



The Real and the Ideal Student Image for Teacher: Similarities and Differences

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Abstract

Relevance of the research: the Relevance of the topic is conditioned by the fact that in the process of learning in higher education there is further socialization, personal growth and professional development of a young man. The formation of the image of the student is largely determined by the requirements that employers and modern workplaces will impose on young professionals, so the study of the image of the student is not only of certain scientific interest, but also of undoubted practical importance. In this regard, it is of particular importance to study the image of students through the eyes of teachers, as it is they who train future specialists. The aim of the study is to analyze the real and ideal image of the student through the eyes of teachers. Research methods: the Leading method for the study of this problem is the interview method, which allows analyzing the teachers' ideas about the attitude to learning, the relationship between them and the teacher of an ideal and real student. The results of the study: the paper compares the images of the ideal and the real student in the eyes of the teacher. It allocates differences between the ideal and the real image of the student according to the criteria: attitude to study; level of knowledge; relationship between students; attitude to teachers. The novelty and originality of the study lies in the fact that the differences between the real and the ideal image of the student in the views of teachers are shown. It is allocated that according to teachers the level of knowledge of students significantly decreases, and from year to year. They have been observing this negative trend for quite a long time. It is revealed that teachers do not see serious conflicts and are satisfied with the atmosphere in student groups. It is determined that the attitude of students directly to the teaching staff is mostly respectful, the student feels that the teacher is a step higher, but, nevertheless, are not afraid to ask a question when something is unclear. The ideal image of the student for the teacher is defined: the students' attitude to educational activity must depend on a high level of motivation; the student must learn new things because of their own interest; the main indicator of the ideal level of knowledge is that the student will be able to apply their knowledge and skills in practice; it is not necessary to create student groups like family, first of all, it should be a business relationship based on cooperation and mutual support; ideal relationships between students and teachers are defined as readiness for partnership, understanding of the principles of organization of the learning process, readiness for constant dialogue. Practical significance: the data obtained in the work can be used in the psychology of labor, social psychology, pedagogy, age psychology, sociology, as well as for the further theoretical development of this issue.

Keywords: Student Youth, Ideal and Real Image, Teacher

1 Introduction

Students represent the most educated and advanced part of the student youth, which will be the basis for the innovative development of society in the near future.

Personal and professional development of the student is reflected in the formation of the image of the ideal student. This image is formed through the active participation of the student and the environment that is formed around him/her: communication with teachers, fellow students (23). In the philosophical interpretation of the concept of *image* is one of the basic concepts of the theory of knowledge, which characterizes the result of the reflected cognitive activity of the subject. The image is the result and the ideal form of reflection of the object in the human consciousness, which occurs in the conditions of social and historical practice, on the basis and in the form of sign systems. At the sensual stage of cognition of the image are sensations, perceptions (2).

Social reforms that originate from the end of the last century, every day more and more penetrate into all spheres of life of our society. In order to get used to the new social, cultural and economic conditions, it is necessary to resort to adaptation (1,13, 18). It, in turn, implies qualitative changes in the way of life of people, which directly affects their perception of the world, and primarily the image of the world of students. Young people, *trying on* the image of the student, during the entire period of training adjust it, sometimes for the better, sometimes not. Thus, the image of the student undergoes various changes in the process of mastering the profession by the student. The concept of *image* has been widely used in various fields of knowledge: sociology, psychology, political science, anthropology, cultural studies (18, 20). In its content, it has become interdisciplinary, is formed in the categorical field of many Sciences and is interpreted in accordance with their characteristics, goals and objectives.

Many authors as quite promising recognize the approach to the study of the image of students from the position of how it changes over time. Based on this, we can find a number of studies on this topic. As for other socio - psychological studies of students, it should be mentioned that some of them pay attention to the adaptation of former students to the University environment (3, 4, 5, 9, 11, 19, 21, 25, 28).

E.G. Isaeva (1988) in the research proves that success of adaptation process of today's student to conditions of activity of educational student group in the majority depends on what status the concrete person occupied in the former environment. It turned out that the most difficult was to adapt for those former students who in their former social environment took a clearly expressed position of informal leaders, and the most easily adapted to the new conditions, those who had an average status in the team.

It should be noted, in part, the concepts of *image* and *likeness* of the student are synonymous with each other. Thus, the image of the student is created in the perception of others image of the learner. In English, the term *image* has not one meaning, but five: *image*, *statue*, *likeness*, *metaphor*, and *icon*. As for professional literature, which is devoted to the study of image, the term *image* is mostly used in a sense that could be formulated as follows: "reflection in the human psyche in the form of an image of certain characteristics of an object or phenomenon" (6) the Term *image* is interpreted as

likeness, understood as a set of not only *material* (visible) characteristics of the object, but also *ideal* (not visible) characteristics (7, 12, 14, 16, 17, 24).

