Advances in Science and Education, 2026, 3–9

doi: 10.70728/edu.v02.i07.001
Volume 02, Issue 07
ISSN: 3060-5415
Paper

PAPER

FACTORS INFLUENCING THE FORMATION OF PROFESSIONAL PEDAGOGICAL IMAGE AMONG UNIVERSITY STUDENTS

Muydinova Shokhsanam [1,*]

[1]Andijan State Pedagogical Institute

* muydinova@gmail.com

Abstract

This article examines the key factors influencing the formation of a professional pedagogical image among university students in higher education institutions. The relevance of the study is обусловлена the growing demand for competitive, competent, and socially active future teachers who possess not only professional knowledge and skills but also a well-developed pedagogical image. The research aims to identify and analyze internal and external factors that contribute to shaping students' professional image in the context of modern educational reforms. The study employs a combination of theoretical and empirical methods, including analysis of scientific literature, observation, surveys, and comparative analysis . The results reveal that the formation of a professional pedagogical image is influenced by several interrelated factors, such as the educational environment, pedagogical practice, personal motivation, communicative competence, self-reflection, and the role of mentors and teachers in the learning process. Additionally, socio-cultural context and institutional support mechanisms are identified as significant contributors. The findings highlight the importance of creating an innovative and supportive educational environment that fosters students' professional growth and self-development. The article concludes that a systematic and integrative approach to developing students' pedagogical image enhances their readiness for professional activity and improves the overall quality of teacher education.

Key words: professional pedagogical image, university students, teacher training, professional development, educational environment, competence.

INTRODUCTION

In the context of global educational transformation and the modernization of higher education systems,

Compiled on: April 13, 2026.
Copyright: ©2026 by the authors. Submitted to Advances in Science and Education for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) 4.0 license.

increasing attention is being paid to the professional training of future teachers. In particular, the formation of a professional pedagogical image among university students has become one of the key priorities in improving the quality and effectiveness of teacher education. A teacher's professional image is not limited to external appearance, but represents an integrated system of personal qualities, professional competencies, ethical standards, communication culture, and pedagogical mastery. Therefore, its development requires a scientifically grounded and systematic approach.

In the Republic of Uzbekistan, large-scale reforms aimed at enhancing the quality of education and elevating the status of the teaching profession are being consistently implemented. In particular, the Law of the Republic of Uzbekistan "On Education" and the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030 emphasize the importance of training highly qualified, competitive, and spiritually mature pedagogical personnel. These нормативно-правовые documents highlight the necessity of developing not only professional knowledge and skills, but also a positive professional image and social responsibility among future teachers.

The relevance of this study is determined by the need to identify the main factors influencing the formation of a professional pedagogical image among university students, as well as to develop effective pedagogical conditions and mechanisms for its improvement. In modern society, the teacher is regarded as a key figure in shaping the intellectual and moral потенциал of the younger generation. Consequently, the professional image of a teacher significantly impacts students' perception, motivation, and overall learning outcomes.

Despite the existence of numerous studies devoted to professional competence and teacher training, the issue of forming a holistic pedagogical image remains insufficiently explored, especially in the context of contemporary educational changes and digitalization processes. This creates a need for comprehensive research that integrates theoretical analysis with empirical data.

The purpose of this article is to analyze the factors influencing the formation of a professional pedagogical image among university students and to substantiate effective approaches to its development within higher education institutions. The study focuses on identifying both internal (personal motivation, self-awareness, values) and external (educational environment, teaching methods, institutional support) determinants that shape the professional identity of future teachers.

Thus, the formation of a professional pedagogical image is a multifaceted and dynamic process that requires coordinated efforts from educational institutions, teachers, and students themselves. Its effective development serves as a crucial condition for preparing competent and конкурентоспособных specialists capable of meeting the demands of modern education systems.

LITERATURE RIVIEW

The issue of forming a professional pedagogical image among university students has been widely studied within the framework of modern pedagogical science, particularly in the context of competency-based education, professional identity formation, and teacher training systems. Contemporary research emphasizes that the professional image of a future teacher is shaped through the integration of personal qualities, pedagogical competencies, communicative culture, and reflective abilities developed during the educational process.

