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CHALLENGES AND INFLUENCES ON THE OTHER HALF OF THE PICTURE OF THE TEACHER'S IDENTITY

Abstract

This article provides valuable insights into the professional identity of modern teachers. The actual problem of a modern teacher is his professional image, which ensures the status of a teacher in society. The article reveals the meaning of the concept of “image”, the history of the origin of the term, and its introduction as a phenomenon of social expression. The role and importance of developing the professional image and its components in the modern education system are considered. This study answers three research questions about the role of the image in the teacher’s professional activity, what is the teaching nature of the other half of the image, and how self-esteem in the educational process affects the development of a professional personality. It aims to integrate and synthesize the research findings presented for a comprehensive understanding of the topic. Research findings suggest that teacher professional identity can provide valuable insights into the long-term development and adaptation of professional identity in response to changing educational landscapes and societal expectations.

Keywords: teacher image, students, education, professional training, personality.

Basic provisions. The professional identity of a modern teacher is a complex and multifaceted concept that includes various aspects of a teacher’s role, vision, and responsibility. The professional personality of a modern teacher is a dynamic and multifaceted structure influenced by various internal and external factors. This literature review highlights the key components, challenges, and support systems related to professional identity. There are opportunities for further exploration and a deeper understanding of the “other half of the picture” in the context of professional identity development for contemporary teachers.

Introduction. It is obvious that the opinion of society influences a person’s status in society, be it an assessment of his personality or an idea of him as a professional, in a particular case, a teacher, an employee of the education system, as the main figure who is visible to other people. The concept of “image” has been considered by specialists from various fields for half a century in search of a specific and more accurate

description of its essence. Thus, the American sociologist Lippmann (1922) formulated a definition of the term “image”, calling it a set of ideas that have developed in public opinion about how a person should behave following his status. In the modern world, it is very important to have your place in society and to fulfil a social as well as a professional role (Sadykova et al., 2024; Elewxanova et al., 2022). Image translated from English means representation or visual attractiveness of a person. Consequently, a general definition that may fit our view is that: “Teachers’ Professional Identity is the perception that teachers have of themselves at a present time” or the answer to the question: “Who am I as a teacher at this moment?” (Beijaard et al, 2004). This present image consists of a conscious understanding of his/her professional self (Karaolis & Philippou, 2019).

A person is made up of his development and consciousness. Man is an individual, he is a part of nature, and unlike other living creatures, he has consciousness and is different. As a self-

aware subject, he knows not only those around him but also himself in his relationships. Through these factors, development processes take place (Rubinshtein, 2012). Cruess et al., (2019, p. 641) defined a professional identity as “attitudes, values, knowledge, and skills of a person that collectively define a profession”. The authors emphasize the importance of understanding the various components of professional identity, including the cognitive, metacognitive, emotional, and behavioural aspects that shape a teacher’s professional identity.

What kind of social roles an individual can play is determined by his specific identity, status, and function in the social division of labour. Role determination is an important prerequisite for role-playing. Therefore, the role of teachers is essentially a concept that emerges with the evaluation of the identity, status, and function of the professional group of teachers in society as a whole. It implies that the social professional division of labour has certain role expectations and expectations for the teacher group: Role requirements (Wang, 2023). Teachers cherish their professional reputation and have basic self-esteem to avoid conflicts. The educational power of a teacher often lies in the “model” he “shows” in the classroom: what is dignity, what is conscience, what is education, what is politeness, etc. (Wu, 2022).

Materials and Methods. Several studies have identified essential features of teachers’ professional identity. Hong (2010) suggests that four essential features can be derived from previous studies, although the specific features are not mentioned in the provided research insight. These features likely play a crucial role in shaping teachers’ professional identity. The development of student teachers’ professional identity has been a focus of research. Lamote and Engels (2010) observed a shift in students’ task orientation during the first year of their course, indicating the evolving nature of professional identity during teacher education. Reflective activities, learning communities, context, and prior experiences have been identified as the main foci of research on student teachers’ identity (Luo & Lim, 2024; Ghiasvand, Kogani, & Nemati, 2023).

