

Improving The Pedagogical Mechanism For The Formation Of The Pedagogical Image Of Future Teachers

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Abstract. The research paper presents the formation of professional and general cultural competencies of specialists in the field of education, expressed in the willingness to cooperate with colleagues and work in a team, in the ability to design and implement a personal image, maintain and improve the image of the organization.

Keywords: pedagogical conditions, improving the pedagogical mechanism, pedagogical skills, creative developmental environment.

Introduction

The individual image of a modern educational institution is formed under the influence of the image of teachers working in an educational organization. From the image of each individual teacher, the image of the school as a whole is formed, its unique character is created.

The requirements for the professional image of a teacher, of course, are determined by social needs, but for centuries such personal education of a teacher as kindness, love for children, honesty, adherence to principles, naturalness, and the ability to understand each child will always be in demand.

In the formation of a professional image, there are external and internal characteristics. The teacher must have an attractive appearance, good taste and personal human charm.

Each teacher has his own image. The process of its construction depends on the individual characteristics of the teacher, his age and gender, experience, level of knowledge, nationality and many other factors. The teacher's external image is made up of his facial expressions, gestures, clothing, behavior, gait, timbre and voice power. The external appearance of the teacher contributes to the creation of a working and positive mood of the entire lesson, and may even hinder mutual understanding between the subjects of the educational process.

The image of the teacher is an important means of student interest in the subject, including it in the system of relationships between people.

A teacher who is interested in creating his own positive image is more confident in himself and performs his work more successfully. The teacher's image is concretized through verbal and non-verbal communication, professionalism, plasticity, expressiveness of speech, appearance, emotional richness and other qualities that enliven any lesson and make the learning process expressive. Imageology studies the laws of formation, functioning and management of a person's image. The development of this relatively young science is aimed at revealing all kinds of images.

Imageology is a science about a person, covering such moments as a person's vocation, self-realization of his personality, his formation as a subject and strategist of his own life and activity, able to be responsible for his actions and deeds.

Methodologically, imageology is closely connected with the achievements of philosophy, psychology, ethics, pedagogy, social science, aesthetics and other sciences.

Pedagogical imageology is a branch of scientific knowledge aimed at developing and using the theory and practice of creating the image of teachers, pedagogical organizations and the entire education system of the country.

The main tasks of imageology:

- Formulation of patterns and features of the formation of a person's image.
- Identification of the structure and characteristics of the image.
- Classification of types and type of image.
- Development of technology for its formation and development.
- Research of factors and sources of image development.
- Determination of the influence of self-development and self-education in the formation of the image.

The concept of image was introduced into scientific circulation in the 60s of the XX century. Translated from English, the word "image" (imago) is "image", the image of the impression a person makes on others. Imitari, i.e. imitate. In a broad sense, an image is a generally accepted idea of the properties of an object given by nature and acquired in the process of socialization. In a narrow sense, an image is understood as a specially formed image that has its own values and creates an impression of itself. The image is created by a person to achieve the effect of personal attraction.

In the understanding of modern researchers, the image is a holistic view of the image that remains in the memory and consciousness of people.

In the present article, we consider the professional image that representatives of the teaching profession must comply with. Let's consider the most important components of a teacher's professional and personal image, which include: high professionalism and competence in their field; high morality and education; external attractiveness; knowledge of the laws governing the functioning of the human psyche and the laws of psychology.

Teachers themselves have different attitudes towards their own image. Some teachers perceive the image as a kind of mask, they have a negative attitude towards its creation. These are mostly older teachers. A person must show his inner essence without embellishing it in any way.

Methods of reserach

The image of a teacher is an emotionally colored stereotype of the perception of the image of a teacher in the minds of pupils, colleagues, the social environment, and in the mass consciousness. During its formation, the actual qualities of a person are mixed with the qualities that are attributed to him by other people.

The image of a teacher consists of the following main components:

- an external image that arises in the minds of people when they see a specific person, what remains in memory;
- external signs: human behavior, his gestures, speech, facial expressions, gait, clothing, etc.;
- internal signs: interests, erudition, creative manifestations, hobbies;
- psychological qualities: temperament, mobility of the psyche, emotional manifestations, volitional properties, etc.;
- value component: life priorities, relational positions;
- the reputation that has developed over the years: professional experience, original author's programs and other publications, external reviews, competence, available awards.

It is very important that external image manifestations do not diverge from the internal attitudes of the teacher, his views, character, and actions.