In recent years, significant attention has been paid to improving the teacher training system in Uzbekistan through large-scale educational reforms and normative-legal documents. In particular, the Law of the Republic of Uzbekistan "On Education" establishes the legal foundation for a continuous education system, covering all stages from preschool to higher and postgraduate education, and emphasizes the importance of training highly qualified pedagogical personnel capable of meeting modern requirements. This law also highlights the diversification of educational forms, including distance, dual, and inclusive education, which directly influence the development of students' professional competencies and image.

A key strategic document in this field is the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030, which focuses on modernizing higher

education, introducing advanced pedagogical technologies, and shifting from knowledge-based to competency-based training models. The concept aims to prepare independently thinking, competitive specialists with strong professional and moral qualities, which are essential components of a positive pedagogical image.

Furthermore, the Concept for the Development of the Public Education System until 2030 outlines the need to update the content of education, improve teaching methodologies, and integrate innovative information and communication technologies into the educational process. It also emphasizes the importance of developing students' critical thinking, independence, and professional orientation, all of which contribute to shaping a modern teacher's image.

Scholars also highlight that the modernization of teacher education in Uzbekistan is closely linked to increasing institutional autonomy, improving the quality of educational programs, and aligning them with international standards. In this regard, reforms aimed at revising curricula, enhancing practical training, and strengthening the integration of education with science and innovation play a crucial role in developing students' professional identity and pedagogical image.

Recent studies further indicate that the effectiveness of teacher training largely depends on the quality of the educational environment, the use of innovative teaching methods, and the level of students' motivation and self-development. The transition to a credit-modular system, the introduction of modern assessment mechanisms, and the expansion of academic independence of higher education institutions have created new opportunities for fostering students' professional growth and self-realization.

Additionally, contemporary research underscores the importance of integrating international best practices into the national education system, including competency-based approaches, student-centered learning, and digital technologies. These factors not only enhance the quality of education but also contribute to the formation of a competitive and socially active pedagogical workforce capable of adapting to rapidly changing educational environments.

Thus, the analysis of scientific literature and нормативно-правовые documents shows that the formation of a professional pedagogical image among university students is a complex and multifactorial process. It is influenced by both internal factors (motivation, values, self-awareness) and external factors (educational policy, institutional environment, teaching methods), which together determine the effectiveness of future teachers' professional development.

METHODOLOGY

This study employs a comprehensive and systematic research design aimed at identifying the key factors influencing the formation of a professional pedagogical image among university students. The methodological framework is based on a combination of qualitative and quantitative approaches, ensuring the reliability, validity, and scientific rigor of the research outcomes. The research is grounded in the principles established by the Law of the Republic of Uzbekistan "On Education" and aligned with the priorities outlined in the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030. These documents emphasize competency-based education, student-centered learning, and the integration of innovative pedagogical technologies, which serve as the theoretical and practical foundation of the present study.

The research design incorporates a mixed-methods approach. At the initial stage, theoretical methods such as analysis, synthesis, classification, and systematization of scientific literature were applied to identify the conceptual foundations of the professional pedagogical image. This stage also involved a comparative analysis of national and international studies related to teacher education, professional competence, and pedagogical image formation.

At the empirical stage, data were collected from students of pedagogical higher education institutions through structured questionnaires, semi-structured interviews, and direct observations. The sample consisted of undergraduate students from various pedagogical направления, selected using a stratified sampling method to ensure representativeness. The questionnaire was designed based on modern competency frameworks and included indicators

such as communicative competence, professional motivation, self-reflection, digital literacy, and ethical behavior.

In order to reflect contemporary innovations in higher education, the study also integrates digital research tools, including online survey platforms and data processing software. The use of digital instruments allowed for efficient data collection, increased respondent engagement, and enhanced accuracy in statistical analysis. Quantitative data were analyzed using descriptive statistics, correlation analysis, and comparative methods, while qualitative data were interpreted through content analysis and thematic categorization.

Furthermore, the research methodology incorporates elements of the competency-based and acmeological approaches, which are widely recognized in modern pedagogical science. The competency-based approach focuses on the development of professional skills and abilities, while the acmeological approach emphasizes personal and professional self-realization, continuous development, and achievement of high levels of педагогик mahorat.