The literature review shows that various internal and external factors affect the formation of the teacher’s professional personality. For example, a study by Cruess et al., (2019) shows the influence of personal experiences, role models, and socialization processes on the formation of a teacher’s professional identity. In addition, research findings from the same study suggest that teachers may have difficulty reconciling their personal beliefs and values with the expectations and demands of the teaching profession, which may affect their professional identity development. Furthermore, the influence of external factors on teachers’ professional identity has been investigated. The Advanced Skills Teacher grade has been found to contribute to a teacher’s sense of professional identity and status (Timostsuk & Ugaste, 2012). On the other hand, neo-liberal pressures on education have brought adverse impacts on teachers’ professional identity in Hong Kong (Tsybulsky & Muchnik-Rozanov, 2019).

It is worth noting that teachers’ professional identity is not always aligned with their subject area (Sengul, 2024). For example, current high school teachers teaching computer science courses may not necessarily identify themselves as computer science teachers (Xu, 2013). This highlights the complexity of professional identity formation and the need for further exploration in different educational contexts. Although the provided research insights offer valuable contributions to understanding teachers’ professional identity, there are still knowledge gaps that warrant further investigation. For instance, the specific essential features of teachers’ professional identity, as identified by Hong (2010), need to be explicitly stated and explored in future research. Additionally, more research is needed to understand the impact of various factors, such as cultural and contextual influences, on teachers’ professional identity. Teachers’ professional identity is a complex construct that encompasses various dimensions and is influenced by multiple factors.

Mentoring and support systems play a crucial role in the formation and education of the professional personality of teachers. According to Cruess et al., (2019), mentoring programs

that provide opportunities for guidance, feedback, and reflection can positively impact teacher professional development. The study highlights the importance of creating supportive environments that help teachers explore and assert their professional identity.

This study aims to explore and synthesize the existing research findings on the professional identity of a modern teacher, with a focus on the “other half of the picture” - aspects of professional identity that may be overlooked or underrepresented in the literature. The secondary data on the professional identity of a teacher, the image of a modern teacher from the other half side, and the influence of self-esteem on professional development are analyzed during the study process to answer the following research questions:

1. What is the role of image in the professional activity of a teacher?
2. What teaching character does the other half of the picture have?
3. How does self-esteem influence the development of a professional personality during the educational process?

Results. *Role of image in the professional activity of a teacher.* What is the definition of the image of a teacher? Yu believes that “the so-called teacher image, simply put, is the demeanour and behavior that teachers display in professional activities such as education and teaching, governed by certain ideological concepts and moral sentiments, and based on certain cultural literacy and professional skills (Yu, 2003); however, scholars Li and Luo (2000) believe that “the image of a teacher refers to the general impression caused by the impact of a teacher’s behavior on others in a certain social situation”. Therefore, the image of teachers can be defined as the external manifestation of teachers’ comprehensive qualities in educational and teaching activities, as well as social life, and the impression or evaluation formed in people’s minds. The external performance of teachers can transcend the internal level through certain modifications, such as hairstyle, clothing, and deportment, among other things, to achieve a certain aesthetic level recognized by society. At the beginning of the teacher-student relationship,

the understanding between teachers and students determines the establishment of the teacher-student relationship. What is particularly important is that being recognized by dozens of students is an important basis for teachers to implement educational policies, implement educational content, and complete teaching plans. Therefore, leaving a good first impression on students is the beginning of establishing a good teacher-student relationship. At the same time, teachers must also maintain a good image, which is an important aspect of maintaining a good teacher-student relationship (Yu, 2012).

In public understanding, image is a set of stereotypical characteristics that make up a full-fledged image inherent in a particular company, institution, profession, or person. An image is a view, an appearance, a figure, or a portrait, associated with time. However, it would not be entirely correct to classify only the external image and characteristics as an image. In modern culture, an “image” is generally considered to be an emotionally charged image of someone or something that has developed in the mass consciousness and has the character of a stereotype. The teacher is the central figure of the pedagogical process and the object of attention of different social groups such as students, parents, and administration of the educational institution, among others. The opinion of others about his personal and professional qualities will shape the very image of him. At the same time, to form the image of a teacher, it should be considered that the image consists of three components external, internal, and procedural components.

In many countries, the teaching profession struggles with image improvement and accountability requirements (Whalley et al., 2021). For example, the central mission of teacher education in Finland has been a research-oriented approach to teaching which will enhance teachers (Westbury et al., 2005). In Finland policy-makers are influenced by notions of ‘teacher empowerment’ while in England they try to raise standards and ‘commercialized professionalism’ (Whalley et al., 2021). In addition, classroom management and discipline issues are the major areas in which novice

teachers commonly report having little or no necessary practical skills and needing additional training and support (Abutalip et al, 2023). Moir (1990) reports about six developmental phases a new teacher goes through during his/her initial years in teaching, namely, anticipation, survival, disillusionment, rejuvenation, reflection, and anticipation.

