

Features of students ' vision of teachers

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Abstract. The article is devoted to the analysis of an important aspect of pedagogical interaction between teachers and students as the idea/vision of each other, in particular the image of the teacher through the eyes of the student. The vision of a communication partner is the basis for the formation of an attitude towards him and the activities performed by him. A positive attitude to the teacher motivates cognitive activity of students, stimulates interest in the future profession, i.e. is a factor of productive interaction in the educational process. The study is based on the use of projective techniques, which revealed the differences in students ' ideas about the ideal and the real teacher. Assessing the overall results of the study, we can say that there is a clear difference in the assessments of teachers in comparison with the student's ideas about the ideal teachers. Students negatively characterize the real pedagogical interaction and want more softness, joy, positive emotions from interesting teachers. Taking into account the data obtained will help to improve the efficiency of the pedagogical process.

1 Introduction

The process of perception, knowledge of another person is one of the mandatory components of any kind of communication. The participants' ideas about each other have a huge impact on the process of communication and the effectiveness of interaction. Based on the images of communication partners, a person builds a strategy of his behavior towards this person.

Studies of factors determining the nature of the perception of another person, allowed to identify three main ones (AA Bodalev et al.) [1]:

1. Subjective characteristics of the appearance of another person - his physical appearance, expression, appearance design.
2. Personal qualities of the subject of perception - mental warehouse and attitude to different sides of reality, individual characteristics of development.
3. The situation in which the knowledge of another person is acquired.

In the real process of interpersonal perception, these factors always operate in the closest unity.

The image of another person determines not only the attitude towards this person, but also to the activities that this person carries out, as well as the nature of joint activities.

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With this in view, it is natural that in the process of education, of great importance is how the teacher is perceived by his wards, what image they have formed. This affects the attitude to the disciplines studied and, ultimately, the productivity of educational activities. In Russian and foreign psychological science, the interest in the problem of finding the reasons for the peculiarities of interaction in the system "teacher-student" and the study of its impact on the nature of personality development has always been at a high level.

In the educational space of higher educational institutions the system "teacher-student" is the most important. It consists of three parts: "1) the personality of the teacher as a subject of activity and communication; 2) the personality of the student as a subject of activity and communication; 3) the area of interaction between the teacher and the student" [2]. A positive image of the teacher forms a positive attitude, motivates cognitive activity of students, stimulates interest in the future profession, i.e. it is a factor of productive interaction in the educational process. If the behavior of the teacher, his professional and personal qualities meet the expectations of students, he manages to establish personal contact with students, engage them in intensive interaction during the educational process, adequately convey to them their requirements, influence the formation of professional competencies.

In the process of interaction with various teachers, the student has the concept of an ideal representative of this profession, which serves as a kind of measure of correlation (standard) in the formation of an opinion about a particular teacher.

The analysis of psychological literature allowed to come to the conclusion that the evaluation standard is a variant of value attitude to another, the quality of which determines the success of interpersonal communication. Evaluation standard is an integral characteristic that includes a set of external and internal individual, personal, individual and professional qualities of a person that contribute to the effectiveness of activities. The achievement of such a harmonious set of qualities involves awareness of actions and awareness of the requirements of the subjects of perception. Evaluation standards differ in different degrees of generality and appear in different forms. It can be an image of a particular person, which in the eyes of the individual is a personified carrier of a positive or negative quality or group of qualities. Finally, there may be already established in the previous experience of the concept of personality types and characteristic for each of a set of qualities and behavior of the person possessing these qualities [3].

Requirements imposed by students to the teacher, have a fairly wide range and relate not only to special knowledge, skills and abilities, but affect the field of knowledge and communication, personality as a whole. In this regard, it is necessary to analyze the theoretical features of students' perception of the teacher, including the idea of the ideal teacher and the nature of its compliance with the ideas of the real teacher.

The scientists of our country conducted a lot of theoretical research on the problem of teacher perception. Features of the image of the university teacher were reviewed in the works of N.L. Shlykova (1998), L.Yu. Donskoy (2003) T.V. Busygina (2004), E.G. Vasilyeva, (2007), N.A. Chalykh (2009) O.Yu. Popova (2011), E.V. Hermosh (2016) [4-10].