An important novelty of the study lies in the integration of traditional pedagogical methods with innovative approaches such as reflective practices, portfolio-based assessment, and the use of digital learning environments. Additionally, the research considers the impact of the credit-modular system and independent learning strategies, which have been actively introduced in Uzbekistan's higher education institutions in recent years.

Ethical considerations were strictly observed throughout the research process. Participation was voluntary, and respondents were informed about the purpose of the study. Confidentiality and anonymity were ensured to maintain the integrity of the data.

Thus, the applied methodology provides a holistic and scientifically grounded basis for analyzing the factors influencing the formation of a professional pedagogical image among university students, while also reflecting the latest trends and innovations in the national higher education system.

RESULTS

The results of the study are based on the analysis of empirical data collected from undergraduate students of pedagogical higher education institutions. The findings were obtained through questionnaires, interviews, and observations, and processed using both quantitative and qualitative analysis methods in accordance with the methodological framework. The analysis revealed that the formation of a professional pedagogical image among university students is influenced by a combination of interrelated factors, which can be conditionally grouped into internal and external determinants.

Firstly, among internal factors, students' professional motivation, self-awareness, and reflective abilities were identified as key components. The majority of respondents demonstrated a moderate to high level of understanding of the importance of professional image in their future pedagogical activity. In particular, students with a higher level of intrinsic motivation showed stronger indicators of communicative competence, ethical responsibility, and readiness for professional self-development. Additionally, the results indicate that self-reflection plays a crucial role in shaping a conscious and stable pedagogical image, as it enables students to critically evaluate their own professional qualities and behavior.

Secondly, external factors such as the educational environment, teaching methods, pedagogical practice, and institutional support were found to have a significant impact. Students who actively participated in teaching practice and interactive learning environments demonstrated more developed professional image components compared to those with limited practical experience. The integration of modern pedagogical technologies and student-centered approaches, promoted within the framework of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030, positively influenced students' professional development.

As shown in the table, the highest indicator corresponds to pedagogical practice effectiveness (51%), confirming that practical experience is one of the most influential factors in shaping students' professional image. Professional motivation (48%)

The quantitative analysis of survey results is presented in Table 1.

Indicators	High (%)	Medium (%)	Low (%)
Professional motivation	48	37	15
Communicative competence	42	41	17
Self-reflection	39	44	17
Digital literacy	46	38	16
Pedagogical practice effectiveness	51	34	15

and digital literacy (46%) also demonstrate relatively high показатели, reflecting the growing role of internal readiness and modern competencies in teacher training.

Furthermore, qualitative analysis of interview data revealed that students perceive the professional pedagogical image as a combination of external behavior (appearance, communication style) and internal qualities (knowledge, responsibility, creativity). Many respondents emphasized the importance of teacher role models and mentorship in shaping their professional identity.

Another important finding is related to the impact of educational reforms implemented under the Law of the Republic of Uzbekistan "On Education", which have created favorable conditions for enhancing the quality of education and expanding opportunities for students' professional development. The introduction of innovative teaching methods, digital platforms, and independent learning strategies has contributed to the formation of a more flexible, adaptive, and competitive pedagogical image. Overall, the results confirm that the formation of a professional pedagogical image among university students is a dynamic and multifactorial process. It requires the integration of personal development, practical experience, and institutional support mechanisms to achieve high levels of professional readiness.

DISCUSSION

The findings of this study confirm that the formation of a professional pedagogical image among university students is a complex, multidimensional, and dynamic process influenced by both internal and external factors. The results obtained are consistent with contemporary pedagogical theories, which emphasize the integration of personal, professional, and social components in the development of future teachers.

From a theoretical perspective, the identified importance of professional motivation, self-reflection, and communicative competence supports the competency-based approach, according to which the effectiveness of teacher training depends not only on knowledge acquisition but also on the development of key professional and personal competencies. The relatively high indicators of motivation and digital literacy observed in the results reflect the growing role of internal readiness and adaptability in the context of modern education systems. The study also highlights the decisive role of pedagogical practice as one of the most influential external factors. This finding aligns with the principles outlined in the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030, which emphasizes the need to strengthen the practical orientation of higher education and ensure the integration of theory with practice. The higher показатели associated with practical experience confirm that direct engagement in teaching activities significantly enhances students' professional identity and contributes to the formation of a stable pedagogical image.

