

Formation of An Interpersonal Relationship System in The Image of a Modern Educator

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Abstract: This article analyzes the significance of the modern educator's image within the educational process, the educator's role in shaping interpersonal relationships, and the factors that facilitate effective communication between teacher and student. It also examines the components of a pedagogical image, such as physical appearance, culture of speech, professional competence, emotional stability, communication culture, pedagogical tact, and personal example. The article establishes that cultivating a positive image for the educator in the modern educational environment is a crucial prerequisite for strengthening interpersonal relationships and enhancing educational effectiveness.

Keywords: Modern educator, pedagogical image, interpersonal relationship, pedagogical communication, professional competence, pedagogical tact, culture of speech, emotional intelligence, educational process.

Introduction: Today, the changes taking place in the education system are fundamentally altering the requirements imposed on the personality of the teacher. Whereas in the previous educational model, the teacher mainly appeared as a person who imparted knowledge and exercised control, in the modern educational process, the teacher acts as a supporter of the student's personal development, a person who creates conditions for independent thinking, as well as an adviser and guide. From this perspective, the teacher's image is of great importance in their professional activity. The teacher's image refers not only to their external appearance, but also to the overall perception formed among those around them — students, parents, colleagues, and the public. How a teacher speaks, behaves, interacts with people, approaches problematic situations, relates to their profession, and even their appearance all determine their image. For a modern teacher, the formation of a positive image is directly related to the effective organization of interpersonal relationships. This is because the educational process is primarily based on communication and cooperation between people.

The concept of “image” refers to the set of perceptions,

attitudes, and evaluations formed by others about a particular person. A teacher's image is a socio-psychological image formed in the minds of educational participants on the basis of the teacher's professional and personal characteristics.

The teacher's image can be conditionally divided into the following components:

Professional image — the teacher's knowledge of their subject, use of modern pedagogical technologies, methodological skills, and professional competence.

Communicative image — the ability to communicate, a culture of listening, and the ability to express thoughts clearly and understandably.

Psychological image — emotional stability, patience, the ability to manage one's own emotions, and the ability to understand the emotional states of others.

Ethical image — pedagogical ethics, politeness, fairness, impartiality, and pedagogical tact.

External image — clothing culture, appearance, tone of voice, manner of walking and behavior, and overall aesthetic appearance.

Social image — behavior within a group, relationships with colleagues, social activity, and personal

responsibility.

These components are closely interconnected, and their harmony forms the teacher's holistic image.

Interpersonal relationships are manifested in people's communication, interaction, cooperation, and emotional relationships with one another. In the educational process, such relationships arise in the forms of teacher–student, teacher–parent, teacher–colleague, and student–student relationships. A teacher's positive image contributes to the stability and effectiveness of interpersonal relationships. For example, if students perceive a teacher as knowledgeable, fair, open-minded, and worthy of respect, they develop trust in the teacher. Trust, in turn, creates a psychological foundation for active participation in the educational process, asking questions, freely expressing their opinions, and not being afraid of making mistakes. Conversely, a teacher's rude manner, humiliation of a student, unfair assessment, or rejection of the student's opinion may have a negative impact on interpersonal relationships.

There are several important factors involved in shaping the image of a modern teacher.

First, professional competence. In addition to having in-depth knowledge of their subject, a teacher should be aware of new approaches and technologies in the field of education. A knowledgeable teacher who is confident in their profession inspires respect among students.

Second, communication culture. It is important that the teacher's speech is clear, fluent, understandable, and cultured. Tone of voice, choice of words, the manner of asking questions, listening, and responding are considered important components of the teacher's image.

Third, pedagogical tact. Pedagogical tact is the teacher's ability to establish appropriate relationships in various situations while respecting the student's personality. When pointing out a student's mistake, evaluating their behavior rather than their personality is an important manifestation of pedagogical tact.

Fourth, emotional intelligence. A modern teacher needs to be able to control their emotions and understand the emotional states of students. This makes it possible to ease conflict situations and establish trusting relationships with students.

Fifth, appearance and behavioral culture. It is advisable for the teacher's appearance to be neat, orderly, and appropriate to their professional status. However, appearance is only one component of the teacher's image and should not be placed above their professional and ethical qualities.

The relationship between the teacher and the student is one of the main factors that directly affects the effectiveness of education. A modern teacher should organize these relationships not on the basis of authoritarian control, but on the basis of cooperation, mutual respect, and trust.

In this regard, it is advisable for the teacher to adhere to the following principles:

- respecting the personality of each student;
- not humiliating students and not negatively comparing them with others;
- creating an environment conducive to freely expressing opinions;
- listening attentively to the student;
- directing criticism toward behavior rather than the individual;
- maintaining fairness and impartiality in assessment;
- taking into account the individual characteristics of students;
- using encouragement and positive feedback.

Such relationships develop students' self-confidence, interest in learning, and positive attitude toward the teacher.

One of the important factors determining a teacher's image is their speech. Through every word, the teacher not only conveys information but also evokes a certain emotional state in the student. For example, the phrase "You will never understand this" may reduce the student's confidence in their own abilities. Instead, saying "This topic is somewhat difficult; let us go over it together once again" has a supportive effect on the student.

