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**THE ROLE OF PROFESSIONAL CONDUCT IN BUILDING A
PEDAGOGICAL IMAGE**

Abstract: The article considers the main idea of the role of professional behavior of a teacher in the formation of the pedagogical image. The article presents the analysis and modern concept of such definition as pedagogical and professional deontology. Pedagogical thinking and consciousness, as well as the creative potential of the teacher, which is a set of global cultural and historical experience, are considered.

Key words: Image, professional image, image of the teacher, pedagogical and professional deontology, pedagogical culture, pedagogical thinking.

According to many researchers, the concept of "pedagogical culture" of a teacher is an integrative characteristic of the pedagogical process, including the unity of both the direct activities of people, the transfer of their accumulated social experience, and the results of these activities, primarily in the form of knowledge, skills, skills and specific institutions, such a transfer from one generation to another [1]. But, in our opinion, it is

interesting to have a relatively new approach in the scientific explanation of the professional behavior of a modern teacher since pedagogical and professional deontology. The first time K. Levitan addressed the issue of pedagogical deontology was in 1994. He defined pedagogical deontology as a science of professional behavior of a teacher [2]. Studying the sphere of professional behavior of a teacher, the researcher focuses on the fact that a teacher must, first of all, comply with the established norms, formalized and enshrined in various normative and attitudinal documents (laws, charters, regulations, instructions, rules, etc.).

But in our opinion, it is equally important for a teacher, as a participant of the pedagogical process, to know and fulfill the norms stored in a certain socio-cultural community in the form of ideas and traditions, that is, in the sphere of informalized relations. The subject of pedagogical deontology, in the opinion of scientist K. Levitan, is the study of a set of both formalized and informalized norms of professional behavior and teacher's activity. It should be noted that Hippocrates played an invaluable role in the development of deontological principles. He has a lot of sayings, one of them: "Where there is love for people, there is love for your art", etc. Hippocratic Oath has survived centuries. It is also noteworthy that the 2nd International Congress of Deontology (Paris, 1967) considered it possible to recommend that the Oath be supplemented with a single phrase: "I swear to learn all my life!"

The resolution of this contradiction and insufficient development of psychological and pedagogical theory and practice of teacher's image development determined the choice of the theme of our research. **The object of our research** is the personality of the teacher in the process of professional image development. **The subject of our study** is psychological and pedagogical conditions and the process of creating a positive image of a teacher as a professional specialist. **The aim of the research** is to study the essence and peculiarities of professional image as a psychological and pedagogical phenomenon, as well as the development of theoretical and scientific-practical foundations for the development of the professional image of a teacher and the technology of its implementation in practice. **Research methods.** To solve the tasks set by us, in our research we provide for the use of analysis of general psychological, socio-psychological

and pedagogical literature on the given problem of research; methods of experimental research, such as: observations, study and analysis of documents, questionnaires and a number of specific methods, such as: sociometry, expert assessment of personality, testing, etc.; as well as methods of statistical processing and many others.

Considering the fact that the culture of pedagogical activity covers not only the processes of creating socio-cultural values, but also the state of the individual as a productive process of assimilation of these values, the most acceptable for us were the conceptual positions of research in the field of culture of pedagogical activity. Proceeding from this, it is possible to assert that culture is a social dominant, obligatory presence of all kinds of culture in pedagogical activity, and its formation is a process of an individual's ascension, approximation of its activity with norms of culture which have allowed, first of all, to present the contents forming component of culture of pedagogical activity, as integration of moral, ethical, intellectual, and psychological, communicative and physical cultures. Each of these cultures has both motivational and Gnostic, as well as activity and emotional choices (components), which, first of all, in our understanding are the components of pedagogical culture of the teacher.

Thus, the culture of pedagogical activity, in our opinion, is a qualitative characteristic of the individual and includes, first of all, the moral and humanistic orientation, as well as motives and goals, the ability to perform pedagogical activities, and the creation of an individual image, which, in turn, corresponds to the norms of the culture of pedagogical activity, as well as acts as a component of the pedagogical culture of the teacher, and requires, in turn, a set of knowledge, skills and forms, and means of their use. It is also necessary to take into account the fact that the culture of pedagogical activity has an integrative character, i.e. it performs a consolidating function of personal culture and culture of activity, as well as pedagogical culture of the teacher. And the subject of, in turn, the culture of pedagogical activity is, first of all, the personality, its moral and humanistic orientation, as well as cultural values, knowledge and skills.

In this regard, the culture of pedagogical activity, first of all, harmoniously turns out to be the general culture of personality and pedagogical culture of the teacher. The component ensuring the integrity of the culture of pedagogical activity and pedagogical



culture of the teacher is the professional image of the subject of activity, in our context of the teacher.

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