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ЕЖЕМЕСЯЧНЫЙ НАУЧНЫЙ ЖУРНАЛ

Медицинские новости Грузии

საქართველოს სამედიცინო სიახლენი

GEORGIAN MEDICAL NEWS

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GMN: Georgian Medical News is peer-reviewed, published monthly journal committed to promoting the science and art of medicine and the betterment of public health, published by the GMN Editorial Board since 1994. GMN carries original scientific articles on medicine, biology and pharmacy, which are of experimental, theoretical and practical character; publishes original research, reviews, commentaries, editorials, essays, medical news, and correspondence in English and Russian.

GMN is indexed in MEDLINE, SCOPUS, PubMed and VINITI Russian Academy of Sciences. The full text content is available through EBSCO databases.

GMN: Медицинские новости Грузии - ежемесячный рецензируемый научный журнал, издаётся Редакционной коллегией с 1994 года на русском и английском языках в целях поддержки медицинской науки и улучшения здравоохранения. В журнале публикуются оригинальные научные статьи в области медицины, биологии и фармации, статьи обзорного характера, научные сообщения, новости медицины и здравоохранения. Журнал индексируется в MEDLINE, отражён в базе данных SCOPUS, PubMed и ВИНИТИ РАН. Полнотекстовые статьи журнала доступны через БД EBSCO.

GMN: Georgian Medical News – საქართველოს სამედიცინო სიახლენი – არის ყოველთვიური სამეცნიერო სამედიცინო რეცენზირებადი ჟურნალი, გამოიცემა 1994 წლიდან, წარმოადგენს სარედაქციო კოლეგიისა და აშშ-ის მეცნიერების, განათლების, ინდუსტრიის, ხელოვნებისა და ბუნებისმეტყველების საერთაშორისო აკადემიის ერთობლივ გამოცემას. GMN-ში რუსულ და ინგლისურ ენებზე ქვეყნდება ექსპერიმენტული, თეორიული და პრაქტიკული ხასიათის ორიგინალური სამეცნიერო სტატიები მედიცინის, ბიოლოგიისა და ფარმაციის სფეროში, მიმოხილვითი ხასიათის სტატიები.

ჟურნალი ინდექსირებულია MEDLINE-ის საერთაშორისო სისტემაში, ასახულია SCOPUS-ის, PubMed-ის და ВИНИТИ РАН-ის მონაცემთა ბაზებში. სტატიების სრული ტექსტი ხელმისაწვდომია EBSCO-ს მონაცემთა ბაზებიდან.

WEBSITE

www.geomednews.com

К СВЕДЕНИЮ АВТОРОВ!

При направлении статьи в редакцию необходимо соблюдать следующие правила:

1. Статья должна быть представлена в двух экземплярах, на русском или английском языках, напечатанная через **полтора интервала на одной стороне стандартного листа с шириной левого поля в три сантиметра**. Используемый компьютерный шрифт для текста на русском и английском языках - **Times New Roman** (**Кириллица**), для текста на грузинском языке следует использовать **AcadNusx.** Размер шрифта - **12**. К рукописи, напечатанной на компьютере, должен быть приложен CD со статьей.

2. Размер статьи должен быть не менее десяти и не более двадцати страниц машинописи, включая указатель литературы и резюме на английском, русском и грузинском языках.

3. В статье должны быть освещены актуальность данного материала, методы и результаты исследования и их обсуждение.

При представлении в печать научных экспериментальных работ авторы должны указывать вид и количество экспериментальных животных, применявшиеся методы обезболивания и усыпления (в ходе острых опытов).

4. К статье должны быть приложены краткое (на полстраницы) резюме на английском, русском и грузинском языках (включающее следующие разделы: цель исследования, материал и методы, результаты и заключение) и список ключевых слов (key words).

5. Таблицы необходимо представлять в печатной форме. Фотокопии не принимаются. **Все цифровые, итоговые и процентные данные в таблицах должны соответствовать таковым в тексте статьи**. Таблицы и графики должны быть озаглавлены.

6. Фотографии должны быть контрастными, фотокопии с рентгенограмм - в позитивном изображении. Рисунки, чертежи и диаграммы следует озаглавить, пронумеровать и вставить в соответствующее место текста **в tiff формате**.

В подписях к микрофотографиям следует указывать степень увеличения через окуляр или объектив и метод окраски или импрегнации срезов.

7. Фамилии отечественных авторов приводятся в оригинальной транскрипции.

8. При оформлении и направлении статей в журнал МНГ просим авторов соблюдать правила, изложенные в «Единых требованиях к рукописям, представляемым в биомедицинские журналы», принятых Международным комитетом редакторов медицинских журналов - http://www.spinesurgery.ru/files/publish.pdf и http://www.nlm.nih.gov/bsd/uniform_requirements.html
В конце каждой оригинальной статьи приводится библиографический список. В список литературы включаются все материалы, на которые имеются ссылки в тексте. Список составляется в алфавитном порядке и нумеруется. Литературный источник приводится на языке оригинала. В списке литературы сначала приводятся работы, написанные знаками грузинского алфавита, затем кириллицей и латиницей. Ссылки на цитируемые работы в тексте статьи даются в квадратных скобках в виде номера, соответствующего номеру данной работы в списке литературы. Большинство цитированных источников должны быть за последние 5-7 лет.

9. Для получения права на публикацию статья должна иметь от руководителя работы или учреждения визу и сопроводительное отношение, написанные или напечатанные на бланке и заверенные подписью и печатью.

10. В конце статьи должны быть подписи всех авторов, полностью приведены их фамилии, имена и отчества, указаны служебный и домашний номера телефонов и адреса или иные координаты. Количество авторов (соавторов) не должно превышать пяти человек.

11. Редакция оставляет за собой право сокращать и исправлять статьи. Корректура авторам не высылается, вся работа и сверка проводится по авторскому оригиналу.

12. Недопустимо направление в редакцию работ, представленных к печати в иных издательствах или опубликованных в других изданиях.

При нарушении указанных правил статьи не рассматриваются.

REQUIREMENTS

Please note, materials submitted to the Editorial Office Staff are supposed to meet the following requirements:

1. Articles must be provided with a double copy, in English or Russian languages and typed or compu-ter-printed on a single side of standard typing paper, with the left margin of **3** centimeters width, and **1.5** spacing between the lines, typeface - **Times New Roman** (**Cyrillic**), print size - **12** (referring to Georgian and Russian materials). With computer-printed texts please enclose a CD carrying the same file titled with Latin symbols.