The role of pedagogical image in the modern education system occupies an important position. Teachers' expectations are influenced by the experience and knowledge they acquire during their education in the teaching profession, as during this period teachers begin to build their professional image of themselves as teachers. Many authors emphasize the importance of quality education in shaping expectations and the idea of their role..." (Makovec, 2018): This is because the pedagogical image is the result of a dynamic system that requires constant development. Professional image is an essential component of teaching excellence and also ensures the process of professional socialization through presenting oneself to society, establishing contact with students, and demonstrating one's creative nature. This research demonstrated that there was no single image of the ideal university teacher, nor is there an image of a static collection of characteristics. Ideals or possible selves, similar to identity, are dynamic and their origins and longevity are influenced by personal goals, interactions, and outcomes that occur within a relevant environment (Hamman et al., 2010).

Discussion. The idea of an image can change as teachers' professional identities develop over time and through teaching experience. Consequently, in the development of the teacher's professional identity, an analysis of the existing actual self and the imagined ideal self through reflection plays a major role. Therefore, from the aspect of studying the development of professional identity, it is essential to investigate the image of an ideal teacher that helps to understand the dynamics of the developmental process of the teacher (Beauchamp & Thomas, 2010; Lavrinenko et al., 2019).

A teacher has to be mature enough to know what is right and what is wrong. It is important,

therefore, for the different stakeholders to reinforce teacher professional ethics, to protect the learners and the image of the profession (Walters et. al., 2017). Despite the use of various conceptualizations in these studies, the analysis of available instruments revealed six domains representing the set of meanings for teacher identity among 59 components in 20 different studies:

- motivation (Why am I teaching);
- self-image (How do I see myself as a teacher);
- self-efficacy (How capable do I believe I am to organize and perform my daily teaching activities);
- task perception (What is my task as a teacher);
- commitment (How committed am I to the profession);
- job satisfaction (How satisfied am I with my job).

Based on the above teacher identity construct, Hanna et. al., (2020) conducted a follow-up study to design and validate the Teacher Identity Measurement Scale for assessing primary student teachers' professional identity, focusing on the first four of those six domains. Hanna et. al., (2020) suggested that empirical research on teacher identity could focus on specific domains underlying this complex construct.

Teaching the character of the other half of the picture. The concept of "Teaching the character of the other half of the picture" aims to explore the importance of sharing parts in one-shot learning. One-shot learning refers to the ability to learn and recognize new concepts or objects with only a single exposure or limited training data (Lake et al., 2011). Psychological mass persuasion is effective in influencing people's behavior (Sapkota et al., 2015). This finding is relevant to the concept of teaching the character of the other half of the picture as it suggests that by strategically targeting and persuading individuals, it is possible to shape their behavior and beliefs. By understanding the psychological mechanisms behind persuasion, educators can design effective teaching strategies that promote the sharing of parts and enhance one-shot learning.

Sokatch (2017) at a local TEDx conference provides an insight into what education today's youth can achieve. Cognitive education such as test scores and basic knowledge in reading, writing, and math, and students cannot have proper and complete knowledge. Educating learners about behavior is important. Life skills such as persistence, self-control, courage, and humour are important life skills for successful employment, marriage, and for fulfilling civic duties: They prompt the reflection on what it means to be a good teacher and pose issues regarding the calibre of teachers. In addition to providing a high-quality education to all students, building good life skills is a teacher's responsibility (Sokatch, 2017).

There are many opportunities in education for students to develop hope, justice, humour, courage, gratitude, and many other potentials that lead to a happy life. For many teachers, this is a natural extension of their job (Price-Mitchell, 2019). For example, when teaching linguistics to students, character can be taught by teaching vocabulary; such vocabulary should be connected with life situations and connected with academic tasks in the context.

The famous Russian educator Shensky said: "The personality of a teacher is everything in educational work." "Only when you are committed to self-education, can you educate

others". Education shoulders the important task of cultivating students, which first requires teachers to have noble moral cultivation, correct outlook on life and values, and make contributions to students in terms of a sense of responsibility, professionalism, work attitude, thoughts and emotions, philosophy of life, moral cultivation, to mention a few (Zhao, 2007).

