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PEDAGOGICAL IMAGE AS COMPONENT OF TEACHER PROFESSIONAL COMPETENCE

Abstract. The modern period of Kazakhstan development needs a revision of the main priorities for the professional training system. The new concept of education requires training of qualified personnel and taking into account various professional qualities, social functions, and roles in society. Modernization of education inevitably leads to change and to update of qualification requirements and qualification characteristics of modern teachers in which central place is taken by the general and special professional and pedagogical competence, acting as a basis of productive functioning of the teacher. Particular relevance the question of formation of a positive image of the teacher means to us. Unfortunately, the disintegration of the Soviet Union started some social changes within which there was considerable destruction of the image of the teacher and depreciation of its social role. In our society still, there is a stereotype that the teacher is the one who learns because he could not become an expert. In the message to the people of Kazakhstan, Nursultan Abishevich raised a number of the critical questions, social initiatives which significant role is assigned to the formation of new leaders of the nation. In our article, we will try to create the main of competence of the teacher and the development of leadership potential in the structure of the pedagogical image.

Keywords: pedagogical image, leadership, Rukhany Zhandyru, PIQ.

In the Kazakhstan, the period of institutional reforms has been completed at large: the Unified State Exam, per capita financing, and the transition of schools to State Educational Standards were implemented. Over the past decade the substantial growth in financing volumes and large-scale efforts aimed at reforming state educational institutions have led to some growth in the position of Kazakhstan in international comparative studies of PISA, TIMSS, PIRLS. However, at the moment it is difficult to deny considerable economic restrictions, which do not allow keeping the same high level of public investment into school infrastructure, teachers' human capital and an attractive image of school job positions in the eyes of the most talented university graduates.

Under the economic constraints, it seems important to look for such approaches to school reforms, which would be aimed at improving the quality of teaching and allow achieving a maximum increase in the quality of school education with limited costs. As one of the key factors contributing to the enhancement of the educational system effectiveness, the international comparative study conducted by McKinsey sees reforms directed mainly at the improvement of the lesson quality. "No reforms can be implemented until what happens in class changes" (M. Barber). At the same time, costly institutional reforms, necessary for managerial and financial reasons, do not bring a tangible increase in educational outcomes.

One of the possible ways to improve the lesson quality is to use school internal professional resources. The resources of professional structure, or the totality of the relationships of teachers with one another while addressing issues related to teaching, should be referred to such, just to name a few.

One of the key factors of professional development at the expense of internal resources is the distribution of professional leadership within the collective. is defined as a practice of constant interaction

necessary for solving teaching-related issues within the collective, which is channeled not through the administration, but through informal professional leaders. In the theory of social capital (P. Bourdieu, J. Coleman), the organization is seen not simply as a group of employees, each of whom possesses a certain level of human capital, but as a set of professional ties between them. Each teacher has not only some formal job position, but also a certain social capital, that is (s)he is included into the structure of interactions. In this regard, a question arises as to how these interactions are distributed within the organization, whether it is done evenly and if there are "centers" of these interactions. It becomes necessary to identify teachers who are most active and valuable from the point of view of these interactions and whom we will henceforth refer to as "professional leaders".

The modern period of development of Kazakhstan designated need of updating of the main priorities for a system of vocational training of experts. In the new concept of education requirements of qualified personnel preparation, taking into account various professional qualities, social functions and roles in society are formulated. Modernization of education inevitably leads to change and updating of qualification requirements and qualification characteristics of modern teachers the central place in which take the general and special professional and pedagogical competence, acting as a basis of productive functioning of the teacher. The concept of professional competence of the teacher assumes unity of theoretical and practical readiness for implementation of pedagogical activity. The content of this concept is caused by concrete historical nature of social and pedagogical reality. Professional competence is the concept conforming to requirements of time and helping to work adequately in a constantly changing situation. The teacher has to be professionally flexible, mobile, capable to adapt for the happening changes. Competence of area of interaction is characterized by knowledge of the nature of social influences. The most important line of interpersonal competence is image competence, i.e. ability to establish and support certain notions of it. This ability depends on several factors: the developed empathy and a reflection; various repertoire of behavior; possession of a certain interpersonal resource to apply the necessary tactics in the corresponding situations. Important demanded professional quality, the increasing efficiency of pedagogical activity, becomes a professional image. Professional image is an important competence of each teacher, his formation - labor-intensive process and result of self-knowledge and self-development. Image is the tool helping to build the relations with people. Image of the teacher is the developed stereotype of an image in representation of pupils, colleagues, a social environment. In development of personal and pedagogical image and individual style of pedagogical activity priority it is considered formation of personal image. as condition of formation of pedagogical professional image. Image is formulated by experts of different areas of science variously. V. M. Shepel defines image as a visual image, A.A. Kalyuzhny treats image as representation, E.B. Pereyigina considers image as a symbolical image of the subject, A.Yu. Panasyuk defines it as opinion, E.A. Petrova as category which is universally applicable to any object. Generalizing the available definitions it is possible to note that image is that impression which is made by the person on people around, this complete idea of an image which is formed in consciousness of people. The image is connected both with the appearance of the person and with his internal contents. In order that image was created, there is not enough perception of the characteristics of an image. By this image, there has to be a certain relation, opinion and a certain assessment of this image.