One of the most important professional qualities of a teacher should be the ability to present oneself, that is, the ability to show one's best qualities in specific situations. In the specific proposed circumstances, the teacher behaves differently. This is manifested primarily in communication with different target audiences.

Important for self-presentation is the effect of creating a first impression. The very first minutes are sometimes decisive for creating an opinion about the appearance and behavior of a person, for forming a certain opinion about him. Today there are many studies that show how teachers are perceived by different categories of people. Students especially appreciate the teacher who is smart, kind, attentive, understanding, respectful. Parents want to see a teacher who is literate, competent, caring, but also demanding at the same time. The administration of an educational organization needs a professional, organizational and responsible specialist with a full range of didactic and methodological skills. It is these qualities that determine the required or desired image.

Ideally, personal image (appearance, culture of speech, facial expressions, posture, gestures, etc.) and professional image (products of his labor created by a person, organization of the creative environment of his activity) should be integrated.

Often stereotypes interfere with the creation of one's own image. The process of self-improvement of the teacher's personality should begin with the study and analysis of their personal and professional characteristics. To obtain such information, the teacher can resort to the help of a psychologist or obtain it on his own, using various

diagnostic tests that are widely presented in modern literature.

When a teacher is only at the very beginning of the path to the formation of his image, he needs to start work with self-reflection, with an analysis of the very essence of pedagogical activity. And also from the answer to the question: "How do I perceive the image of an ideal teacher myself?". At this stage, it is important to determine for yourself what will form the basis of your own individual professional behavior: a certain appearance, mannerisms, behavioral manifestations, special communication, or something else.

After that, you can start working on creating your visual image. You need to look at yourself from the outside, evaluate your gestures, try to hear your voice.

The external image is not only the appearance, but also manifestations of non-verbal communication: facial expressions, gestures, movements. You can use different technical means, such as a video camera, tape recorder. Other people's opinions should also be taken into account. This will allow you to look at yourself impartially, to identify your strengths and weaknesses.

For the teacher, it is important to create a professional environment, which is manifested in the totality of the surrounding objects. In them, the teacher shows his taste, interests, shows belonging to a certain professional community. For example, if the atmosphere of comfort is created in the teacher's office, there are many beautiful, well-groomed indoor flowers, there is an exhibition of student works, modern equipment is installed, there are numerous diplomas and photographs, ethno-cultural components, then the image of the teacher will be high. The educational environment is purposefully created and works on the image of the teacher.

It is important to correlate the teacher's image with the subject he teaches. For example, a teacher of language and literature should have a competent speech, preferably calligraphic handwriting, read a lot, be able to work with a book, know the history of literature and the basics of literary criticism. A physical education teacher must necessarily lead a healthy lifestyle and be in good physical shape. Then the image of the teacher will educate.

High demands have always been made on the personality of the teacher, and therefore, on his image. The professional profile of a teacher in different years showed the most demanded personal and professional qualities. Stereotypes of the teacher's image are dictated by time and social needs.

The image of a "bad teacher" was presented as follows: poor mastery of the subject; inability to find an approach to students; inability to establish discipline; inappropriate marking.

The unacceptable qualities of a teacher are: aggression, lack of a sense of humor, tactlessness, hypocrisy, increased tone in communication, pickiness, rigidity, incompetence, poor knowledge of their subject.

The teacher's image is considered by us as an important aspect of his professionalism and a means of pedagogical influence on students. It is revealed in two ways: firstly, from the point of view of the requirements for the teacher from the side of society (as it imagines the teacher as an educator and bearer of moral experience); secondly, from the standpoint of a teacher - how he seeks to present himself to students, what he wants to declare himself to society.

The image of a teacher is, in many respects, his socially desirable image. To acquire a positive image, a person must have high professional qualities and pleasant personal qualities.

Formation of the teacher's image is an active purposeful activity, focused on informing the teacher about the strengths of those personal qualities and relationships that are objectively important for successful work with children. Correctly understood teaching and educational significance of the teacher's image for the development of the younger generation forms its responsible attitude to the modeling of its individuality. The teacher's practical mastery of the basic principles of pedagogical ethics, the development of his professional culture and the scientific organization of labor is an important aspect of the formation of the image. A successfully designed pedagogical image influences the self-affirmation of the teacher and his further professional self-improvement.

Most of the pedagogical competencies correlate mainly with the problems of self-knowledge, self-reflection in the personality and activities of the teacher.