Teachers should also pay attention to the classroom atmosphere since human memory and stress are interrelated with each other during the learning process. The effects of stress are complex; stress may enhance or degrade human memory, depending on the specific memory process or stage affected by the stress and a person's personality (Vogel & Schwabe, 2016; Kosherbayeva et al., 2024). Good memory is important for storing new knowledge in the classroom for students. It turns short-term memories into long-term ones (Cherry, 2020). Figure 1 shows how long-term memory formation can occur through processes such as establishing links between new information and older information. This integration process is widely known as consolidation. Rehearsal refers to repeating the same information to keep it from short-term to long-term memory by practicing new skills (McGaugh, 2000). Teaching and learning should be brain-friendly.

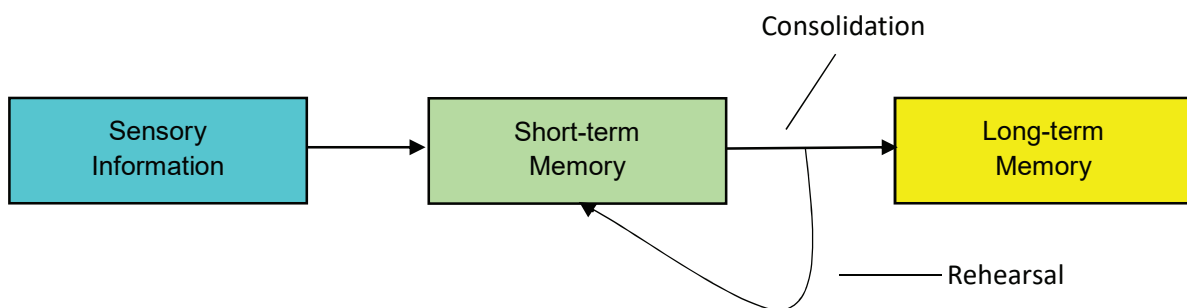


Figure 1: From Short-term Memory to Long-term Memory

Beginning teachers often encounter tension and negative emotions during their professional identity development (Timostsuk & Ugaste, 2012). These tensions may lead to feelings of helplessness, anger, or an awareness of shortcomings. Negative emotions have been found to exert the strongest influence on

the professional identity of student teachers (Abednia, 2012).

Influence of self-esteem on the development of a professional personality. Self-esteem, defined as an individual's overall evaluation of their self-worth, plays a crucial role in the development of a professional personality.

Research has shown that self-esteem undergoes a developmental trajectory throughout the lifespan. It increases from adolescence to middle adulthood, reaches its peak around the age of 50, and then gradually decreases in old age (Semanticscholar.org). This finding suggests that self-esteem is not a static trait but rather a dynamic construct that evolves.

The formation of professionalism of an employee is directly related to the development of a person. Professional self-esteem is one of the important factors in professional development. The psychological aspect of the study of the problem of self-awareness includes the discovery of the specificity of self-awareness as a special phenomenon of the human psyche aimed at self-regulation of human behavior and activities in the sphere of activity. The development of a professional person is often influenced by the attitude towards the profession, as well as towards oneself, abilities, aptitudes, and professional qualities. By calculating such various factors, the process of determining the level of self-esteem of future

specialists took place. For this, emotional states of self-esteem are at a sufficient level, a simple questionnaire, a methodology developed by American psychologists Wessman and Ricks (1966) was used (Table 1).

It should be noted that in this case the abbreviated version is presented. The survey consists of 4 questions, each of which must be answered one time. The questionnaire was conducted among 15 future specialists of Abai Kazakh National Pedagogical University in October 2023. They are majoring in pedagogy and psychology faculty in third-grade bachelor’s degree. As a result of the questionnaire: 24-32 points came out. This means that the subject overestimates his emotional state. Among them: according to the “Calmness-anxiety” scale - there was a large number of people who scored 5-6 points and showed an average level. It was at an average level on the “Energy-fatigue” scale. “Elation-depression” showed a moderate to high level on the scale. “A feeling of self-confidence feeling of helplessness” appeared on the medium to high scale.