2 Problem statement

Given that the image is one of the main regulators of the activity and relations of the individual, and the image of the teacher in the minds of students, in turn, is one of the most important factors affecting the attitude not only towards the teacher, but also to educational activities, it seems appropriate to study the features of the image of the teacher in the minds of students of various universities. The image of the teacher, formed by students during their studies at the University, is a "regulator of professional communication" and arises as

a result of their training at a particular University. Identifying the characteristics of this image will help to determine the existing students' ideas about their teachers, as well as their expectations of interaction with teachers. Analysis and accounting of the data will help to determine ways to improve the educational process, to increase the productivity of interaction between teachers and students.

3 Purpose of research

The purpose of this study is to identify the features of students' ideas about the real and ideal teacher, comparative analysis of differences in these images.

4 Method of research

The projective method based on associative thinking was chosen for realization of this task. To conduct the study was used the form developed by Hermosh E. V., consisting of a series of nouns, adjectives and verbs [10]. Students were asked first to indicate which of these words they associate with the idea of an ideal teacher, then to carry out the same work on the behavior of real teachers.

5 Participants

The students of 1-4 courses of historical, pedagogical faculties and the faculty of psychology and social work of Karachay-Cherkessia state University named After U. D. Aliyev in the number of 80 people participated in this study. The study was conducted in 2019. All participants gave their consent to participate in the study.

6 Summary

After analyzing the forms after they were filled out by students, we identified the first 5 for each item in the frequency of word choice and made the following conclusions (table 1):

Table 1. Teacher word selection frequency

	The perfect teacher	Real teacher
nouns	The Sun – 67% Ocean – 44% The air – 42% House – 40% Dawn – 38%	Pointer – 29% Stone – 25% Mountain – 25% Chair – 21% The spine – 21%
adjectives	Joyful – 80% Funny – 79% Smart - 79% Sociable – 77% Polite – 67%	Mobile - 35% Arrogant – 35% Aggressive – 35% Clear – 33% Sociable – 32%
verbs	Enjoy – 75% Smile – 75% Talk – 73% Help – 73% Listen – 71%	Talk - 54% Shout – 53% Listen – 50% Help – 48% Walk – 35%

1. Assessing the ideal teacher, most students used the noun "the sun". It was indicated by 67% of students. This choice shows that the teacher, according to students, should carry light, warmth and comfort. The choice of this word is due to the identification in human consciousness of the concepts of "light" and "knowledge". After all, popular wisdom says: "learning is light, and ignorance is darkness." Therefore, the teacher, as the sun, brings the light of knowledge to students, which will allow them to look to the future with more confidence. The second largest number of votes received the word "ocean" (44%). This word can be deciphered as a symbol of vastness and infinity, i.e. a huge amount, boundlessness of knowledge, opportunities that can be provided by education and the teacher as a subject of the educational process. In third place – "air" (42%). It can be interpreted that students see education as an urgent necessity. Fourth place (40%) received the noun "home", meaning comfort, protection and safety, perhaps it is the association of the ideal teacher-mentor with parental functions. In fifth place the word "dawn" (38%). It connects education with new opportunities and hopes, with a certain beginning of something new.

2. Regarding the ideas about the real teacher, the situation is completely different – the noun "pointer" scored the highest number of votes. It was noted by 29% of students. Of course, this is largely due to the fact that the pointer is a direct "working" tool of the teacher, and it is natural that this word is associated with his profession. But at the same time, this word gives us an idea of the directive impact of the teacher on students, the prevalence of guidance over joint educational activities. In second place, the word "stone" - 25%. In my opinion, it reflects the rigidity, lack of softness of teachers. In third place, the word "mountain" (25%), reflecting, perhaps, the level of status of the teacher, which can be a support, but also the distance between students and teachers. About 21% of students indicated the noun "chair", which reflects the status-role function of the teacher. The same percentage of respondents noted the word "spine", which can be understood as "basis", "skeleton" and inflexibility, inflexibility in interaction.

3. The ideal teacher "rejoices" and "smiles". That is, the students, first of all, noted the emotional side of the interaction, the actions of the teacher, which create a favorable atmosphere. 75% of students think so. The perfect teacher speaks and helps. This is noted by 73% of respondents. And what is very important, according to 71% of students, the ideal teacher listens, which indicates not only that he listens to educational information in seminars and workshops, but also pays attention to his wards, shows interest in them.