Professional self-awareness is the core of the teacher's personality, which carries out the relationship and coordination of the leading personality structures: motives, attitudes, values, beliefs, ideals.

The teacher's professional self-development requires him to be able to change the forms and methods, the structure and content of the educational material program, individualized educational programs, and the development of an integrative course. The basis of readiness for this is the development of independence, creative initiative

of the teacher. The formation of an individual image is an integral part of the teacher's self-development.

It should be noted that the individual image of a teacher also directly reflects the features and level of development of his professional self-awareness.

The image is formed under the influence of social influences, they express the social algorithm for the reproduction of spiritual life, but their role is limited to ensuring the interaction between morality and morality. We can say that the image is a natural and habitual algorithm of the spiritual life of society. The image expresses not only the subjective desire to be liked by as many people as possible or someone personally, but also embodies the "rules of the game" themselves that make this state of affairs possible. In other words, the image reflects the need to harmonize the life of the psyche (including its most intimate aspects) with the individual and group experience of being.

The nature of pedagogical activity constantly puts teachers in communicative situations, requiring the manifestation of qualities that contribute to effective interpersonal interaction. These qualities include the ability to reflect, empathy, flexibility, sociability, and the ability to cooperate. It is these qualities of image behavior, in our opinion, that stimulate the state of emotional comfort, intellectual activity, creative search, promote mutual understanding and empathy. At the same time, these qualities make up the humanistic potential of the teacher and contribute to the development of the personality of each student, ensuring the expediency and effectiveness of pedagogical interaction.

In this regard, it is necessary to single out the structure of the teacher's image, which will reflect the basic requirements for a modern specialist in the field of education. Image can be understood in two senses: broad and narrow. An image in the narrow sense is an exclusively visual, external side of the subject, a symbolic image, formed with the help of a certain language, which is understood both in syntactic and semantic meaning. In this sense, the image is a kind of "semi-finished product", since it sets the direction for the audience to "speculate". Image in a broad sense implies a complex relationship of qualitatively different, heterogeneous phenomena of bodily and spiritual nature, a harmonious combination of internal and external manifestations of a person.

Such an understanding of the phenomenon under study allows us to propose a general structure of the image, built on the basis of the analysis of scientific literature. According to this structure, the image is

an integrity, which includes the characteristics that define its individual part.

Table.1 Structure of professional image

The main components of a professional image	
Natural component	physical, psychophysiological characteristics, temperament, age, gender
Personal	qualities acquired by a person as a result of education and upbringing: moral, communicative, intellectual

Among the indicated characteristics, there are not only natural personality traits, but also those that can be created artificially. The structure of the teacher's image includes:

1. Natural component - physical, psychophysiological characteristics, temperament, age, gender. Based on the analysis of the requirements for the teacher, we can say that the teacher should be characterized by excellent physical data, the optimal temperament is sanguine, a high degree of physical and mental endurance. At the same time, as the results of oral farrowing of students from various general educational institutions show, in the presence of the above conditions, the age and gender of the teacher do not matter much. Personal component - qualities acquired by a person as a result of education and upbringing: moral, communicative, intellectual, emotional-volitional, etc. The teacher should be characterized by love for the subject, humanity in relation to students and a whole system of personal qualities that will be considered us in the experimental chapter.
2. Professional component - qualities associated with professional experience and activities: professional competence, knowledge, skills; individual style of professional activity.
3. The behavioral component reflects different aspects of human behavior in various situations: leadership behavior in general, behavior in difficult situations, adherence to business ethics, etc. The teacher, of course, should be a leader, an example for students. Otherwise, students will ignore it and the effectiveness of its impact will be small, and hence the effectiveness of the lesson itself. As the results of our conversation with

teachers showed, it can be said that in the absence of pronounced leadership qualities, a teacher's high professional knowledge cannot be realized to the proper extent.

In addition, in the structure of the teacher's image, there are components that carry symbolic characteristics:

1. Visual component - good posture, visual appeal, interesting but not provocative clothes, etc.
2. Auditory component - voice timbre and intonation; manner of speaking, speed and volume of speech, articulation, etc. The teacher must be able to explain, be persuasive.
3. Kinesthetic component - gestures, body movements, facial expressions, direction and movement of the gaze, etc. His facial expressions should be expressive, but not excessive.
4. Olfactory - a system of smells. Perfume odors should be minimal, no foreign odors, untidiness is unacceptable.

