10 years		11 to 15 years		16 years and over		total	
	count.	in %	count.	in %	count.	in %	count.	in %	count.	in %	count.	in %	count.	in %
education managers														
primary education teachers	22	32,4	23	34,3	45	33,3	6	60,0	19	31,1	20	31,3	45	33,3
total	68	50,4	67	49,6	135	100	10	7,4	61	45,2	64	47,4	135	100



■ Female

■ Male

Characteristics of experts in assessing the structural components of the professional image potential of a primary education teacher

(n=135)

In order to standardize the results obtained, simplify organizational issues, an expert assessment was carried out according to a pre-prepared expert questionnaire, the basis of which is 32 generalized individual psychological characteristics (structural components) that have been identified based on the results of a theoretical analysis (structural components) that characterize the professional image potential of a primary education teacher. To differentiate the

structural components, the questionnaire included a fifteen-point evaluation scale.

In addition, in order to clarify the procedure for conducting an expert assessment, the questionnaire provides detailed instructions covering all the necessary aspects for fruitful work with the prepared tools. When evaluating, it is advisable to proceed from the following key question: "In your opinion, to what extent does this (characteristic) structural component characterize the professional image potential of a modern primary education teacher?"

At the same time, under the professional image potential of a primary education teacher, it is reasonable to understand the teacher's complex of individual psychological

characteristics, which allows him to effectively form and develop a positive professional image that meets the requirements of modern pedagogical activity, society, and the needs of the perception of the social environment. In its essence, it is also advisable to invest in the concept of professional image potential the ability of a primary education teacher to be aware of his own complex of individual psychological characteristics and use it as best as possible in everyday life. At the same time, it is advisable to pay special attention to the fact that the skilful and

purposeful use of a complex of individual psychological characteristics allows the teacher to achieve better results.

Based on the results of the expert assessment, all the results obtained were summarized in a single table to calculate the basic statistical data (average score, median, etc.) for each assessed structural component of the primary school teacher's professional image potential (Appendix №. 2).

Appendix №. 2

The results of an expert assessment of the structural components of the professional image potential of a primary education teacher in the context of basic statistical data

(n=135)

№ p/p	Names of assessed characteristics of a primary education teacher	Max. score	Min. score	Average. score	Standard. deviation	Median
1	style of professional activity	12	5	7,61	1,28	8
2	empathic abilities	15	8	12,22	1,50	12
3	ability to adapt to the conditions of the social environment	15	12	13,72	0,92	14
4	self image	10	1	3,49	1,08	4
5	performance	10	3	4,83	1,00	5
6	balanced emotionality	15	8	12,24	1,95	12
7	sense of humor	10	2	6,13	1,36	6
8	persistence	9	2	6,17	1,45	6
9	developed reflexivity	15	8	11,94	1,45	12
10	pedagogical erudition	12	5	8,19	1,38	8
11	ability to take care of others	10	5	7,65	1,08	8
12	the ability to regulate one's behavior in communicative situations	15	12	14,09	0,89	14
13	pedagogical artistry	10	4	7,38	1,33	7
14	communication and organizational skills	15	9	12,78	1,44	13

№ p/p	Names of assessed characteristics of a primary education teacher	Max. score	Min. score	Average. score	Standard. deviation	Median
15	emotional intellect	15	8	12,45	1,44	13
16	pedagogical activity	9	2	7,84	1,27	8
17	desire for self-development	14	8	11,4	1,18	11
18	eloquence	6	3	4,68	0,88	5
19	communicative tolerance	14	9	11,41	1,15	11
20	benevolence	10	3	7,02	1,36	7
21	ability for personal growth	9	3	6,62	1,30	7
22	pedagogical resourcefulness	11	3	4,71	1,13	5
23	low level of conflict	15	8	12,94	1,27	13
24	awareness of one's life path in time and circumstances	7	1	3,47	1,31	3
25	the ability to independently overcome life's problems	15	10	13,10	1,03	13
26	pedagogical optimism	6	1	3,31	1,23	3
27	ability to use various means of communication	10	5	6,48	0,99	7
28	pedagogical foresight	9	3	6,34	1,24	6
29	the ability to self-regulate emotional states that arise in a communicative situation	15	9	12,33	1,43	12
30	pedagogical improvisation	10	5	7,46	1,19	8
31	style of pedagogical communication	9	6	8,02	0,88	8
32	ability to focus on the future	9	1	5,31	1,91	5

The analysis of the results of the expert evaluation in the context of another indicator of the so-called distribution center (median) showed almost identical data to the previous analysis. Thus, the highly significant (37.5%, 12 characteristics) structural components include, in general, exactly the same structural components:

- above the average level of compliance - 18.8% / 6 characteristics;
- high level of compliance - 18.8% / 6 characteristics (Fig. 2).