For this reason, a modern teacher should effectively use:

- positive and encouraging phrases;
- forms of address based on respect;
- clear and logical speech;
- constructive criticism;
- question-and-answer and communication methods.

The teacher's personal psychological characteristics have a strong influence on their image. In particular, self-awareness, self-esteem, self-regulation, and reflection are of great importance. Through reflection, the teacher analyzes their own activities, seeking answers to questions such as: "How did I communicate with the students today?", "In which situation was it difficult for me to control my emotions?", "Did I listen

to the students' opinions sufficiently?", and "What impression did my behavior leave on them?" Continuous self-analysis contributes to the teacher's professional growth. This, in turn, improves their image over time.

A teacher's image is manifested not only in relationships with students, but also in relationships with colleagues. The personal culture of each teacher is important in creating a positive psychological climate in an educational institution. Among colleagues, the presence of such values as: mutual respect; professional cooperation; exchange of experience; mutual support; constructive criticism; fair treatment; collective responsibility ensures a healthy socio-psychological environment.

A teacher who treats their colleagues with respect can also serve as a positive personal example for students. In today's information-oriented society, a teacher's image is formed not only in the classroom but also in the digital space. Activity on social networks, the culture of organizing online lessons, the style of electronic communication, and the culture of using

information can also influence a teacher's professional image. Therefore, a teacher should observe the rules of professional ethics in digital communication as well, properly define the boundaries between personal and professional communication, and possess the ability to critically evaluate information.

In order to clarify this issue, in our study, we focused on a specific aspect of research into the socio-psychological aspects of the image of higher education teachers, namely, studying professors and teachers from the perspective of students. In this study, we present empirical data on the perceptions of professors and teachers and students regarding the characteristics of their relationships with teachers. Leadership inclination, dominance, and aggressiveness scale: In the interaction between professors and teachers and students, the teacher's leadership characteristics are predominant; their indicators demonstrate a tendency toward leadership, a strong inclination to work, capability in their work, a tendency toward dominance, as well as a need for respect and a tendency to give advice.

Table 1

Manifestation of the teacher's relational characteristics from the perspective of professors and teachers and students

	Scales (Octants)	Professors and Teachers		Students		
		M	σ	M	σ	t
1	Leadership inclination	11,35	0,68	9,06	0,47	2,03
2	Self-confidence	9,57	0,43	6,68	0,42	2.75*
3	Demandingness	8,17	1,18	9,24	0,75	1,65
4	Insecurity	7,44	0,67	9,78	4,61	2,58*
5	Compromise	9,35	0,51	10,34	0,21	3,20**
6	Trustfulness	8,46	0,47	9,41	0,27	2,74*
7	Friendliness	7,67	0,33	6,29	0,21	2,53*
8	Kindness	8,33	0,75	7,52	0,31	1,65

Students, however, evaluated them differently, indicating that teachers are self-confident, determined, and exert influence as leaders, but that this is not considered appropriate. In the formation of the professional image of a higher education teacher, students do not recognize self-confidence and leadership qualities in their relationships with teachers. This may indicate that the reason lies in the lack of balance in relationships and the insufficient development of communicative qualities. The influence and instructions demonstrated by professors and teachers toward students may be caused by a comparative analysis with the period when they themselves were students. This creates a need to develop the communicative characteristics of teachers

and the qualities necessary for interpersonal relationships. Consequently, this may lead to the formation of an image of the professor or teacher in a higher education institution as an "authoritarian" figure.

Although students and teachers have a desire to work collaboratively in the educational environment, the interaction between professors and teachers and students indicates the presence of persistent socio-psychological barriers that are difficult to understand. This situation creates a need for measures aimed at ensuring the priority of communicative qualities in the interaction between professors and teachers and students. Although psychology has achieved considerable success in studying the issue of

interaction between professors and teachers and students in higher education institutions, the study emphasizes the need to take into account the individual psychological characteristics of students in its educational and didactic, group, and individual forms. This demonstrates the necessity of moving from authoritarian pedagogical relationships toward pedagogical cooperation.

Today, the connection between professors and teachers and students and the collaborative activities of educational subjects provide the basis for resolving problems. Therefore, it is necessary to eliminate the sense of authoritarianism in the formation of students' worldview, draw conclusions from their opinions, and educate individuals who develop creatively in cultural and moral aspects. In this regard, cooperation between professors and teachers and students in educational activities should become the leading principle. Self-Confidence–Self-Love Scale: There are differences in the indicators of professors and teachers and students, indicating that both groups possess egocentric traits, with their emotions and relationships being directed more toward themselves, as well as a tendency toward competition and arguments (9.57 and 6.68; $t=2.75$, $p<0.05$). According to the results, the pedagogical abilities of professors and teachers and their characteristics of accepting others need to be mutually harmonized.