All components of the structure are interconnected, constitute a unity and presuppose a harmonious organization of the external and internal in a person. However, the components of the second block, despite the fact that they are perceived first, nevertheless, in our opinion, are secondary. This paradoxical feature is related to the fact that a positive visual image is the externalization of the results of a person's deep work on himself. Thus, the process of purposeful formation of a visual image is an exteriorization, the final stage.

Thus, we have analyzed the main components of the teacher's image, based on the analysis of psychological and pedagogical literature, we will consider in more detail the system of professionally important qualities of a modern teacher.

For the effective formation of a positive image, the teacher must have the following qualities:

Humanity is one of the most general and complex concepts in modern pedagogy. Its main meaning is love for a person as a rational being, with enormous potentialities, a person as the crown of nature and social relations. We are talking about respect, admiration for a person as an equal, regardless of his views, individual and other characteristics, protection of his interests, views, if they do not contradict universal human values that stand guard over their laws. On the basis of humanity, social value orientations, moral principles and norms of behavior, a set of basic characteristics is formed, called the "human factor".

The concept of humanity includes about a hundred other, more specific concepts. The most important among them are peacefulness, responsiveness, nobility, passion and selectivity.

Interest in one's subject is one of the main qualities that forms the teacher's pedagogical orientation. The orientation of the teacher to his profession is expressed in his enthusiasm for it. It becomes the meaning of life. This leads to two consequences. On the one hand, love for one's work makes teachers constantly improve their skills, take an interest in the work of their colleagues, help them, choose the most useful for their work, that is, to be an active creative worker. On the other hand, if students feel that classes with them are not a heavy duty for the teacher, but a pleasure, they reciprocate.

Authority is the quality of a person whose opinion is considered, whom they strive to imitate and who is trusted to solve certain issues. The success of pedagogical activity largely depends on the authority of the teacher.

The teacher, who enjoys authority among students, has a strong educational influence on them. However, authority arises in the course of the teacher's activity, therefore it is not the initial, primary, but a secondary component of the teacher's skill and his image. It cannot be purchased while studying at the institute. Arriving at school, a young specialist begins to gain the authority of a specialist, improving his pedagogical skills.

The authority of the teacher is composed of the following components.

-The authority of a professional: depends on knowledge and skills in this area.

- The authority of age: the teacher has authority in the eyes of schoolchildren as an older, more experienced person.

- The authority of the position, that is, the status of a teacher as a teacher, with all the ensuing rights and obligations.

Moral authority as a person; its absence can nullify all other components of the teacher's authority.

Endurance, resourcefulness, exactingness are important qualities of a teacher related to the volitional sphere of a personality.

An intemperate teacher cannot successfully conduct educational work with children, since in their eyes he does not have authority. Impatient teachers, wanting to quickly achieve results with their students, force learning loads, thereby violating the principles of gradualness and accessibility and endangering the health of students. A teacher without self-control will be

lost in conflict and unexpected situations, will make unreasonable and inadequate decisions. Without perseverance, the teacher will not be able to strictly pursue his own line in the education of schoolchildren, to achieve good financial support for the educational process.

Of great importance for a teacher is such a quality as resourcefulness. In the classroom, situations often arise that require an instant decision.

The indispensable quality of a teacher should be his exactingness. Students (especially boys) have great respect for teachers who get their way without brute coercion and threats, as well as without pedantry. Children unanimously deny softness, lethargy, naive credulity of the teacher, his unprincipled indulgence. Any deviations from the requirements (sometimes the teacher makes a requirement to the students, and then forgets about it or cancels it without any justification) are considered by the students as the weakness of the teacher.

Organization is a complex integrative quality of a person. It can be considered as a person's ability to organize activity to behavior, as a state of ordering, as a set of organizational qualities of a person, as a level of their development, functioning, etc. Therefore, without organization there is no competence.

Activity is the most important quality of a person, which is manifested in energetic and intensive activity in work, in teaching, in social life, in various types of creativity, in sports, in games, etc. Activity can also be considered as a characteristic of the activity and behavior of a person, reflecting the degree of realization and development of its abilities, knowledge, skills, aspirations, goals and objectives. It is not only an internal means, but also a necessary condition for the versatile development of the individual, a necessary element in the restructuring of the individual and the team led by it. We are talking about activity expediently organized, managed.