2. Size of the article, including index and resume in English, Russian and Georgian languages must be at least 10 pages and not exceed the limit of 20 pages of typed or computer-printed text.

3. Submitted material must include a coverage of a topical subject, research methods, results, and review.

Authors of the scientific-research works must indicate the number of experimental biological species drawn in, list the employed methods of anesthetization and soporific means used during acute tests.

4. Articles must have a short (half page) abstract in English, Russian and Georgian (including the following sections: aim of study, material and methods, results and conclusions) and a list of key words.

5. Tables must be presented in an original typed or computer-printed form, instead of a photocopied version. **Numbers, totals, percentile data on the tables must coincide with those in the texts of the articles.** Tables and graphs must be headed.

6. Photographs are required to be contrasted and must be submitted with doubles. Please number each photograph with a pencil on its back, indicate author's name, title of the article (short version), and mark out its top and bottom parts. Drawings must be accurate, drafts and diagrams drawn in Indian ink (or black ink). Photocopies of the X-ray photographs must be presented in a positive image in **tiff format**.

Accurately numbered subtitles for each illustration must be listed on a separate sheet of paper. In the subtitles for the microphotographs please indicate the ocular and objective lens magnification power, method of coloring or impregnation of the microscopic sections (preparations).

7. Please indicate last names, first and middle initials of the native authors, present names and initials of the foreign authors in the transcription of the original language, enclose in parenthesis corresponding number under which the author is listed in the reference materials.

8. Please follow guidance offered to authors by The International Committee of Medical Journal Editors guidance in its Uniform Requirements for Manuscripts Submitted to Biomedical Journals publication available online at: http://www.nlm.nih.gov/bsd/uniform_requirements.html
http://www.icmje.org/urm_full.pdf
In GMN style for each work cited in the text, a bibliographic reference is given, and this is located at the end of the article under the title "References". All references cited in the text must be listed. The list of references should be arranged alphabetically and then numbered. References are numbered in the text [numbers in square brackets] and in the reference list and numbers are repeated throughout the text as needed. The bibliographic description is given in the language of publication (citations in Georgian script are followed by Cyrillic and Latin).

9. To obtain the rights of publication articles must be accompanied by a visa from the project instructor or the establishment, where the work has been performed, and a reference letter, both written or typed on a special signed form, certified by a stamp or a seal.

10. Articles must be signed by all of the authors at the end, and they must be provided with a list of full names, office and home phone numbers and addresses or other non-office locations where the authors could be reached. The number of the authors (co-authors) must not exceed the limit of 5 people.

11. Editorial Staff reserves the rights to cut down in size and correct the articles. Proof-sheets are not sent out to the authors. The entire editorial and collation work is performed according to the author's original text.

12. Sending in the works that have already been assigned to the press by other Editorial Staffs or have been printed by other publishers is not permissible.

Articles that Fail to Meet the Aforementioned Requirements are not Assigned to be Reviewed.

ავტორთა საყურადღებოდ!

რედაქციაში სტატიის წარმოდგენისას საჭიროა დავიცვათ შემდეგი წესები:

1. სტატია უნდა წარმოადგინოთ 2 ცალად, რუსულ ან ინგლისურ ენებზე,დაბეჭდილი სტანდარტული ფურცლის 1 გვერდზე, 3 სმ სიგანის მარცხენა ველისა და სტრიქონებს შორის 1,5 ინტერვალის დაცვით. გამოყენებული კომპიუტერული შრიფტი რუსულ და ინგლისურენოვან ტექსტებში - **Times New Roman (Кириллица)**, ხოლო ქართულენოვან ტექსტში საჭიროა გამოვიყენოთ **AcadNusx.** შრიფტის ზომა – 12. სტატიას თან უნდა ახლდეს CD სტატიით.

2. სტატიის მოცულობა არ უნდა შეადგენდეს 10 გვერდზე ნაკლებს და 20 გვერდზე მეტს ლიტერატურის სიის და რეზიუმეების (ინგლისურ, რუსულ და ქართულ ენებზე) ჩათვლით.

3. სტატიაში საჭიროა გაშუქდეს: საკითხის აქტუალობა; კვლევის მიზანი; საკვლევი მასალა და გამოყენებული მეთოდები; მიღებული შედეგები და მათი განსჯა. ექსპერიმენტული ხასიათის სტატიების წარმოდგენისას ავტორებმა უნდა მიუთითონ საექსპერიმენტო ცხოველების სახეობა და რაოდენობა; გაუტკივარებისა და დაძინების მეთოდები (მწვავე ცდების პირობებში).

4. სტატიას თან უნდა ახლდეს რეზიუმე ინგლისურ, რუსულ და ქართულ ენებზე არანაკლებ ნახევარი გვერდის მოცულობისა (სათაურის, ავტორების, დაწესებულების მითითებით და უნდა შეიცავდეს შემდეგ განყოფილებებს: მიზანი, მასალა და მეთოდები, შედეგები და დასკვნები; ტექსტუალური ნაწილი არ უნდა იყოს 15 სტრიქონზე ნაკლები) და საკვანძო სიტყვების ჩამონათვალი (key words).

5. ცხრილები საჭიროა წარმოადგინოთ ნაბეჭდი სახით. ყველა ციფრული, შემაჯამებელი და პროცენტული მონაცემები უნდა შეესაბამებოდეს ტექსტში მოყვანილს.

6. ფოტოსურათები უნდა იყოს კონტრასტული; სურათები, ნახაზები, დიაგრამები - დასათაურებული, დანომრილი და სათანადო ადგილას ჩასმული. რენტგენოგრამების ფოტოასლები წარმოადგინეთ პოზიტიური გამოსახულებით **tiff** ფორმატში. მიკროფოტოსურათების წარწერებში საჭიროა მიუთითოთ ოკულარის ან ობიექტივის საშუალებით გადიდების ხარისხი, ანათალების შეღებვის ან იმპრეგნაციის მეთოდი და აღნიშნოთ სურათის ზედა და ქვედა ნაწილები.

7. სამამულო ავტორების გვარები სტატიაში აღინიშნება ინიციალების თანდართვით, უცხოურისა – უცხოური ტრანსკრიპციით.

