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PROFESSIONAL IMAGE OF A MODERN TEACHER

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Today, the study of the teacher's image problem is relevant. Improvement of education inevitably leads to changes and updates in the qualification settings and qualification characteristics of modern teachers, the Central place in which is occupied by General and special, pedagogical, professional competencies, which later serve as the basis for the effective functioning of the teacher. Well-known foreign researchers V. A. Sukhomlinsky, V. I. Pisarenko, I. V. Chernokozova studied and analyzed the activity of the teacher's image from the beginning of its formation to the end of the pedagogical process. We came to the conclusion that the problem of developing the image of a teacher becomes particularly important in any period [1].

Material and methods. The study was conducted on the basis of State Educational Institution «Novopolotsk Secondary school No. 11». The total number of the respondents was 20 participants: 20 teachers ranging in age from 24-43 years. To achieve the research goal, the following methods were used: the study and analysis of psychological, pedagogical and methodological literature, the study and generalization of psychological and pedagogical experience, the method "Your image" by M. G. Podoprigora.

Findings and their discussion. The problem of the teacher's image as the subject of the problem has the most modern practical and theoretical significance, which takes place in all spheres of our society. The concept of the image of not only the teacher, but also other equally important areas of practice, such as social institutions, educational institutions advertising, marketing, etc. Today, experts in various fields are developing the problem of image as a factor of competitiveness. Since the formation of the professional image of a modern teacher, it has been of great importance in all spheres of life and meets the needs of people, solving pedagogical problems [2].

Many domestic and foreign researchers are inclined to believe that the problem of developing the image of a teacher becomes particularly important in any period: V. A. Sukhomlinsky, V. I. Pisarenko, I. V. Chernokozova. Based on the available research, it is noted that the image of a teacher is a kind of human tool that helps to build relationships with other people. Every professional teacher has an image, regardless of their personal views on this topic. The process of forming a professional image largely depends on the teacher. A teacher who creates their own image not only looks better, but also feels better, more confident, and, as a result, works more successfully. In the list of professionally significant qualities of a teacher at the end of the twentieth century, image ranks second from the point of view of students and only eighth from the point of view of teachers themselves [1].

According to S. Quilliam, the modern professional image is now a component of competition that determines the teacher's demand in the labor market. The researcher believes that the image of a modern teacher is an expressively colored stereotype of the perception of the image of a teacher in the representation of a group of students, colleagues, social environment, in the mass consciousness [3].

The image of a teacher is the image of one teacher who gradually chooses a certain behavior, emotional climate, and individual style expression; it is manifested externally through the physical image of the teacher: his speech, expressiveness of his movements, and facial expressions combined with his aesthetic design (clothing, hairstyle, makeup, and other features of appearance); and also through the subject and spatial environment in which this teacher's professional activity is carried out.

In order to study the professional image of a modern teacher, we conducted a study using the «Your image» method (M. G. Podoprighora). This questionnaire presents 60 questions for teachers. The method will help determine the individual work of the teacher's personality. The Respondent should carefully study the list of image-related qualities and evaluate the characteristics of these qualities in the teacher, that is, evaluate the degree of expression of each of the qualities, using the points system presented in the methodology. In addition, it is necessary to highlight those qualities that a person considers important for himself. Components of the image (voice sound; communication skills (written and oral); ability to behave in society; performance; serving etiquette; eye contact; hand delivery; posture; physical health; grooming (hair, skin, hands, etc.); dress style – your own style; good manners.

The results of the study showed that in General terms, the image of teachers is at a high level.

Some of the teachers determined the following image qualities: competence is 97 %, love for children is 98 %, charm is 97 %, and the other part such as: lack of patience 40 %, oratorical skills 54 %, hairstyles 42 %, lack of individual style 66 %, accessories 39 %, lack of ability to change 87 %.

However, such image elements as «skills of pedagogical communication» and «appearance» are in need of modernisation and improvement, because appearance, the ability to communicate, accept and understand the position of students are important not only for the professional image of a modern teacher and students.

No matter how professional a modern teacher is in his field of activity, he must constantly engage in his own improvement and development, that is, to develop personal qualities, while creating and improving their own image of the teacher, maintaining their professionalism and status in the eyes of not only teachers, but also their parents.

Conclusion. Thus, in the course of studying the image of a modern teacher, we found that in General terms, the image of teachers is at a high level, but there are elements of the image that need to be modernized and improved. The data obtained will allow us to take this fact into account when developing guidelines for the image of a modern teacher.

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DEVELOPMENT OF A TEACHER'S RESEARCH COMPETENCE: THEORETICAL ANALYSIS

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In the shaping innovative economy and its competitive environment, the education system should ensure that the acquired knowledge and skills meet the rapidly changing requirements of society and economy, facilities and technologies, the development of personal initiative and adaptability skills of people, in response to which their abilities to integrate ideas and innovations are expanded. In the period 2021-2030, a transition to a new paradigm of education is expected in the Belarus: learning instead of education, which is based not on ready-made knowledge acquisition, but on the development of learning abilities that allow students to acquire knowledge independently, process it creatively, create something new and put it into practice, and take responsibility for their actions. The main goal at this stage will be the formation of a personality with a systemic worldview, critical, socially-oriented and environmentally-friendly thinking and active citizenship.