4. The real teacher most of all speaks and shouts. 54% and 53% of students think so. That is, in real interaction, the first place is not emotional, but procedural side. Moreover, one of the verbs "screams" - with an obvious negative emotional coloring. This indicates the use of real teacher's authoritarian style of communication. Listening is 21% lower than of the ideal (50%). This is a sign of a lack of attention to students by teachers. A real teacher helps, according to 48% of respondents, and it is also much less than the students would like. And in fifth place is the verb "walk." This can be understood not only as a spatial movement in the classroom, but also the function of supervision, control during classes.

5. According to students, the ideal teacher should be "joyful", "cheerful" and "smart". This is the opinion of more than 80% of students. It should be noted that "joyful" is in the first place in two categories. That is, for students it is very important that the interaction with the teacher brings joy, positive emotions. And this is a very important role played by the personal characteristics of the teacher. And, of course, it is important for students that their teachers are highly intelligent people. For 77% of students, the ideal teacher is "sociable", which is also natural. Communication is the basis, the foundation of professional activity of the teacher and such feature as "sociability" means not only personal, but also professional competence. 67% of respondents expect a teacher to be

polite, which indicates that there are some ethical requirements. At the same time, the real teacher is "mobile" "arrogant" and "aggressive" (35%). This characterizes a very different picture from the image of the ideal teacher. Very alarming choice of the last two adjectives, clearly demonstrating the nature of pedagogical communication. Analyzing the relationship between the choices from the list of verbs and adjectives, we can conclude that the demonstration of verbal aggression by real teachers exists. Also a real teacher in the eyes of students "clear" (33%) and "sociable" (32%). The word "clear", on the one hand, can be interpreted as an indicator of professional competence (understandably explains), on the other hand – the openness of the teacher's personality, closeness with students (he is clear, his behavior, personal characteristics), but given the percentage of those who chose (only a third) and previous definitions - the picture is far from rosy. Here there is a coincidence on one characteristic "sociable". But if in the ideal teacher this quality is seen by 77%, only in a third finds this trait in the real one. This choice underscores the directivity of pedagogical interaction.

The discrepancies in the images of the ideal and real teacher, in our opinion, can be explained by several reasons.

Firstly, this is a difference in the organization of the school and university education system. University education requires more independence, self-discipline, a high level of organization from students, which is reflected in the curriculum, where the share of independent work on mastering the material increases every year. However, not all students have such features fully formed.

Secondly, the positions of the teacher and university teacher, despite the similarity of the implemented functions, differ from each other. The teacher is more emotionally close to the students, he has the "parent" position; the university teacher however, relying precisely on the independence of students, can be more emotionally distanced, "cold" to some extent, focusing mainly on the formation of professional competencies of students. This can be perceived by students as arrogance, and to some extent aggression.

Thirdly, the majority of teachers use traditional forms and methods of teaching, implying clear guidance and control.

Fourthly, speaking about this sample, these circumstances are amplified, given that most of the respondents were junior students and their image of the ideal university teacher is closer to the image of an ideal teacher.

It is necessary to pay attention to one more feature of the results: if students are more unanimous in assessing the characteristics of the ideal teacher (the percentage of analyzed qualities ranges from 83 to 38%), then there is a very large variation in the assessment of the real teacher (on average 30-40). This suggests that it is necessary to conduct a more detailed study within the individual areas and faculties. This study involved students from different faculties who deal with many teachers, so there is such a wide range of opinions. It gave preliminary information about the generalized image of the teacher of our University, which requires greater specificity in the faculties and areas of training. This will allow a more targeted assessment of students' perceptions of teachers. In addition, the contradictory assessments of the real teacher on the part of students, despite its undoubted informational value, indicates that for an accurate assessment it is necessary to conduct a set of studies that will help to find adequate criteria for rating teachers and to develop tools for such evaluation.

6 Conclusion

Assessing the overall results of the study, we can say that there is a clear difference in the assessments of teachers in comparison with the student's ideas about the ideal teachers. Students negatively characterize the real pedagogical interaction and want more softness,

joy, positive emotions from interesting teachers. But there is a downside to this question: are students willing to show greater independence in learning, abandoning the directive and control on the part of the teacher. Are their skills of independent work sufficient for this? Are students' expectations of teachers always based on an adequate assessment of their own abilities? These and other issues need to be addressed.

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