8. სტატიას თან უნდა ახლდეს ავტორის მიერ გამოყენებული სამამულო და უცხოური შრომების ბიბლიოგრაფიული სია (ბოლო 5-8 წლის სიღრმით). ანბანური წყობით წარმოდგენილ ბიბლიოგრაფიულ სიაში მიუთითეთ ჯერ სამამულო, შემდეგ უცხოელი ავტორები (გვარი, ინიციალები, სტატიის სათაური, ჟურნალის დასახელება, გამოცემის ადგილი, წელი, ჟურნალის №, პირველი და ბოლო გვერდები). მონოგრაფიის შემთხვევაში მიუთითეთ გამოცემის წელი, ადგილი და გვერდების საერთო რაოდენობა. ტექსტში კვადრატულ ფჩხილებში უნდა მიუთითოთ ავტორის შესაბამისი N ლიტერატურის სიის მიხედვით. მიზანშეწონილია, რომ ციტირებული წყაროების უმეტესი ნაწილი იყოს 5-6 წლის სიღრმის.

9. სტატიას თან უნდა ახლდეს: ა) დაწესებულების ან სამეცნიერო ხელმძღვანელის წარდგინება, დამოწმებული ხელმოწერითა და ბეჭდით; ბ) დარგის სპეციალისტის დამოწმებული რეცენზია, რომელშიც მითითებული იქნება საკითხის აქტუალობა, მასალის საკმაობა, მეთოდის სანდოობა, შედეგების სამეცნიერო-პრაქტიკული მნიშვნელობა.

10. სტატიის ბოლოს საჭიროა ყველა ავტორის ხელმოწერა, რომელთა რაოდენობა არ უნდა აღემატებოდეს 5-ს.

11. რედაქცია იტოვებს უფლებას შეასწოროს სტატია. ტექსტზე მუშაობა და შეჯერება ხდება საავტორო ორიგინალის მიხედვით.

12. დაუშვებელია რედაქციაში ისეთი სტატიის წარდგენა, რომელიც დასაბეჭდად წარდგენილი იყო სხვა რედაქციაში ან გამოქვეყნებული იყო სხვა გამოცემებში.

აღნიშნული წესების დარღვევის შემთხვევაში სტატიები არ განიხილება.

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THE DYNAMICS OF PERCEPTIONS AND EVALUATION OF THE COMPONENTS OF THE IMAGE OF AN IDEAL TEACHER DURING THE COVID-19 PANDEMIC

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Abstract.

A renewed reforming of the higher education system is taking place in the conditions of the Covid-19 pandemic, as well as the perception of the essence and content of the pedagogical profession is changing in the changing conditions of today, as well as new requirements are being put forward to the personality of the teacher. The purpose of the article was to study the dynamics of perceptions and evaluation of the components of the image of an ideal teacher by students in the process of traditional (full-time) and remote (online) learning in a higher education institution. Diagnostic methods were used in the research: free description method on the topic "Portrait of a teacher whom I respect", content analysis, "Educational-cognitive interaction between a student and a teacher of the university" method (author I.I. Snyadanko), methods of statistical data processing. The authors conducted two experimental sections: the first section was conducted during traditional full-time learning before the Covid-19 pandemic, the second section was conducted during the remote learning period during the Covid-19 pandemic. As a result of the research, it was determined that, in general, first-year students prefer strict and demanding teachers, but at the same time value such teacher qualities as kindness and sacrifice. The personal characteristics of the teacher and the ability to perceive the student as a person are more important for second-year students. A comparison of the data of the two sections made it possible to conclude that the ideal teacher should meet much greater characteristics in the process of remote learning than in the process of traditional learning. The results of the article can be used to optimize the educational and cognitive interaction between students and teachers of the university, to improve the professional training of pedagogical personnel.

Key words. Pedagogical ideal, remote learning, traditional learning, personal qualities of a teacher, professional qualities of a teacher.

Introduction.

A renewed reform of the higher education system is underway amid the global COVID-19 pandemic, with the need to improve the quality of specialist training becoming increasingly acute. This determines the relevance and practical of its development. One of the important factors determining the quality of training of a specialist in a higher education institution is an effective educational dialogue within the "teacher-student" system.

During the educational process, the teacher develops a certain idea about each student and an attitude toward them based on that idea. This is reflected in grades on seminars, tests, and exams, as well as in various statements and comments addressed to students by the teacher. In terms of content, the teacher's perception of students is always tied to educational activity. Their personal qualities, which do not directly appear in the educational process, often "fall out of the image"; therefore, it is necessary to take into account the opinions of students when forming the pedagogical ideal of a modern teacher.

The purpose of this article is to examine the psychological dynamics underlying students' perceptions and evaluations of the components of the ideal teacher image during the COVID-19 pandemic, among students enrolled in traditional (full-time) and remote (online) learning at a higher education institution.

The main tasks that arise from the relevance of the discussed topic and need to be solved are:

To carry out a comparative analysis of the psychological aspects of the perception of the figure of an ideal teacher of higher education in the ideas of students before and during the Covid-19 pandemic;

To determine whether there are differences in the assessment of the components of the image of an ideal teacher between students of the 1st and 2nd years.

To determine the peculiarities of educational and cognitive interaction between students and teachers of the university in the process of full-time and remote (online) learning.

Literature Review.

Perception of Students about the personality of a higher school teacher is an important subjective factor that determines the effectiveness of the entire educational work of a higher education institution. This factor affects the teacher's communication with students, the organization of various types of their classroom and extracurricular activities, and ultimately the formation of personal and professional competencies of future teachers.

Theoretically and practically, no teacher will become perfect. If a teacher reaches the highest level of excellence, then he will have no further effort to improve [1-3].

An ideal teacher according to Okoro, C.O., is one who is an example, a role model for his students who are motivated to

achieve greater heights [4]. According to the conclusions of Nartgün, Ş. S., & Özen, R., the ideal teacher is a person who is an expert in his subject area, and updates his subject knowledge [5]. Conclusions from Rianti, A., Hidayati, A., Pertamana, D., Andriani, A., & Abdullah, F., research showed that the ideal teacher is one who builds positive relationships with students, for example, has an individual approach, has deep empathy, motivates, teaches clearly, has enthusiasm, is humorous, persistent, humble and patient. In addition, this type of teacher will also be far from injustice, antipathy, irresponsibility, authoritarianism and hot temper [5].

The results of the researchby Kadioglu Ates, H. & Kadioglu, S. [6] show that there are two main categories that make up the idea of an ideal teacher: first, personal qualities; secondly, knowledge of the subject being taught, as well as didactic knowledge.

The teacher's personal characteristics also affect the scale of academic motivation. Research by Komarraju, M., shows that students who lacked self-efficacy clearly valued the "caring" trait of an ideal teacher. Extrinsically motivated students strongly supported the importance of the ideal teacher being “caring” (encouraging and compassionate) and “professional” (knowledgeable and confident) [7].

