



Building the Image of a Modern Teacher in Higher Education

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Abstract

Realizing that high-quality (competent) education is an important resource for progressive development of an agrarian society, offering essential and practical guidelines both to teachers and learners, this article elaborates how it is necessary to constantly monitor and implement changes in the public perceptions towards effective specialized education, technology, student-teacher psychology, linguistic strengths and, above all, towards the teacher himself/herself. Consequently, the phenomena of formation of long-term personality of students, the recognition of its importance, and its impact value and necessity for modern society largely shapes under the influence of the personality of the teacher. At the present phase in the nationwide evolution of teaching, there is a need for a realization of an informed Professional teacher who, taking into account the changing socio-economic conditions and the general situation in the concurrent education system, is able to choose the best options for organizing the best in terms of possible pedagogical processes, predict their results, and to create his own concept, which is based on faith in oneself, visualizing real world necessities. In the larger perspective, ultimately enhancing and facilitating the possibility of developing the personality of each student, into the transformative power of pedagogical work.

Keywords: teacher, training, higher education, upbringing, competence, professionalism, creativity, creative approach.

INTRODUCTION

In the recent years, some topical reviews have appeared in global literature, envisaging the contemporary teaching scenario relevant to modern Central Asia, projecting impactful pedagogical image essentially as a set of ideas about the concerned teacher and his or her emerging role in education and shaping the student's personality (Luchiankina et al., 2020; Arkanova and Trofimova, 2021). Elsewhere, in a wider frame of economic reference, as emphasized by Amonov and Dani (2022), especially for rapid integration of Uzbekistan's agrarian dominated economy, and for directly impacting the development of its backbone of the entrepreneurial structure, it becomes reflectively necessary to improve on a priority basis the ongoing reforms, including ones affecting pedagogy, especially in such vital primary spheres of economic influence as education.

Consequently, the key image of effective modern education emerges as that centered around the modern teacher and a mentor. Modern education thus requires the new teacher to not only transmit knowledge, but also to orient students towards a thoughtful attitude to their own lives and their environment, pointedly aiming at the development of an individual capable of self-realization. Such an education can realistically be carried out to near perfection emphatically by a highly qualified, creatively working, socially active and competitive teacher, also focused on national values. Emphasizing further insight into how a teacher essentially must be a mentor, as envisaged by Arkanova and Trofimova (2021), a successful mentor is one who completely trusts his students, learns from them and helps them to identify their weaknesses so as to rid of them, hence accordingly develops his own soft skills.

While the major goal of advanced training of pedagogical professionals aptly remains development of their professional competence, underlining primarily the formation of sustainable skills for systematic reflection of the pedagogical process and its desired results, it must also assure safeguarding the structural integrity of the pedagogical activity, which together are meant to ensure the fulfillment of the emergent requirements for achieving the modern quality of education. As pointed out further by Luchiankina et al. (2021), the image of the teacher currently endorses awareness regarding the so called rational (compliance with federal state educational standards), as well as irrational professional components (myths, emotional expectations).

EMPHASIZING SELF-EDUCATION AND IMPROVEMENT

Ways of professional development of a teacher and maintaining them at the required level ideally occur in two main forms: self-education-self-improvement and advanced training. Self-education-self-improvement provides creative freedom to the teacher. In terms of content, it includes the study and testing of those materials that are related to the professional needs of the teacher. Advanced training is therefore essentially meant to be carried out according to updated programs.

The professional development of a teacher is best carried out through the transition from a “teacher-informer” to a “teacher-facilitator”. The teachers who are on courses are thus expected to be intrinsically familiar with these key words: facilitator, collaborative learning and challenger.

In the theoretical and practical developments in the field of education and vividly as also from the astute teachings of Carl Rogers (McLeod, 2023) and other humanistic psychologists, the complimentary features of the personality, activity, communication and creativity of the teacher-facilitator are meant to be elaborately and adequately appreciated. Teacher-facilitator then is a teacher who, by his presence and influence, facilitates the manifestation of initiative, implying intellectual independence of students, as also abidingly promotes the process of their mental development and ensures positive interpersonal interaction. Pedagogical facilitation as a crucial process is the facilitation and enhancement of the productivity of education, training and upbringing, enhancing skilled pedagogical interaction as an interactive function of communication style and personality traits of the teacher and student.