Therefore an image can be characterized as the relation to an image and opinion on this image. Image of an expert, and in particular the teacher, has to conform to the requirements of time and society. V. M. Shepel, one of the first dealing in our country with problems of creation of the image, marks out qualities which promote the successful formation of a positive professional image.

The first group is made by qualities which V. M. Shepel defines as "ability is pleasant to other people." These are the communicative characteristics of the person defining his ability in the establishment of contacts with other people; teachers ability to empathize and understand another person.

The second group contains qualities characterizing the personality from education and education, i.e. moral values, psychological health, resistance to stress, the ability not to create and skillfully to resolve conflict situations.

The third group of qualities is defined by professional and life experience and intuition of the personality. Image for the teacher is important not to a lesser extent than for any other expert as it influences the formation of representations, installations, values of pupils and students. Image of

employees of pedagogical higher education institution has a positive impact on the formation of an image of future teachers. The professional image of the teacher of a pedagogical higher education institution is the integrated characteristic including set external and internal traits, personal, individual and professional qualities of the teacher which promotes the efficiency of pedagogical activity. Employing a method of descriptive statistics it is possible to allocate the most significant image characteristics "the teacher of pedagogical higher education institution who is positively negatively estimated" and "estimated."

The conducted research by student's groups showed 2-3 courses of SGPI Branch, what external and internal qualities of teachers are the most demanded by student's audience and what image develops in their idea of the future profession. Results of the poll showed the importance of preferences:

- 1) goodwill
- 2) justice
- 3) responsiveness
- 4) steadiness
- 5) responsibility
- 6) reasonable insistence
- 7) tactfulness
- 8) attentiveness
- 9) cheerfulness
- 10) sense of humor.

In an assessment of competence and professionalism of the teacher students would like to see teachers objective in an assessment of knowledge and people, the professionals knowing the subject and able to present clearly and interestingly material purposeful, creative, not indifferent to the occurring events and each student. The teacher has to have an accurate diction, competently put speech, a pleasant no monotonic voice. The appearance of the teacher is a business card of the teacher. Students allocate as "the characteristics which are positively estimated": accuracy in clothes and make-up, neatness, severity and an official style in clothes, existence of not striking jewelry, clean hair, and hands. The "negatively estimated" characteristics of teacher's students: irascibility, irritability, injustice, irresponsibility, bias, indifference, carelessness, avidity, shyness. Thus, image competence, become an important component of productive interaction, a condition of the efficiency of pedagogical activity. Each teacher has to possess a clear reflection, i.e., realize, what qualities he possesses and what requirements are imposed to him by student's audience and colleagues, and also to make efforts on change of image and its improvement. Creation of image - process quite difficult, especially organized which develops under certain laws and technologies.

Generalizing opinions of researchers on a problem of formation of image of the teacher of pedagogical higher education institution, it is possible to draw a conclusion that it is long process on which efficiency a number of conditions have an impact:

- 1) development in teachers of vital values and installations;
- 2) awareness of need of formation of positive image by the teacher;
- 3) manifestation of own activity during the work on image;
- 4) knowledge of requirements of student's audience to the personality and activity of the teacher;
- 5) identification of an initial level of development of the qualities making positive image of the teacher;
- 6) mastering teacher receptions of self-knowledge, and also skills of design of individual image;
- 7) observance of the principle of system when forming image;
- 8) observance of the principle of variety of forms and methods of work on formation and correction of image .