Empathy in this context is considered as the ability of a person to empathize, that is, to experience the states of another person (in particular, in facial expressions), empathize with them in the process of interpersonal relationships. Empathy is a mandatory component of the communicative abilities of the individual and a condition for full communication. By the way, in the process of communication, it develops. Empathy differs emotional, cognitive, based on intellectual processes (comparison, analogy, etc.) and predictive, considered as a person's ability to predict the affective reactions of another person in specific situations. As special forms of empathy, there are: empathy (experiencing

by the subject of the same emotional states experienced by another on the basis of identification with him) and sympathy (experiencing by the subject about the feelings of another).

Independence is a volitional property of a person, expressed in the ability to systematize, plan, regulate and actively carry out one's activities without constant guidance and practical outside help. Independence also includes such a strong-willed quality of a person as decisiveness, that is, the ability to independently make responsible decisions and steadily achieve their implementation. This is especially important when there are several alternatives to choose from.

Harmony is one of the most general patterns of nature, society, and human thinking. Its essence lies in the fact that everything in the world successfully exists only in a certain system, only in the presence of harmony of all its components, interacting parts. Otherwise, either the system drags out a liquid existence, or it perishes altogether, turning into something completely different.

Thus, these personal qualities create a certain "framework" in the structure of the teacher's image. But at the same time, it is very important to make a good impression on the audience. Consider the main components of this phenomenon.

As the researchers note, the image is not "a mask covering the true face of a person", but the whole set of external data and speech manifestations, due to which the main personal and professional characteristics of its carrier are most tangibly recorded.

The image effect is based on such a product of our perception as an impression. This is an emotional outburst, a sensual insight. In the future, the image manifests evaluative, i.e. rationally weighted attitude at the level of ideas and concepts.

The role of impressions in the psychological acceptance of the image is great. This stage in the perception of man by man cannot be avoided. This is how our psyche works. It is no coincidence that when creating an image, the most serious attention is paid to the visual and expressive characteristics of a person: physical data, clothing, manners and speech. There is even a formula 80:20, where the first number determines the meaning of the first three characteristics in a person's perception, and the second determines speech.

There are a number of professions in the business sphere where a positive image is one of the criteria for professional suitability. Among these professions is a teacher.

Everything in our life is interconnected. If we are significant in our own eyes, then we are significant

for those whose opinion is dear and important to us. But most importantly, some completely new, unexpected "reserves" of love and respect for their pupils are revealed. That is why teachers need to learn to release their energy of the joy of life, to be able to express it verbally and non-verbally, to learn to be charming.

Taking care of your appearance should be constant. You can come to class in the same dress, but with a different gesture, a different turn of the head, a different hairstyle, and different accessories. Much is compensated by benevolent facial expressions, warmth of gaze, voice. You need to think about all this every time, but for a life-loving person, thinking about this is not work, but pleasure.

However, an attractive appearance, for all its significance, is still half the battle. good teacher He is also a brilliant rhetorician. A good speaker is one whose listener or interlocutor feels comfortable and emotionally identifies himself with the speaker, "infected" with emotions. The teacher does not have the right to speak indifferently, without any predilection for what is being said.

It is necessary to observe the general rules of eloquence: the logic of speech, its artistic expressiveness, careful selection of images, hyperbole, comparisons.

Thus, the considered approaches to the formation of the effect of a pleasant impression, as well as the structural components of the image, will help to create an image that will have a significant impact on the entire process of professional activity. This must be remembered by every teacher who wants to keep up with the times and meet modern requirements for a teacher, including his image.

For the effective formation of the image of a future teacher in the process of professional training on the basis of the Department of Pedagogy and Psychology of the Pedagogical Institute of the North Caucasus Federal University, an elective "Image of a modern teacher" was developed, intended for undergraduates of various specialties studying in the direction "Teacher Education".

The course "Image of a modern teacher" has an applied focus. The course is based on modern ideas about the image, mass communication and public consciousness, foreign and Russian achievements in the field of theory and practice of imageology are taken into account. Thus, the elective course is aimed at transforming the system of humanitarian knowledge and skills in the form of professional and universal competencies associated with the ability to organize activities in a team and form a personal image that promotes career growth and professional and personal development.

Results

As a result of mastering the discipline (module) "The image of a modern teacher", the student's competencies should be formed.