DEVELOPMENT AS PERSONALITY

The idea of human development as a personality, mainly envisaging continued activity and communication in all periods of his life, has become a system-forming factor in lifelong education (Nadaf, 2017). According to some of the latest research, education is actually continuous, covering all types (levels) of education, individualized in time, pace and focus, giving a person the right and opportunity to implement an individual program for obtaining it, replenishing and improving previously acquired knowledge, skills and abilities throughout his life.

Professional growth, as it emerges from the essence of progressive thought, is increasingly necessary for any person, especially pedagogues. Retrospectively it reassures the feeling of stability, confidence in the future, and so does not allow one to easily "burn out" at work. For those who work with young people, this is especially valuable, since the very improvement of the teacher, his work on himself is ever felt by young wards and it has a positive potential to affect them.

The classical tenet that all progress and growth needs a good foundation continuously reflects primarily from the works of great teachers and educators of the past, notwithstanding the progress of the present pioneers. It is relevant here to reiterate that the common axiom that old textbooks and techniques are ineffective in the 21st century is not entirely correct. Often the ideas of the past years are rethought and serve as "second wind". Despite the fact that many of the works of teachers were formatively read in the alma mater, it is useful to re-read them and look at them from the height of one's own pedagogical experience in excellence or otherwise.

Several cognitive courses are provided by global as well as local educational institutions entrusted with additional professional education. It is advisable in this context to note that if one is not satisfied with their quality of teaching, he should look for master classes and lectures that are conducted by recognized teachers. The costs may perhaps be higher, but the efficiency is also designed to be better.

EEMERGENT TECHNOLOGIES

Another convenient source of knowledge today is webinars and distance courses. They are held online, and one can study from the comfort of home. In the spirit of openness of scope, one should not stop short at mastering just one strong discipline. In addition to immersion in one's chosen profession and gaining experience, it will not be superfluous to study another academic subject. In addition to the newly acquired knowledge, we will then look at our cherished subjects from a different angle. The specialization, as for instance of a social pedagogue or a pedagogical psychologist deepens the understanding of child psychology, the characteristics of their behavior and contributes to the establishment of communication. If one so desires, he can even enroll in acting or vocal classes. Control over one's gestures, facial

expressions and voice is important in pedagogical activity, although many people fail to take a conscious note of its practical significance. In addition, the presence of two specialties is well known to boost self-confidence in one's abilities, serves to increase self-esteem and expands prospects. Close and masterly acquaintance with popular educational media, journalistic publications and websites dedicated to education serves as a powerhouse for both subject teachers and organizer teachers. Articles about the latest ideas and technologies are meant to be elaborately published on paper and virtual pages as case studies. Professionals, even in an optimal desired case-scenario, are expected to widely and openly share plans-summaries of lessons and events, work programs, teaching aids and presentations.

CREATING WEBSITES

As an additional effort, more and more teachers are creating their own websites. It can be a thematic public in social networks, a blog or a portfolio. Dedication to maintaining a website and updating it with meaningful content and keeping the audience interested, undoubtedly requires a lot of time, effort and possession of a large amount of information. Yet, diligently sharing experiences with peers also increases the effectiveness of learning as a whole system. In the same spirit, one can routinely get accustomed to attending a class or an open lesson as a teacher of one's chosen discipline, or a completely different one, not essentially a related one. The case in point here is not so much in the subject itself, but in the method of presenting the material and communicating with the audience, conducting surveys, and resolving disputes. If possible, it is highly advisable to be sure to familiarize oneself with the educational process in other schools. Closure in one circle of communication prevents enrichment with new ones. Implicitly, the crux of the teaching profession points back to constantly developing oneself through progressive trend-monitoring and learning, presumably until one learns to derive the feeling of professional satisfaction.

CONCLUSION

Our world is changing rapidly, and with it the norms of evolution of our youth. It is important not only to periodically update our theoretical and practical knowledge, but also to use innovative ways of presenting the material. While it is customary to use means such as attractive slide presentations and online tutoring, gaining mastery over audio and video recording and their apt use are increasingly becoming indispensable in order to sustain students' interest and to enhance their learning with prolonged attention span. Deftness in the ability to handle gadgets, as well as awareness in the field of new information and computer technologies, hence are fundamentally basic competencies expected of a modern-day teacher in our time, as also to add "weight" on the part of students' learning efforts. Virtually, this is a great option for those of us who long to see rapid qualitative changes, notwithstanding constant upgradation of one's own knowledge and skills.

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