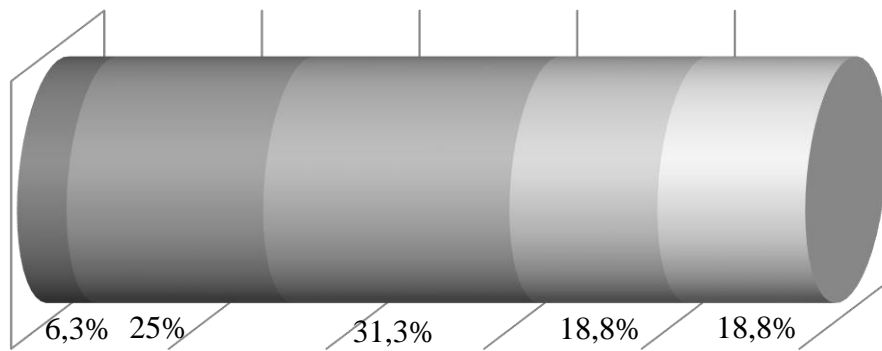


Fig.2. The results of an expert assessment of the structural components of the professional image potential of a primary education teacher in the context of the distribution center (median) points (n=135)

Accordingly, the remaining 20 (62.5%) structural bleeders, according to experts, characterize the phenomenon under study at: low level - 6.3% / 2 characteristics; below the average level - 25% / 8 characteristics; average level - 31.3% / 10 characteristics. Analysing in general in the context of other basic statistical data, it is considered appropriate to note that when experts

assessed 20 (62.5%) structural components that are classified as low, below average and medium level of compliance, the minimum and maximum assessment scores on average ranged from 3.15 to 9.4. At the same time, when assessing highly significant (37.5%, 12 characteristics) structural components, the minimum and maximum assessment scores varied on average from 9.08 to 14.83. This fact also confirms the results of the above analyses and allows us to highlight the list of relevant structural components of the professional image potential of a modern primary education teacher (Table 1.).

Table 1. Actual structural components of the professional image potential of modern primary education teachers (n=135)

№	Names of assessed characteristics of a primary education teacher	Max. Score	Min. score	Average. score	Standard. deviation	Median
1	the ability to regulate one's behaviour in communicative situations	15	12	14,09	0,89	14
2	ability to adapt to the conditions of the social environment	15	12	13,72	0,92	14
3	the ability to independently overcome life's problems	15	10	13,1	1,03	13
4	low level of conflict	15	8	12,94	1,27	13
5	communication and organizational skills	15	9	12,78	1,44	13
6	emotional intellect	15	8	12,45	1,44	13

№	Names of assessed characteristics of a primary education teacher	Max. Score	Min. score	Average. score	Standard. deviation	Median
7	the ability to self-regulate emotional states that arise in a communicative situation	15	9	12,33	1,43	12
8	balanced emotionality	15	8	12,24	1,95	12
9	empathic abilities	15	8	12,22	1,5	12
10	developed reflexivity	15	8	11,94	1,45	12
11	communicative tolerance	14	9	11,41	1,15	11
12	desire for self-development	14	8	11,4	1,18	11
Average values		14,83	9,08	12,19	1,42	12,11

In order to facilitate the perception of the selected list of relevant structural components of the phenomenon under study, their classification was carried out according to the principle of the significance of expert assessments.

Thus, the analysis of methodological approaches to the modelling process shows that, taking into account the goals and objectives of this dissertation research, under the model of the structure of the professional image potential of a modern primary education teacher, it is appropriate to understand - a holistic set of interdependent structural elements, where each of them is considered taking into account the degree of influence on the phenomenon under study as a whole. In essence, the model under study is a hierarchically ordered system of interrelated, interdependent and conditionally distinguished content elements, which together reflect the nature of a holistic understanding of the image aspect of a modern elementary education teacher. Such an approach makes it possible to reasonably approach the process of building an appropriate model, to specify the stages of its development, and also to outline the best ways for the effective

development of the professional image potential of a modern primary education teacher.

An expert assessment (n=135) of theoretically identified individual psychological characteristics that characterize, to one degree or another, the professional image potential of a primary education teacher, made it possible to prepare its structural model (Fig. 4), consisting of four components, including twelve actual structural components: the first component is the ability to regulate one's behaviour in communicative situations, the ability to adapt to the conditions of the social environment; the second component is the ability to independently overcome emerging life problems, a low level of conflict, communication and organizational skills, emotional intelligence; the third component is the ability to self-regulate emotional states that arise in a communicative situation, balanced emotionality, empathic abilities, developed reflexivity; the fourth component is communicative tolerance, the desire for self-development.