Specialist in the field of psychology, A.Yu. Panasyuk (2007) says: "...the image of an object is an emotionally colored opinion about an object that arises in the psyche, in the sphere of consciousness or in the subconscious of a certain group of people on the basis of an image that was purposefully formed or involuntarily in the psyche as a result of direct or indirect perception of certain characteristics of this object..." (15). To the study of the image of the student and its socio-psychological characteristics paid attention O.A. Zhrebneenko (2008). In his opinion, the socio-psychological characteristics of the image of the University student are determined by the optimal combination of components and manifested in the structure of personality at the level of motivational, subjective-activity and socio-psychological spheres of personality.

The ideal student is one who is dominated by business and personal characteristics. This is a person with extensive multilateral interests, but whose main area of interest is study and future profession. Other studies are also interesting. For Example, T.N. Strabakhina and E.V. Krekshina (2014) have devoted their research to the professional image of the student. This image is a mental structure governing the establishment of a specialist. According to the authors, the mental image of the profession as a direct reflection of the target components of the mental regulation of professional activity and training is a complex structure. The image may include primary, secondary images, emotional anticipation, mnemonic components and other components.

2 Materials and Methods

To study the ideal and real image of the student, we used the criteria developed in the technique of group assessment of personality (GAP) (27). Such criteria as relevance to learning activities; level of knowledge; relationship with classmates; the attitude to the teachers.

Based on these criteria, to achieve the goal of the study, the following tasks are set:

To study how teachers evaluate the real attitude of students to learning activities, and how they see the ideal attitude.

To find out how teachers assess the real level of knowledge of students, and how they see the ideal level of knowledge.

To study how teachers assess the real relationship between students, and how they see the ideal relationship.

To study how teachers evaluate the real attitude to them, and how they see the ideal attitude to the teacher.

In the study, teachers were asked the following questions:

How long have you been teaching?

Do you like working with students?

How would you assess the real attitude of students to learning activities?

How do you see the ideal attitude of students to learning activities?

How do you assess the real level of students' knowledge of our University?

How do you see the ideal level of knowledge of our students?

How do you assess the real relationship between students?

How do you see the ideal relationship between students?

How do you assess the real attitude of students to you as a teacher?

How do you see the ideal attitude of students to teachers?

The empirical study was conducted using a qualitative approach by interviewing. A total of 13 informant teachers and 153 students were interviewed.

3 Results

First, we found out how long the informants have been engaged in teaching, and whether they like to work with students in General. The majority noted that they have been teaching for quite a long time (87%). Some teachers note that they are able to establish contact with most of the students and get feedback from them.

As part of the first task of our study, teachers were asked about the real attitude of students to learning activities, and how they see the ideal attitude. After analyzing the data on the real attitude of students to learning activities, we found that some teachers (54%) divide students into certain groups. Another part of teachers (31%) tends to argue that the attitude to learning is closely related to the motivation for learning itself, because the level of motivation depends on the interest in learning and learning new material in the framework of training. As for the ideal attitude of the student to educational activities, many teachers had a similar opinion on this matter. One of the informants notes: "the Ideal attitude is when a student is involved in the learning process, who has *burning eyes*." He is interested, he is a kind of *nerd*, but one that does not just memorize the material, but also has his/her own opinion" (J., 46 years). On the other hand: "Well, ideally -.../ *burning eyes*, it is desire to do more than asked. The ideal picture is the desire to learn more than was said" (J., 34 years). In addition, some teachers noted that the ideal attitude to learning was formed through high motivation and interest of the student.

The next task of our study was to identify the real and ideal level of knowledge of students, according to teachers. In this regard, the opinion of teachers is divided: one part is satisfied with the real level of knowledge in General. They claim that students learn the material and can, if necessary, apply their knowledge in practice. As for those who are not satisfied with the real level of knowledge of students, these teachers say that the students did not come for knowledge, but for obtaining the actual diploma.

In addition, some respondents claim that every year they have to reduce the requirements for students, otherwise they will not be able to get credit or exam. That is, students do not want to delve into the material and only spend their time, attending classes. Some teachers tend to argue that the level of knowledge is reduced because many students abuse Internet technologies and do not want to think for themselves. They are more important to pass the work on time with the least effort.

Internet in the student's life deprives them of the main thing - to think independently, to look for materials and write diplomas, to think how to make diagrams and graphs.

We have clarified the students about the most frequent forms of their leisure. And received the following answers:

spending time on the Internet 39,54%; doing household chores 16,38%; walking down the street 12,7%; reading books 10,17%; doing sports 8,48%; watching TV 6,78%; visiting cultural institutions (theaters, museums, discos) 6,22%.