From the students' perspective, "self-confidence and self-love" in teachers is expressed more as self-love than confidence; whereas, according to the professors and teachers, self-confidence is recognized as the main characteristic. The orientation of teachers toward subject-subject relationships is an important aspect of their professional growth. Conversely, the lack of formation of this phenomenon indicates weak self-confidence. A teacher's self-confidence reflects their professional competence, their ability to meet its requirements, and their personal development. In professional maturity, individual styles of activity and communication, professional self-awareness, and personal style develop. Based on the "self-confidence–self-love" scale of the research methodology, it was observed that, according to the assessments of teachers themselves and their students, the teacher's personal and professional development is manifested in its dependence on the teacher's internal personal environment, activity, and need for self-realization. A discrepancy was identified between the results of professors and teachers and students in their "real self" and "situational self," as well as between their "real self" and "creative self." It is important for teachers to recognize these discrepancies in a timely manner. Demandingness Scale: This scale of the methodology

consists of three levels of characteristics. The lower level assesses stubbornness, persistence, determination, and energy; the middle level assesses demandingness; and the higher level assesses the establishment of sharp and strict relationships with others and deviation of relationships from the norms of social behavior. The empirical indicators were observed in the following forms: 8.17 and 9.24, $t=1.65$. In the relationship between professors and teachers and students, demandingness is within the normal range; teachers have sufficient energy, but there are obstacles to its implementation. It is necessary to overcome these psychological barriers.

Insecurity–Stubbornness–Negativity Scale: The empirical values of the scale are as follows: the indicators of professors and teachers and students are 7.44 and 9.78, respectively, $t=1.58$, $p>0.05$. Teachers demonstrate a critical attitude toward the surrounding environment and in their interactions with students. They appear to be dissatisfied with demands and expectations. This is the main cause of insecurity. As a result, this leads to pronounced manifestations of psychological instability and a negative attitude toward themselves among teachers. This indicates a lack of consistency in teachers' social experiences and in traditional "teacher–student" relationships.

Compromise–Submissiveness–Passive Obedience Scale: Tension, differences, and conflicting relationships are observed in the assessments of professors and teachers and students. In teachers' interactions with students, there is a willingness to choose an appropriate approach and to make concessions when necessary, whereas students always expect teachers to make concessions to them: 9.35 and 10.34, $t=3.2$, $p<0.01$. Among teachers, there may also be individuals who are susceptible to the influence of students, tend to make decisions under the influence of their opinions and views, and have not yet fully developed professionally as individuals. If such a situation becomes increasingly pronounced, the emergence of the following phenomenon in relationships between the subjects cannot be excluded in practice. The formation of the teacher as an individual and possession of professional competence should be regarded as the most important psychological factor in "bringing teacher–student relationships out of crisis situations."

Trustfulness–Obedience–Dependence Scale: This scale of the methodology provides information about the individual's emotional-volitional characteristics, personal position in the social environment, interpersonal relationships, and the nature of relationships: 9.35 and 10.34; $t=3.2$, $p<0.01$. The results indicate the teacher's gentleness, politeness, and

tendency to support those around them. They also indicate that students are under the influence of fear and have a need for support from others.

Friendliness–Dependence–Excessive Compliance Scale: The empirical indicators are 7.67 and 6.29, $t=2.53$, $p<0.05$. These values indicate that teachers are inclined toward cooperation, strive to find solutions to tensions, are compromising, act in consultation with those around them, and maintain sincerity in their relationships. The communicative characteristics of the teacher's image reflect friendliness, cooperation, initiative, a positive attitude toward education and upbringing, and an orientation of their work toward the spiritual and moral development of adolescents.

Kindness–Unselfishness–Self-Sacrifice Scale. The empirical indicators of this scale are as follows: 8.33 for teachers and 7.52 for students; $t=1.65$, $p<0.5$. The scale assesses the most important aspects of interpersonal relationships. In their relationships with others, the teacher demonstrates responsibility and gentleness, sympathy, a tendency toward emotional support, responsiveness, the ability to manage students' moods, encouragement, and the ability to maintain relationships in a favorable manner. Thus, based on the results of our study, it can be concluded that there are foundations for the contemporary model of cooperation between the subjects of the educational process that sufficiently meet pedagogical requirements, are based on personal content, and rely on behavioral and cognitive principles.

In conclusion, the image of a modern teacher is one of the important socio-psychological factors in the educational process. A positive pedagogical image is formed through the harmony of the teacher's professional skills, communication culture, pedagogical tact, emotional stability, appearance, ethical qualities, and personal example.

The teacher's image and interpersonal relationships are closely interconnected. As a positive image develops in the teacher, the opportunity to establish trusting and respectful relationships with students, parents, and colleagues increases. In particular, in the context of modern education, it is important for the teacher to move from an authoritarian position toward a relationship model based on cooperation.

Therefore, in the process of training and retraining teachers, it is advisable to develop not only professional knowledge and methodological competencies, but also communication culture, emotional intelligence, pedagogical tact, reflective abilities, and skills for managing one's personal image. As a result, the modern teacher is formed not only as a

specialist who imparts knowledge, but also as a professional who develops the student's personality, creates a healthy psychological environment, and serves as a positive personal example.

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