Researches by Kyridis, A., Avramidou, M., Zagkos, C., Christodoulou, A., & Pavli-Korre, M., state that the role of the teacher and his "ideal" image are two multidimensional concepts and cannot be determined with absolute precision. However, the researchers identified a number of characteristics that create the profile of a "good teacher", through students' answers to the topic "What are the qualities of an ideal teacher". According to the obtained results, they were divided into the following thematic categories: a) background information and learning, b) personality traits, c) educational process, d) love for one's profession, e) appearance, e) evaluations, g) socialization of children. There were also opinions that the "ideal" teacher does not exist [8-10].

Instead, the qualities of an ideal teacher are divided into five main themes in the research of Tunca, N., Şahin, S. A., Aytunga, O. Ğ. U. Z., & Güner, H. Ö. B., including "professional roles and responsibilities, professional values, personal characteristics, professional ethical principles and social responsibility" [11].

Pedagogical research, according to Moreno, V. M. (2020), usually approaches the question of the ideal teacher by creating lists of characteristics whose applicability is questionable because they feed on unrealistic crystallized images of professional existence.

Efimova, G. Z., Sorokin, A. N., & Gribovskiy, M. V. believe that the priority personal qualities and social and professional competencies include in educational activity: highly specialized skills and general erudition; methodological skills; continuous professional development; motivation for pedagogical work; communication skills; emotional intelligence and stress resistance; charisma, modernity in communication; justice; critical thinking and reflection. Pedagogical activity in a higher education institution is closely related to the teacher's participation in scientific research. The success of pedagogical activity is largely determined by the following aspects: professionalism and the desire to update competencies; work capacity and self-control; teamwork skills; analytical abilities and academic writing skills; inclusion in the world scientific agenda; observance of scientific ethics [12].

As a result of the data analysis, Kalkan, F., & Dagli, E. found that the qualifications of teachers, which the participants consider to be ideal, belong to the general competencies of the pedagogical profession. According to the results of their research, teachers are ideally expected to conduct high-quality and fun lessons, not discriminate against students, be friendly and calm in communication with students, and ensure discipline and democracy in the class [13].

The results of the research by Gencturk, E., Akbas, Y., & Kaymakci, S. [14] have shown that an ideal teacher has such qualities as good communicating with students, being successful in educational activities and subjects, being compassionate, behaving well and being tolerant. Kozikoglu, I. believes that the dominant categories of cognitive constructs of future teachers are teaching pedagogical skills, humanity/joy, personal and professional values [15]. Their cognitive constructs play an important role in the development of conceptual models of ideal learning.

Predoiu, R., Tüdös, Ş., Predoiu, A., Grigore, V., & Popescu, L. found in the results of their research that the highest level of student responses is focused on the need for teachers to be empathetic (in their direct relationship with students) and show patience and calmness [16]. Other attributes valued by students are: communication skills (a teacher must be a good speaker, have a rich vocabulary, give explanations that are understandable to students, be sensitive, manage relationships with students well - get along with them and be persuasive); intelligence, level of training and competence of the teacher; passion, involvement/ devotion (a teacher must love his profession); kindness and respect (the teacher must be kind and respectful to students); justice (the teacher must be impartial, honest).

As the main results, Prim, M. M., Bach, L. E., & Martins, Z. B. found that the most relevant characteristics of an ideal teacher of a higher education institution are: showing knowledge of the theory of the subject they teach, showing knowledge of the practical aspects of the subject that they teach and showing how to establish a connection between theory and practice. Less underlined characteristics are related to the attributes and display of physical beauty [17].

In light of current trends, Helaluddin, H., Wijaya, H., Guntur, M., Zulfah, Z., & Syawal, S. point out that teachers should possess several attributes/characteristics, in particular, should not keep their distance from students; be opened to innovation and development of the times; be able to make learning exciting; to be able to help each student; and be able to understand the needs of students [18]. In addition, Guelfi et al. emphasize that an ideal teacher must possess the content and be able to convey it clearly [19,20].

Materials and Methods.

A total of 201 1st- and 2nd-year students from various pedagogical faculties at higher education institutions in Ukraine participated in the study, which examined their understanding of the essence of the pedagogical ideal of the teacher. 98

students participated in the first experimental section and 103 in the second.

The main methods were theoretical analysis of psychological and pedagogical literature and diagnostic methods: free description of the topic "Portrait of a teacher whom I respect," content analysis, and the method "Educational and cognitive interaction between a student and a university teacher". For the content analysis, semantic statements were chosen as the unit of analysis and divided into 7 groups: character traits, temperament, mimicry and pantomime, intelligence, appearance, professional qualities, and behaviour.

The research was organised in three stages during 2020–2022.

In the first stage (January – August 2020), the selection, substantiation, and theoretical understanding of the research problem were undertaken.

The second stage, defined as the pandemic/remote learning period (March 2020 – May 2021), involved the study of perceptions during the transition to remote technologies.

At the third stage (June 2022), statistical indicators were interpreted, and research results were formalised. Then they were offered a table to fill in (Table 1).

Processing of results: The key presented in Table 2 was used to calculate the results. The maximum number of points on each scale is 40.

Characteristics of the scales of the technique:

1. The scale "The level of satisfaction of the student's expectations with the educational and cognitive activity of the teacher": the higher the indicator, the more positive is the assessment of the work of teachers by students.
   - Low indicator is from 0 to 11 points;
   - the average indicator is from 12 to 21 points;
   - a high indicator is from 22 to 40 points.
2. The scale "The level of the student's need for educational and cognitive interaction with the teacher": the higher the indicator, the more students need such interaction.
   - Low indicator is from 0 to 19 points;
   - the average indicator is from 20 to 27 points;
   - a high indicator is from 28 to 40 points.

The research was organized in three stages during 2020–2022. Empirical research was conducted in stages.

At the first stage (January - August 2020), the selection, substantiation and theoretical understanding of the research problem and topic were carried out, the program and method of the experiment were developed.

In the second stage (September 2020 - May 2021), two experimental sections were conducted: the first section was conducted before the Covid-19 pandemic during traditional full-time learning, the second section was conducted during the period of remote learning during the Covid-19 pandemic.

At the third stage (June 2022), the statistical indicators were interpreted, the results were compared according to two experimental sections, and the research results were formalized.

Results.