General cultural competencies:

- development of the ability to generalize, analyze, perceive information;
 - awareness of the values of education, the teaching profession;
 - the ability to apply the acquired theoretical knowledge in practice;
 - the ability to analyze modern problems of psychological and pedagogical science, innovative processes in education;
 - the ability to assimilate the natural-scientific and humanitarian picture of the world;
 - readiness for a tolerant attitude towards another culture, understanding the need for a dialogue of cultures, overcoming the antinomy of scientific and religious knowledge.
 - the ability to apply methods and means of cognition, learning and self-control for intellectual development, raising the cultural level, professional competence;
 - understanding the social significance of one's future profession as a teacher of higher education; Possession of high motivation to perform professional activities.
- Professional competencies: knowledge of the essence and content understanding the concept of "image", the main types of image, its functions and structure;
- knowledge of the main strategies and approaches to the formation of the image;
 - knowledge of the main conditions, factors of development and maintenance of corporate culture;
 - knowledge of the specifics of the functioning of corporate culture in a multicultural region;
 - understanding the role of personal image in the development of corporate culture and reputation of the organization
 - skills of self-presentation, building an image, building effective communication strategies;
 - the ability to effectively use verbal and non-verbal means of communication;
 - formation of the ability to draw up, present and report the results of the work performed, including using the skills of working with computer equipment, etc.
 - the ability to constantly expand and deepen one's worldview in accordance with the development trends of various areas of scientific knowledge;
 - the ability to demonstrate the skills of effective interaction in a scientific team based on the

knowledge of social psychology, professional pedagogy, cultural studies, social philosophy, etc.;

- the ability to interact productively with team members based on the formed corporate culture;
- the ability to organize and conduct events, presentations, form and maintain a personal image and the image of the team in a multicultural environment.

As a result of mastering the discipline, the student must:

Know:

- the essence of the image, its functions, structure and role in various areas of public relations;
- socio-psychological mechanisms of formation of the teacher's image;
- main strategies and methodological approaches to the formation of the teacher's image. Be able to:
 - formulate scientific problems on the basis of identified contradictions, put forward hypotheses for solving problems, substantiate methods and means of proposed solutions;
- plan a professional career;
- present the results of the research (creative project, theses, summary, self-presentation, essay).

Own:

- Skills to identify image characteristics;
 - skills and abilities of organization and implementation of pedagogical activity,
 - methods for determining the levels of professionalism of a teacher, his pedagogical skills.
- The methodological novelty of the course is ensured by the use of communication and dialogue technologies: dispute, intellectual duel "To the barrier", problem-search technologies: case technologies, problem solving, development and protection of projects based on information technologies, etc.

To optimize the work of undergraduates, the active use of interactive technologies is expected, among which we note the method of projects based on information technologies. This method is recommended for extracurricular work, the results of which are then demonstrated in seminars.

At the 1st lesson, we recommend forming from undergraduates (3-4 people each). All microgroups must complete 2-3 creative projects during the period of mastering the discipline, each of which is drawn up in the form of computer presentations (PowerPoint, FrontPage, etc.). In general, the project implementation algorithm includes the following stages:

Preparatory - the choice of the project topic depending on the personal, scientific interests and preferences of the microgroup.

Information - search - search for information on a given topic from various book and non-book media.

Operational - effective - registration of the collected information in the form of a computer presentation. Demonstration - demonstration of the developed project at the seminar, discussion with the entire group of undergraduates, the teacher of the content of the developed slides, their design.

Controlling - correctional - reflection by undergraduates of their project-cognitive activities. Correction of the indicated shortcomings: adjustment of the content of the project, the method of its design in the form of a computer presentation (hyperlink in the form of a diagram).

Conclusion

Taking into account the above, when recruiting microgroups, the composition is selected taking into account the role functions that will need to be performed in the process of project implementation: In the process of project implementation, the following distribution of roles in the process of project implementation is recommended.

In the process of working on various projects, undergraduates can change roles, but the main functions in the group remain the same. At the same time, this differentiation can be rather conditional, for example, the search for the necessary information, its design in the form of presentations can be carried out jointly by several members of the group.

As forms of control, protection of creative projects for the preparation of a personal image and corporate image; for the preparation and demonstration of self-presentations.

We believe that the introduction of this course in the training of future teachers will improve the quality of the educational process, familiarize undergraduates with the latest developments in the field of image science and corporate culture, with innovative educational technologies. As practice and the results of surveys of graduates with whom we keep in touch have shown, those who have completed this elective course compete more successfully in the educational services market, go through the period of adaptation at school better, make fewer mistakes associated with the formation of an individual style of activity, an optimal image.

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