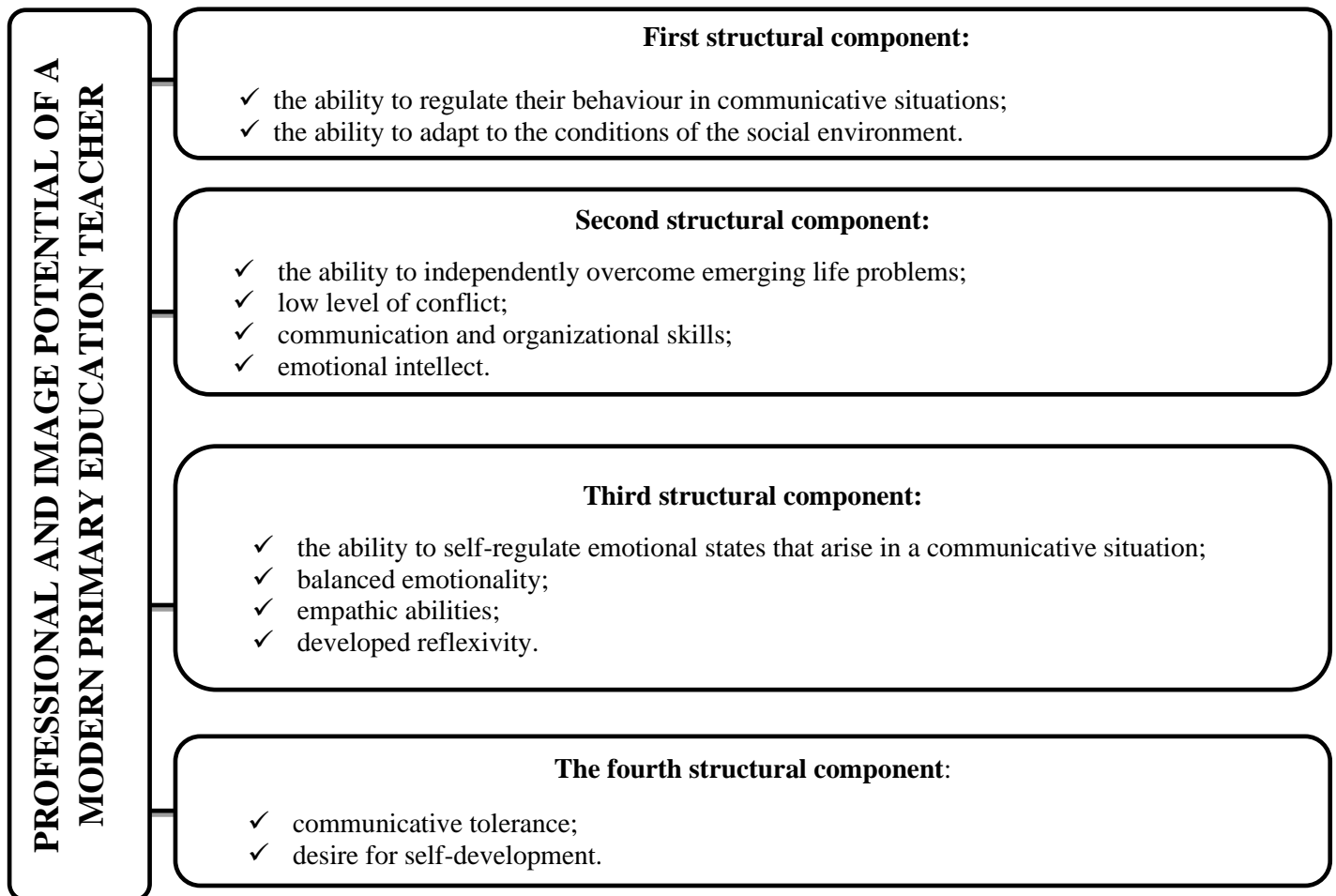


Fig.4. A model of the structure of the professional image potential of a modern primary education teacher.

Thus, we can conclude that the results of the analysis of methodological approaches to the modelling process show, taking into account the purpose and objectives of our study, under the model of the structure of the professional image potential of a modern teacher of primary education, it is appropriate to understand - a holistic set of interdependent structural elements, where each of them is considered taking into account the degree of influence on the phenomenon under study as a whole. In essence, the model presented by us is a hierarchically ordered system of interrelated, interdependent and conditionally distinguished content elements, which together reflect the nature of a holistic understanding of the image aspect of a modern primary education teacher. An expert assessment (n=135) of theoretically identified individual psychological characteristics that characterize, to

one degree or another, the professional image potential of a primary education teacher, made it possible to prepare its structural model, consisting of four components, including twelve actual structural components. The identification of the actual structural components of the professional image potential of a modern primary education teacher, as well as their classification and ranking in terms of significance, was based on the analysis of the obtained basic statistical data (average score, median, etc.) of the results of an expert assessment.

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