A total of 698 statements were selected during the analysis of the first stage. Based on the analysis, a model was built where data was distributed as: character traits (39.11%), behaviour (22.21%), professional qualities (13.47%), temperament (9.17%), appearance (8.17%), intelligence (4.44%), and mimicry and pantomime (3.44%). 2nd-year students demonstrate a higher level of cognitive complexity than 1st-year students. Although positions coincided, these groups differed in the number of statements presented in both categories.

In the pandemic / remote learning period (March 2020 – May 2021), a total of 750 statements were selected. Students studying via remote technologies exhibit notably higher professional qualities (20.5%, 7.03 percentage points higher than in the first section). There were not noticeably more statements devoted to temperament and intelligence (1.43% and 2.46%, respectively). However, students paid less attention to external characteristics and character traits.

Table 1. *Handouts for students on the methodology of I. I. Sniadanko.*

No s/p	**Positions**	**Evaluation**	
		no	*yes*
1	I like it when a teacher would like to hear a student's opinion	012345	67 8 9 10
2	I would be happy to stay after lectures for research or creative activities with the teacher		
3	I believe that teachers are objective in assessing students' knowledge		
4	I like to enter into a dialogue / discussion with the teacher		
5	I believe that our teachers explain everything clearly at the lessons		
6	I believe that, in general, teachers conduct interesting and meaningful lectures		
7	I believe that the teachers give enough practical exercises and examples at the lessons		
8	I never talk to my desk neighbor or do other things during lectures, but I try to listen carefully and write down everything that the teacher dictates		

Table 2. *The key to the method of I. I. Sniadanko.*

No	**Scale**	**Question**	**Total points**
1	The level of students' expectations from the teacher's educational and teaching activities	№ 3, 5, 6, 7	∑ =
2	The level of students' need for educational and cognitive interaction with teachers	№ 1, 2, 4, 8	∑ =

For 1st-year students, the number of statements regarding demandingness and strictness increased noticeably during the remote-learning period. Regarding behaviour, 2nd-year students noted that the teacher is ready to assist in any situation and treats all students equally. 1st-year students primarily focus on behaviour, as specialists, with clear procedures for assessing knowledge.

The results of the quantitative analysis of statements by semantic groups according to the first experimental stage (traditional learning) are presented in Table 3.

A total of 698 statements were selected during the analysis.

Based on the analysis, a model of the image of the teacher was built, where the data of the groups of statements were distributed in the following sequence:

- Traits of character (273 statements - 39.11%);
- behavior (155 statements - 22.21%);
- professional qualities (94 statements - 13.47%);
- temperament (64 statements - 9.17%);
- appearance (57 statements - 8.17%);
- intelligence (31 statements - 4.44%);
- mimicry and pantomime (24 statements - 3.44%).

As we can see, students distinguish not only professional qualities from the teacher (they occupy only 13.47% of image), but also traits of character, temperament properties, appearance, intelligence and other personal formations. They perceive him as a whole person. It is important for them as for subjects of educational activity. The low representation of professional qualities in the image is alarming, which may indicate a weak educational motivation of students.

A comparative analysis of the structure and content of the image of the teacher was carried out among 2d-year students and 1st-year students at the next stage of the research.

In general, the works of 2d-year students, in contrast to 1st-year students, are more meaningful and voluminous. A total of 491 statements were selected from 2d-year students (average is 10 statements). The total number of statements was 207 units for 1st-year students (average is 4 statements). Thus, 2nd-year students outperform 1st-year students in terms of cognitive complexity.

In both groups of students, the 1st place in terms of the number of submitted statements is occupied by traits of character - 177 statements (36.05%) among 2nd-year students and 96 statements (46.38%) among 1st-year students. The 2nd place in both groups is occupied by the characteristics of behavior - 105 statements (21.37%) among 2nd-year students and 50 judgments (24.15%) among representatives of the 1st-year. Despite the coincidence of the held positions, these groups are different in terms of the number of presented statements in both categories of analysis. In other respects, the structure of the teacher's image among 2nd-year students is different from that of 1st-year students.

Let’s conduct a comparative analysis of images according to the content and structure of each of the listed groups.

Character. 2nd-year students: kindness (16 statements – 9.04% of the total number of statements presented in this group); justice (9 statements – 5.08%); sociability (7 statements – 3.95%); activity (6 statements – 3.39%); honesty (5 statements – 2.82%). In addition, they highlight such qualities as happiness, diligence, cheerfulness, independence, responsibility, openness, punctuality, patience, politeness, optimism, prudence, sincerity, morality, etc.

1st-year students: kindness (18 statements – 18.75%); justice (14 statements – 14.58%); demandingness (8 statements – 8.33%); strictness (5 statements – 7.29%); sacrifice (4 statements – 4.17%); honesty (3 statements – 3.13%), authority

Table 3. *Distribution of statements by semantic groups (first experimental stage).*

No	**Name of the group**	**1st year students**		**2nd year students**		**In total**	
		Number of statements	**%**	**Number of statements**	**%**	**Number of statements**	**%**
1	Traits of character	96	46,38	177	36.05	273	39.1
2	Temperament	8	3.86	56	11.41	64	9.17
3	Mimicry and pantomime	0	0	24	4.89	24	3.44
4	Intelligence	2	0.97	29	5.91	31	4.44
5	Appearance	11	5.31	46	9.37	57	8,17
6	Professional qualities	40	19.32	54	11	94	13.47
7	Behavior	50	24,16	105	21.37	155	22,21
In total		**207**	**100**	**491**	**100**	**698**	**100**

Table 4. *Distribution of statements by semantic groups (second experimental section).*

№	**Name of the group**	**1st year students**		**2nd year students**		**In total**	
		Number of statements	**%**	**Number of statements**	**%**	**Number of statements**	**%**
1	Traits	89	34.9	168	33.9	257	34.3
2	Temperament	12	4.7	68	13.7	80	10.6
3	Mimicry and pantomime	3	1,2	12	2.4	15	2
4	Intelligence	14	5.5	38	7.6	52	6.9
5	Appearance	11	4.3	18	3.6	29	3.9
6	Professional qualities	65	25.5	89	17.9	154	20.5
7	Behavior	61	23.9	102	20.6	163	21.8
In total		**255**	**100**	**495**	**100**	**750**	**100**

(1 statement – 0.4%). Such features as sociability and activity are not highlighted at all. Such qualities as humanity, tact, patience, sincerity, objectivity, prudence, resourcefulness, politeness, punctuality, cheerfulness, tolerance, etc. were presented at the minimum level.