The important place information of image of the teacher is given to his self-presentation and positioning. E.B. Pereylygina defines self-presentation as activities for image creation. It is possible to recognize such activity effective if people around perceive an image of the person as attractive. Positioning, according to G.G. Pocheptsov, is a creation of image taking into account knowledge of interests, requirements, expectations, requirements of a certain group of people; ability to select and show those externally estimated characteristics which promote optimization of processes of interaction; visual modeling, registration and representation of results of activity in environment.

Whatever competent expert was a teacher, it has to improve constantly the personal and professional qualities, creating, thus, own image, an image personal "I". Formation of an image of the teacher begins with the first impression made by features of clothes style, a mimicry, gestures, speeches. External characteristics have to be supported with internal personal qualities: the general erudition, the vital purposes and installations, the attitude towards surrounding people and the occurring events. Image causes self-realization of the personality: for the teacher it serves as the recognition indicator from society, an assessment and the relation of people around. Stages of management of formation of image of the teacher include: studying of public opinion about professions, specification of preferences of consumers of educational services (administration, students, parents); broadcast of a positive image of the teacher, support of positively painted, emotionally attractive components of image. Thus, professional image — is the important competence of each teacher which is result of self-knowledge and self-development. The professional and significant personal qualities of the teacher characterizing the intellectual and emotional and strong-willed sphere of the personality significantly influence result of professional activity. Professional image is the instrument of pedagogical influence and a condition of successful professional activity.

However, by now Kazakh schools rely primarily on formal administration structures, that is professional interaction is built around the administrative vertical axis, the heads of school methodological associations or departments. At the same time, the potential and the resource of leading educators who do not have formal leadership status are virtually not used. In this paper, an attempt is made to examine in detail the formal (that is, reflected in official powers) and informal (that is, reflected in sustainable models of professional interactions) structure of educational organizations, which together represent a real structure of the organization. The school is seen as an organization with multiple leadership, both formal and informal. However, the distribution of informal leadership still remains a subject-matter, which has not been researched enough. The use and management of this resource cannot be effective unless it is given a due scrutiny.

Understanding of the role and characteristics of distributed professional leadership in general education organizations can be a basis for developing of teachers' internal potential through professional exchange of experience. **The problem**, therefore, is in insufficient empirical research and application of the informal leadership potential in the management and development of general education organizations.

Leadership in organization management is one of the most popular topics in management. The central problems of leadership are highlighted in the works of R. Beyls, W. Bennis, M. Weber, P. Drucker, A. Zaleznik, K. Levin, R. Mann, R. Stogdill, F. Fiedler, M. Follet, K. Hollander. This topic has been dealt with by such Russian researchers as S.A. Alifanov, G.K. Ashin, T.Y. Bazarov, I.P. Volkov, N.V. Lomova, R.L. Krichevsky, B.D. Parygin and others.

A separate group of research is represented by the scholars who describe the role of leadership in the educational context. In the Russian academic environment, the subject-matter of leadership in school management was presented in the writings of V. V. Davydov, A. G. Kasprzhak, V. Y. Krichevsky, L. D. Kudryashova, V. S. Lazarev, A.M. Moiseev, S.D. Neverkovich, A.I. Panarin, M.M. Potashnik, L.I. Umansky, K.M. Ushakov, P.V. Khudominsky, T.I. Shamova, and others.

Among the most significant foreign authors we should mention M. Barber, B. Bass, T. Bush, C. Day, K. Leithwood, R. Marzano, B. Evolio, A. Harris, F. Hellinger, R. Heck, and others.

Understanding of leadership is very diverse in theoretical and empirical work. In this study, we focus on a narrow aspect of professional instructional (or methodical) leadership. The foundations of this approach are laid down in the works of M. Barber, K. Leithwood, E. Hargreaves, M. Fullan, and others. Leadership practice as a professional support of teachers is positively correlated with teaching quality in school (K. Day, P. Sammons, D. Hopkins and others).

An equally important aspect of the analysis of organizational leadership is articulated in the question about research methods most suitable for specific situations of leadership. Methodological problems of leadership research are discussed in the works of J. Spillane, K. Leithwood, A. Harris, C. Bonacich.