Table 1. Self-assessment of emotional states by Wessman & Ricks

Calmness – anxiety (P1)	6
Energy – fatigue (P2)	7
Elation – depression (P3)	6
A feeling of self-confidence feeling of helplessness (P4)	7
Total score (P5)	26

If the sum of points is from 26 to 40, then the subject evaluates his emotional state as high, if from 15 to 25, then the emotional state is average, and if from 4 to 14, it is low. In general, the emotional state is a description of human emotions, which reflects the position of environmental objects. The situation can be observed both externally and internally. The internal state of emotions as an organism as a whole, like its parts, is established by the consciousness of the subject at a certain time of well-being (discomfort). Externally, the assessment of the state of emotions is recorded by the Subject’s statements on certain signs. The human condition acts as a regulatory function of

adaptation to the environment or situation.

As a result of the questionnaire, it was found that future professionals’ emotional states are average, and self-esteem is also at an average level. Interestingly, a professional with high self-esteem always tends to make thoughtful, balanced, and independent decisions. When making decisions, they rely on their life experience and their own opinion and have specific life positions and value orientations. Experience analysis shows that professionals with high self-esteem are better off than their colleagues with low self-esteem.

Self-esteem plays a crucial role in the development of a professional personality.

It undergoes a developmental trajectory throughout the lifespan and has significant effects on various life outcomes, including affect, depression, relationship and job satisfaction, and overall well-being. While the influence of self-esteem on health and occupational status may be relatively small, it has a significant impact on real-world life experiences. Future research could further explore the mechanisms through which self-esteem influences professional personality development and identify additional factors that interact with self-esteem to shape individuals' outcomes in different life domains.

Conclusion. Summarizing all of the above, it can be concluded that a modern teacher, first of all, must be a formed personality, and identify himself as a professional in his field. At the same time, the teacher can develop his characteristics, fully realize himself in professional activities, achieve effective fulfilment of his learning goals, and organize educational cooperation and pedagogical communication. To do this, it is crucial to be aware of professional and personal qualities and strive to improve them, working on the image of a person. A teacher who is engaged in creating his image, as a rule, is not only attractive externally but also blossoms internally. He is more confident in himself, his knowledge, and his competence, and this is an indicator of successful work and achievement of career heights. All this, of course, can be accomplished based on a personal-activity approach to learning, which

meets the requirements that the modern stage of educational development places on the learning process and the teacher himself. Professional self-esteem is not a constant value, because it is dynamic and changes under the influence of various factors, life situations, and environmental conditions. Therefore, it should be monitored during professional activity. Teachers' professional identity is a multifaceted construct influenced by various factors and experiences. The existing research provides insights into essential features, the role of teachers, the impact of external factors, and the challenges faced by beginning teachers. Several knowledge gaps require further investigation. One potential area of future research is to examine the intersectionality of professional identity, particularly concerning factors such as gender, race, and cultural background. Further research is needed to fill knowledge gaps and explore the specific features of professional identity, the influence of cultural and contextual factors, and the role of reflective practices and learning communities in identity development. Educators should make character education a part of their academic syllabus. Positive relationships as the cornerstone of education and healthy youth development should take place for the development of the students' character in the classroom. Understanding and supporting teachers' professional identity is crucial for enhancing teacher well-being and promoting effective teaching practices.

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METHODOLOGY FOR DEVELOPING CHEMISTRY TEACHERS' FOREIGN LANGUAGE PROFESSIONAL COMMUNICATIVE COMPETENCIES

Abstract

This study's significance lies in its the need to develop foreign language professional communicative competence (FLPCC) of non-linguistic university students and the exploration of ways to achieve it. Developing FLPCC embodies not only speaking fluently in a foreign language in the professional field but also enhancing linguistic and communicative skills alongside subject knowledge. The purpose of this research is to identify effective methods and approaches for fostering fluent communication skills within the context of teaching chemistry in English. Analysis of the diverse methods of developing FLPCC enables us to reveal the components of this competence and create a set of exercises based on Kunanbaeva's modelling. To evaluate the effectiveness of this set of exercises used in class organization, diagnostic monitoring was conducted. The findings obtained from the final exam revealed that the students enhanced their professional communicative skills, expanded their vocabulary, and were motivated to further develop their linguistic skills. These research findings are beneficial for young scientists, teachers, and students conducting research in this field.

Keywords: competency, communicative competence, foreign languages, non-linguistic university, chemistry, language skills.

Basic provisions. In recent years, the requirements for foreign language proficiency have increased to expand opportunities for educational exchange in accordance with higher education standards. One of the key functions of modern pedagogical universities is to train professionals capable of communicating in a foreign language fluently in their professional field. However, there is often little focus on fostering communicative skills in the teaching