The "ideal" teacher of a higher education institution possesses such incompatible qualities as authority, possibly despotism, the desire to please everyone without exception, while being ready to help even to the detriment of their own interests, in the imagination of 1st-year students. We explain this by the fact that 1st-year students are yesterday's schoolchildren who are used to a strict, demanding attitude from the teacher's side. The lack of strictness, demandingness, control is a manifestation of weakness, which is perceived by them as a sign of unprofessionalism, in their understanding. They want to see a more callous, even tough teacher and endow the image of the "ideal" teacher of a higher education institution with maladaptive qualities: conformism, clinginess, sacrifice. This can be defined as the passage of the first stage of socialization by the 1st-year students.

In this case, their ideas about the "ideal" teacher are influenced by images of school teachers, and they respected the strict ones at school, or by the fact that they do not have enough information about this or that teacher of a higher education institution, and therefore they have not yet formed a sufficiently specific ideas about them.

Temperament. 2nd-year students identified 56 statements, 12 of which have specific temperament names, namely sanguine (21.43%) and phlegmatic (5.36%). In addition, the following properties are presented: steadiness (10 statements – 17.86%); restraint (5 statements – 8.93%); emotionality (5 statements – 8.93%). Such properties as rapidity, impetuousness, calmness, mobility, sensitivity, energy, etc. were encountered in few cases.

1st-year students did not use the names of temperament types in their descriptions; they limited themselves to the names of its individual properties: "Calm" (3 statements - 37.5%); "Restrained" (2 statements - 25%); "Emotionally balanced" (2 statements - 25%); "Quick and accurate reaction" (1 statement - 12.5%).

Intelligence. 2nd-year students noted a high level of intelligence (5 statements – 17.24%); "Smart" (3 statements - 10.34%). They also noted good memory, attention, thinking, mindset, well-developed language.

1st-year students used only 2 statements: "smart" and "very smart."

Professional qualities. 2nd-year students: "he teaches the material interestingly" (5 statements - 9.26%); "Professional in his field" (5 statements - 9.26%); "Knows and understands his subject" (3 statements - 5.56%); "Constantly improves, follows discoveries in science" (4 statements - 7.41%); "Literate, competent specialist" (2 statements - 3.7%).

1st-year students: "he is able to explain clearly" (7 statements - 17.5%); "he teaches competently and professionally" (3 statements - 7.5%); "he acts within the scope of his position" (3 statements - 7.5%).

In addition, 2nd-year students highlighted the presence of the teacher's desire to constantly improve, while 1st-year students did not mention this.

Behavior. 2nd-year students: "he is ready to help in any situation" (10 statements - 9.52%); "he listens attentively to students' answers" (8 statements - 7.6%); "he treats all students the same, has no favorites" (8 statements - 7.6%); "he does not scream" (5 statements - 4.76%); "he gives good advice" (3 statements - 2.85%). Also, 2nd-year students note that the teacher taught them to understand people; he addresses students as "You", has communication skills with students, gives good advice and the opportunity to pass on, is in a state of spiritual search, encourages independence, easily adapts to the situation, sincerely empathizes, participates in various events, keeps everything under control, establishes contact with students, etc. These judgments show that emotional background of their relationship with teachers is very important for 2nd-year students, that is, teachers should be interested not only in imparting knowledge on the subject, but also in the development of the personality of their students, communicating with them not only on the official, but also on a personal level.

1st-year students: "he has a clear knowledge verification procedure" (8 statements - 16%); "he does not scold for being late" (6 statements - 12%); "he supports students" (5 statements - 10%); "he forgives minor flaws" (4 statements - 8%); "he shows respect for students" (2 statements - 4%); "he does not raise voice" (2 statements - 4%). In addition, this group of students notes the following: he is not pompous, understands students, always fulfills promises, gives advice, defends his point of view, dictates slowly, responds adequately to questions, does not create problems in the session, does not single out individual students, is never late, does not violate subordination, etc. We see in these statements that 1st-year students first of all pay attention to the behavior of their teachers as specialists who have clear procedures for checking and evaluating knowledge and presenting material. Competently structured formal communication is more important than personal communication for students of this group.

Mimicry and pantomime. 2nd-year students: expressive mimicry (6 statements – 25%); pronounced gesticulation (3 statements – 12.5%); the availability of a smile on the face (3 statements – 12.5%).

The thoughts of this group is not highlighted for 1st-year students.

Appearance. 2nd-year students: clothing and style (10 statements – 21.74%); beauty and charm (5 statements – 10.87%); neat appearance (3 statements - 6.52%), age and constitutional properties (3 statements - 6.52%).

1st-year students: neatness (5 statements – 45.45%); age characteristics (3 statements – 27.27%), clothes (2 statements – 18.18%); charm (1 statement – 9.9%).

The results of the quantitative analysis of statements by meaning groups according to the second experimental section (remote (online) learning) are presented in Table 4.

A total of 750 statements were selected during the analysis.

In contrast to the students who participated in the first experimental section, the students who study via remote technologies highlight more professional qualities (they occupy 20.5% of the image, which is on 7.03% more), not more

statements devoted to the temperament, intelligence (on 1.43% and 2.46%, respectively). However, students paid less attention to external characteristics (3.9%, which is on 4.27% less), traits of character (34.3%, which is on 4.8% less compared to the first section), and not less for mimicry and behavior (on 1.44% and 1.8%, respectively).

In the next phase of the research, a comparative analysis of the structure and content of the teacher's image was conducted in 2nd-year students and 1st-year students studying via remote technologies.

As in the first experimental section, the works of 2nd-year students, in contrast to 1st-year students, were more meaningful and voluminous. A total of 495 statements were selected from 2nd-year students. The total number of statements of 1st-year students was 255 units, that is, their number is greater compared to the first section.

In both groups of students, the 1st place in the number of submitted statements is occupied by traits of character - 168 statements (33.9%) among 2nd-year students and 89 statements (34.9%) among 1st-year students. 2nd place among 1st-year students is occupied by professional qualities - 65 statements (25.5%), among 2nd-year students is occupied by behavior qualities - 102 statements (20.65%). The representatives of the 1st-year students and the third position have the behavioral traits of 61 statements (23.9%), the second-year students have the professional qualities of 89 statements (17.9%). Despite the fact that the professional qualities of representatives of 1st-year students are in the second position, their statements are less complete, and the structure of the teacher's image among 2nd-year students is different than that of 1st-year students.