The next methodological problem is that the research conducted in Russia is focusing primarily at the principals' attitudes about their managerial style. At the same time, real practices of teachers' interaction remain underexplored. This contradiction can be removed by using the social network analysis method to research professional interactions. Social network analysis allows to investigate existing practices of

interaction - and as a consequence, to identify informal professional leaders. As the main works, which are using network methodology for the analysis of distributed leadership, it is possible to name the studies of K. Leana, N. Molenaar, U. Penuel, J. Spillane, C. Frank, and others; In Russia, the methodology of network analysis applied to education is used in the research of D.A. Alexandrov, M.M. Yudkevich and others.

Despite a thorough theoretical elaboration of various issues of leadership in educational organizations, at present *there are no Kazakh empirical studies* that would help solve the problem of informal professional leadership in schools. As a rule, the word "leader" is seen in reference to only the formal head of the organization. Although in theory the concepts of leadership and management are presented as not being the same, the empirical research focuses only on principals.

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А 56

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ПЕДАГОГИЧЕСКИЙ ИМИДЖ КАК СОСТАВЛЯЮЩАЯ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ ПЕДАГОГА

Аннотация. Современный период развития Казахстана обозначил необходимость обновления основных приоритетов в системе профессиональной подготовки специалистов. В новой концепции образования сформулированы требования подготовки квалифицированных кадров, с учетом многообразных профессиональных качеств, социальных функций и ролей в обществе. Модернизация образования неизбежно приводит к изменению и обновлению квалификационных требований и квалификационных характеристик современных педагогов, центральное место в которых занимают общие и специальные профессионально-педагогические компетентности, выступающие основой продуктивного функционирования педагога. Вместе само понятие педагогический имидж было введено в научный оборот относительно недавно. Особую актуальность для нас значит вопрос формирования положительного имиджа педагога. К сожалению, развал советского союза запустил ряд социальных перемен в рамках которых произошло значительное разрушение имиджа педагога и обесценивания его социальной роли. В нашем обществе до сих пор существует стереотип, что педагог это тот, кто учит, потому что он не смог стать специалистом. В своем послании народу Казахстана, Нурсултан Абишевич затронул ряд важных вопросов, социальных инициатив, значительная роль которых отводится формированию новых лидеров нации. В нашей статье мы попробуем сформировать основные компетентности педагога и развитие лидерского потенциала в структуре педагогического имиджа.

Ключевые слова: педагогический имидж, лидерство, рузани жангыру, ПВК.

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ПЕДАГОГТЫҢ КӘСІБІ ҚҰЗЫРЕТТІЛІГІҢ ҚҰРАМДАС БӨЛІГІ РЕТІНДЕ ПЕДАГОГИКАЛЫҚ ИМИДЖ

Аннотация. Қазақстанның қазіргі даму кезеңі мамандарды кәсіби даярлау жүйесінде негізгі басымдықтарды жаңарту қажеттілігін белгіледі. Білім берудің жаңа тұжырымдамасында қоғамда әртүрлі кәсіби қасиеттерді, әлеуметтік функциялар мен рөлдерді ескере отырып, білікті кадрларды даярлау талаптары тұжырымдалған. Білім беруді жаңғырту қазіргі педагогтардың біліктілік талаптары мен біліктілік сипаттамаларының өзгеруі мен жанаруына әкеп соқтырады, оларда педагогтың нәтижелі жұмыс істеуінің негізі болып табылатын жалпы және арнайы кәсіптік-педагогикалық құзыреттіліктер негізгі орын алады.

Педагогикалық имидж ұғымы және ол туралы түсінік жақында ғылыми айналымға енгізілді. Педагогтің нақты имиджін қалыптастыру мәселесі біз үшін ерекше өзектілік болып табылады. Өкінішке орай, Кеңес Одағының құлдырауы педагог имиджінің айтарлықтай бұзылуы және оның әлеуметтік рөлінің құнсыздануы болған бірқатар әлеуметтік өзгерістерді іске қосты. Біздің қоғамда әлі күнге дейін педагог - үйрететін адам, өйткені маман бола алмады. Өзінің Қазақстан халқына Жолдауында Нұрсұлтан Әбішұлы ұлттың жаңа көшбасшыларын қалыптастыруға бағытталған бірқатар маңызды мәселелерді, әлеуметтік бастамаларды қозғады. Біздің мақалада біз педагогтің негізгі құзыреттілігін қалыптастыруға және педагогикалық Имидж құрылымында көшбасшылық әлеуетті дамытуға тырысамыз.

Түйін сөздер: педагогикалық имидж, көшбасшылық, рухани жаңғыру, ПВК.

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