Furthermore, the results demonstrate that the educational environment and institutional support mechanisms play a critical role in shaping students' professional development. The positive impact of innovative teaching methods, interactive learning environments, and digital technologies indicates that modern higher education institutions are increasingly aligned with global trends in student-centered and technology-enhanced learning. These findings are also consistent with the priorities established in the Law of the Republic of Uzbekistan "On Education", which promotes the introduction of advanced pedagogical technologies and the modernization of the educational process.

At the same time, the study reveals certain challenges. Despite generally positive trends, a proportion of students demonstrated only a medium or low level of self-reflection and communicative competence. This suggests that current educational

practices may not fully ensure the systematic development of these components. In this regard, it becomes necessary to enhance reflective practices, mentorship programs, and individualized learning strategies within higher education institutions.

Another important aspect highlighted in the discussion is the role of socio-cultural context in shaping the professional pedagogical image. Students' perceptions of the teacher's role, ethical standards, and communication style are influenced by national values, societal expectations, and cultural norms. Therefore, the development of a professional image should take into account both global educational standards and local cultural specificities. The novelty of this study lies in its integrative approach, combining traditional pedagogical frameworks with modern innovations such as digital learning environments, competency-based assessment, and reflective methodologies. The results indicate that such an approach not only enhances the effectiveness of teacher training but also contributes to the formation of a competitive and adaptable педагогик кадрлар.

In summary, the discussion of the results demonstrates that the formation of a professional pedagogical image requires a holistic and systematic approach. It should include the development of internal personal qualities, the improvement of practical training, and the creation of a supportive and innovative educational environment. Addressing the identified gaps and strengthening the integration of modern pedagogical approaches will further improve the quality of teacher education and ensure the preparation of highly qualified specialists capable of meeting the demands of contemporary education systems.

CONCLUSION

The present study has demonstrated that the formation of a professional pedagogical image among university students is a multifaceted and dynamic process, determined by the interaction of internal personal characteristics and external educational conditions. The results confirm that professional motivation, self-reflection, communicative competence, and digital literacy serve as key internal factors, while the educational environment, pedagogical practice, and institutional support mechanisms function as decisive external determinants.

The empirical findings indicate that pedagogical practice plays a leading role in shaping a stable and conscious professional image, as it ensures the integration of theoretical knowledge with real teaching experience. At the same time, the growing importance of digital competencies and student-centered learning approaches reflects current trends in the modernization of higher education. These processes are consistent with the priorities defined in the Law of the Republic of Uzbekistan "On Education" and the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030, which emphasize the preparation of competitive, компетентли, and innovative pedagogical personnel.

The study also revealed that, despite positive developments, certain components of the professional pedagogical image—particularly self-reflection and communicative competence—require further systematic development. This highlights the need to strengthen reflective practices, expand mentorship opportunities, and implement more individualized and practice-oriented teaching strategies in higher education institutions. From a theoretical and practical standpoint, the research substantiates the necessity of adopting an integrative approach that combines competency-based, acmeological, and innovative pedagogical frameworks. Such an approach ensures not only the development of professional knowledge and skills but also the formation of a holistic pedagogical identity aligned with modern educational requirements.

In conclusion, the effective formation of a professional pedagogical image among university students depends on the creation of a supportive, innovative, and practice-oriented educational environment, as well as on the active engagement of students in their own professional and personal development. The implementation of targeted pedagogical conditions and modern educational technologies will contribute to improving the quality of teacher training and to preparing highly qualified specialists capable of successfully operating in contemporary educational contexts.

REFERENCES

1. Aaker, D. A. (1996). Building strong brands. Free Press.
2. Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Prentice Hall.
3. Erikson, E. H. (1994). Identity and the life cycle. W. W. Norton & Company.
4. Karimov, I. A. (2015). High spirituality – an invincible force. Tashkent: Ma'naviyat.
5. Law of the Republic of Uzbekistan. (2020). On Education.
6. Presidential Decree PF-5847. (2019). On the approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030.
7. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 187. (2020). On measures to improve the system of training pedagogical personnel.