Let’s conduct a comparative analysis of the main differences in the images according to the content and structure of each of the listed groups between the data of the first and second experimental sections.

Character. The number of statements regarding demandingness (17 statements – 19.1%) and strictness (13 statements – 14.6%) is increased among 1st-year students studying via remote technologies. Unlike the first stage, such qualities as politeness (3 statements - 3.4%), punctuality (6 statements - 6.7%), cheerfulness (4 statements - 4.5%) were presented.

There were no differences between the data of the first and second experimental sections for 2nd-year students.

Temperament. The number of statements regarding the properties increased for 2nd-year students, who study by remote technologies: steadiness (16 statements – 23.5%); restraint (8 statements – 11.7%); emotionality (11 statements – 16.2%).

1st-year students did not use the names of temperament types in the descriptions in the first and second sections, they were limited to the names of its individual properties.

Intelligence. 2nd-year students who study using remote technologies, compared to representatives of traditional education, noted such qualities as: good memory and developed speech (3 statements of 7.8%, respectively).

Professional qualities. 2-nd year students, who study via remote technologies, noted the following statements: "he teaches the material interestingly" (8 statements- 8.9%); "he creates multimedia presentations for lectures" (7 statements - 7.8%); "he supplements lectures with videos and illustrations" (5 statements - 5.6%), "he uses interesting teaching methods" (4 statements - 4.5%).

1st year students who study using remote technologies noted the following new statements: "he explains what material that is needed to be written down" (5 statements - 7.6%), "he explains the material without haste" (4 statements - 6.2%), "he explains easily" (4 statements - 6.2%).

Behavior. 2nd-year students who study via remote technologies noted the following new statements: "he is not distracted during classes" (5 statements - 4.9%), "he gives all students to speak out" (4 statements - 3.9%), "he tells about own opinion on the discussed issues" (2 statements - 1.9%), he "distributes time correctly" (2 statements - 1.9%).

There were no differences between the data of the first and second experimental sections for 1st-year students.

Mimicry and pantomime. 1st-year students who study by remote technology made a statement about the presence of a smile on the face (3 statements – 100%). 2nd-year students did not note the presence of pronounced gesticulation and the presence of a smile on the face increased to 7 statements - 58.3%.

Appearance. 2nd year students, who study by remote technologies, paid more attention to the neatness of appearance (8 statements - 44.4%), on the other hand, other characteristics were less. There were no differences in the perception of appearance between the data of the first and second experimental sections in first-year students.

The next stage of our research was the identification of students' assessment of the level of educational and cognitive interaction with the teacher.

Comparative data regarding the level of satisfaction of the expectations of 1st- and 2nd-year students from the educational and cognitive activity of the teacher in the first experimental section are presented in Figure 1.

As we can see from the data of Figure 1, 1st-year students gave a more positive assessment of the teachers' work with students compared to the representatives of the 2nd-year. In particular, 32% of 1st-year students compared to 10% of 2nd-year students have high satisfaction rates. The average rates prevail by 14% in the interviewed 2nd-year students. 16% of 1st-year students and 24% of 2nd-year students showed a low rate of assessment of teachers' work.

In our opinion, 2nd-year students rated the teachers' work lower than 1st-year students due to the fact that 2nd-year students make higher demands on teachers, as they are more motivated to acquire a future profession compared to 1st-year students who are only undergoing the adaptation process.

Comparative data regarding the level of need of the 1st- and 2nd-year students in educational and cognitive interaction with the teacher is presented in Figure 2.

The data of Figure 2 indicate that the 1st- and 2nd-year students have a developed need for educational and cognitive interaction with the teacher. In particular, 60% of 1st-year students and 54% of 2nd-year students were characterized as high. 32% of the representatives of the 1st-year and 36% of the 2nd-year demonstrated an average level of need formation. The lowest are the indicators of the low level - 8% of 1st-year students and

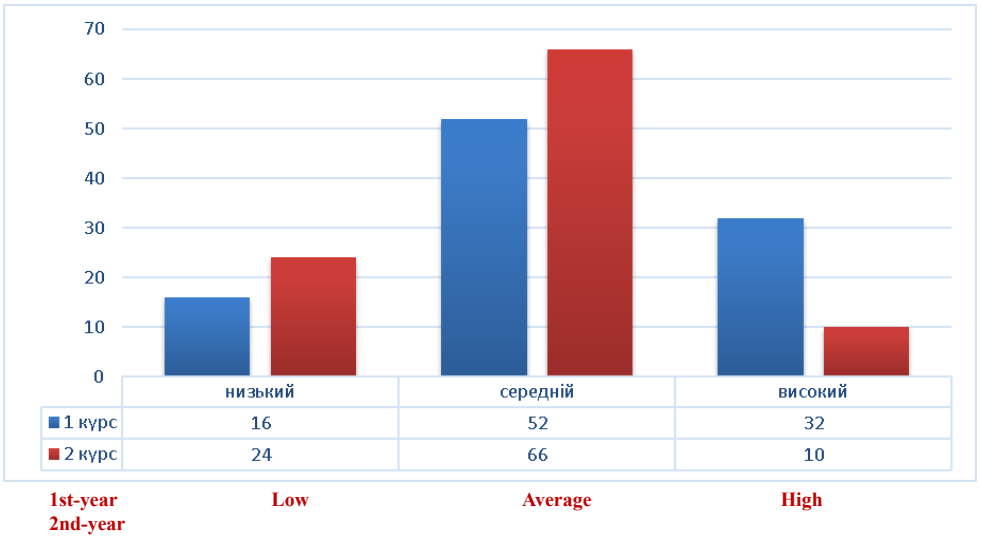

Figure 1. *Levels of satisfaction of 1st- and 2nd-year students from educational and cognitive interaction with the teacher (first experimental section).*