The most typical daily leisure activities are listening to music; computer games, Internet; watching TV. It can be assumed that these activities are associated with the presence of certain means of information and communication, that is, they are mediated, and assume a kind of passive leisure, that is, the consumption of existing products of creativity. In addition, these activities may be carried out alone, that is, some individual leisure. Duration of Internet use in free time: more than 5 hours a day 48.66%; less than 5 hours a day 26.74%; less than 3 hours a day 19.79%; less than 1 hour a day 4.28%; does not use 0.54%. A significant number of students use the Internet more than 5 hours a day. Among them are fans of electronic books. The rest use the Internet to communicate in the social networks, games, etc.

Then we analyzed the answers of teachers regarding the ideal level of knowledge of the student. Thus, teachers associate the ideal level of knowledge with how the student will be able to further apply their knowledge in practice. In their opinion, it will be an indicator of their professionalism.

It should be noted that many teachers ideally wanted to have students with a level of knowledge that would exceed what students have now.

Regarding the real relationship, all informants agree that student groups are a friendly and cohesive team. Some informants argue that they like the fact that in groups there are certain unspoken rules and regulations that contribute to a productive learning process. These rules prevent all kinds of conflicts that may arise in the learning process. As for the ideal relationship, in General, teachers see the ideal picture of the relationship as mutual respect, mutual support, business, motivating competition. That is, the ideal relationship between the student and the teacher is, above all, professional and partnership.

The teacher, in any case, is a person with a higher status than the student is. The student must show respect for professional experience, which is initially given to students in advance, but must be supported during training. Many argue that there should be no familiarity, conflict, something personal in the *teacher-student* relationship.

4 Discussions

Teachers are generally satisfied with the real attitude of students to learning activities, but associate this attitude with the level of involvement in the educational process.

Speaking about the ideal attitude of students to learning activities, most respondents associate it with a high level of motivation, the desire to comprehend and understand the training material.

Some teachers are satisfied with the real level of knowledge of students, the other part is not. The first claim that students at 75-85% mastered the material. The latter believe that the majority of students came only for the diploma and are not interested in obtaining in-depth knowledge of their specialty. The ideal level of knowledge for most teachers is directly related to whether students are able to apply their knowledge in practice.

Teachers are quite satisfied with the real relationship between students. They all agree that the atmosphere inside the student groups is friendly; students are able to work in a team, which has a positive impact on the learning process. Teachers note that the real the relationship between students is close to perfect. The ideal relationship, in their opinion, is based on mutual support, cooperation and healthy competition.

Regarding the real attitude of students to teachers, the majority of respondents noted that they are satisfied with the fact that they are respected, treated with a certain reverence. The ideal relationship between the teacher and the students, the respondents identified as follows: a relationship in which there is partnership, an understanding of the principles of the organization of the learning process, readiness for constant dialogue, and, of course, interest in the subject on both sides.

5 Conclusions

The quality of the future specialist's training at the University depends on the educational dialogue in the system *teacher - student*. In the process of study, the teacher develops his/her own idea of each of the students and, therefore, based on it attitude to each of them. It is expressed in different ways, in the evaluation of seminars, tests and exams. It should also be noted the comments and various statements that teachers give to students for one reason or another.

This issue has been studied in detail by various researchers. It turned out that during the dialogue that takes place between the teacher and the student, much depends on the psychological characteristics of people. They are respectively interpreted through behavior, facial expressions, speech and appearance.

In this connection, it is expedient to turn to the study of the personality of the student, namely, as represented by his/her image. The term *image* is widely used in various fields of knowledge. It is widespread within cultural disciplines, such as literature, painting, music, etc. In addition, this concept is applied in philosophy, psychology and sociology.

Such a different application of this term is because, firstly, it opens up great theoretical and empirical possibilities in the study of the phenomena of reality, and, secondly, it is an interdisciplinary concept that does not limit the researcher in the object of this approach. It should be noted that now, the concept of *image* is actively used to analyze the socio-cultural aspects of life. In social disciplines, the tradition of using this term came from philosophy.

Now students are perceived as different in composition social and cultural community, which performs a certain function: the creation and accumulation of *symbolic capital*, withdraw to the advanced part of the intelligentsia of the nation. This point of view led to a change in the methodology of studying students. However, none of the above-mentioned gave a complete idea of what students are. The approaches of the past described the static position of the social group, not giving an idea of the dynamics, ignoring the transition.

Thus, we can observe that throughout the twentieth century and to this day, the principles of methodology of studying of students are transformed more and more every day. We also observe that the students of Russia, as a social

group, developed and changed in connection with social, economic and political factors and what is a modern student, is largely the result of cultural heritage, and not only associated with historical events.

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