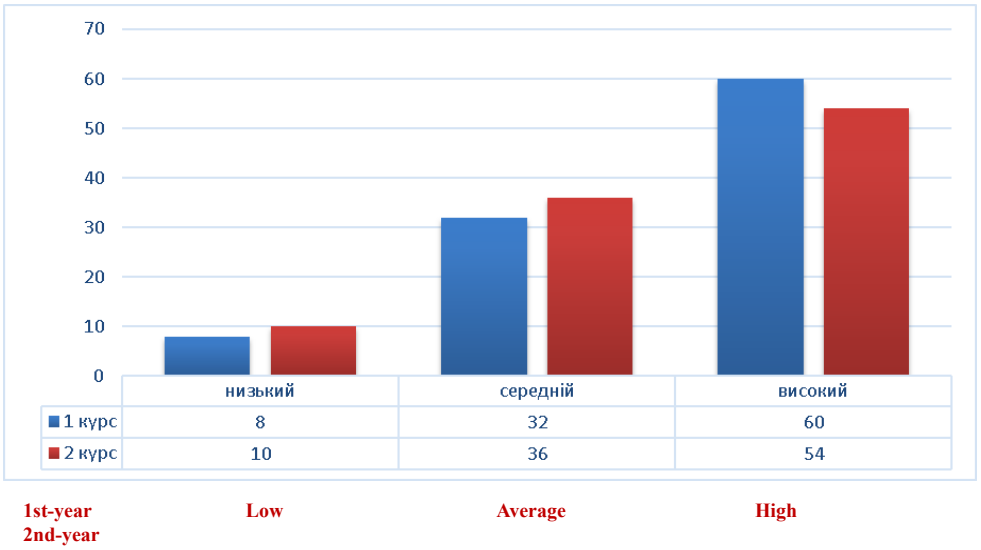

Figure 2. *Levels of needs of 1st- and 2nd-year students in educational and cognitive interaction with the teacher (first experimental section).*

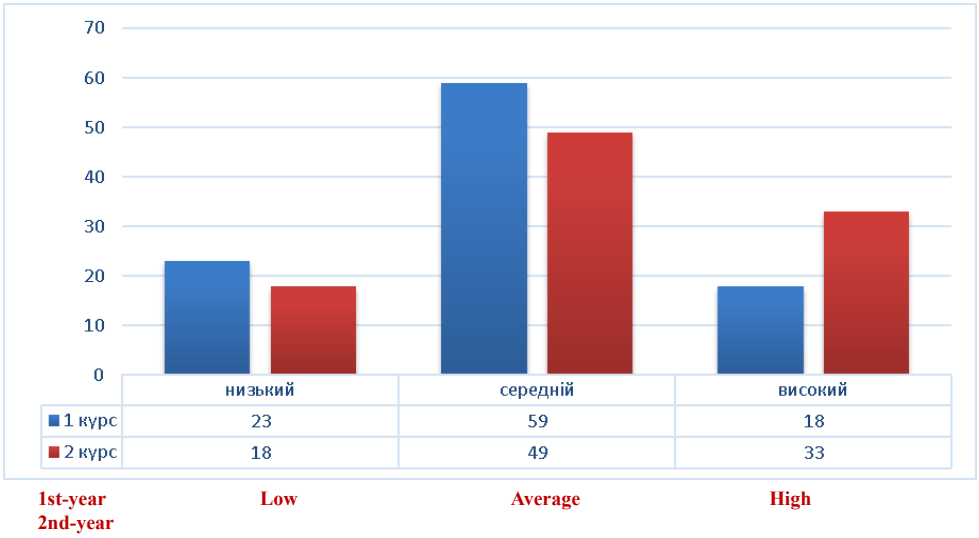

Figure 3. *Levels of satisfaction of 1st- and 2nd-year students from educational and cognitive interaction with the teacher (second experimental section).*

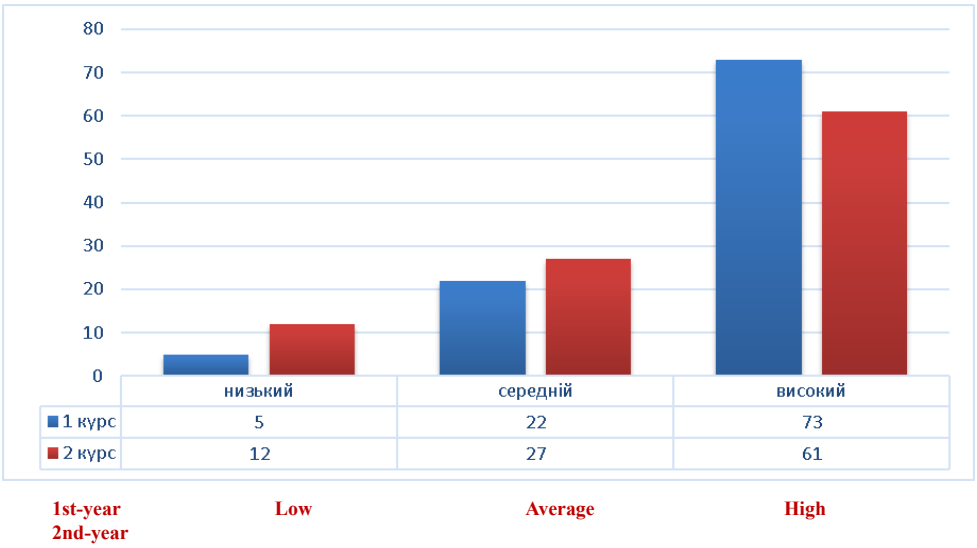

Figure 4. *Levels of needs of 1st- and 2nd-year students in educational and cognitive interaction with the teacher (second experimental section).*

10% - of 2nd-year students.

Comparative data regarding the level of satisfaction of the expectations of 1st- and 2nd-year students from the educational and cognitive activity of the teacher in the second experimental section are presented in Figure 3.

As we can see from the data of Figure 3, 1st-year students studying by remote technologies gave a less positive assessment to the teachers' work with students compared to representatives of the 2nd-year. In particular, 18% of 1st-year students have high satisfaction rates, compared to 32% by the first section. 23% of 1st-year students and 15% of 2nd-year students showed a low rate of assessment of teachers' work.

The data in Figure 4 indicate that 1st- and 2nd-year students have a developed need for educational and cognitive interaction with the teacher. In particular, 73% of 1st-year students and 61% of 2nd-year students were characterized as high. The average level of need formation was demonstrated by 22% of the representatives of the 1st-year and 27% of the 2-nd year. The lowest are the indicators of the low level - 5% of 1st-year students and 12% of 2nd-year students.

Discussion.

The analysis of the questionnaires showed that students' pedagogical image reflects social expectations regarding the teacher's role and their ability to engage in subject-to-subject interaction within the educational process. Students identified the following qualities as key components of the pedagogical image: justice, sensitivity, high intelligence, an orientation toward partnership relations, sociability, the ability to listen, responsibility, empathy, integrity, as well as charisma, good manners, and neatness.

Within this research, we propose the concept of the teacher as a future professional peer. This concept enables analysis of the dynamics of student development through the following comparison: students' perceptions and emerging professional self-images. Such an approach aligns with the theory of professional socialisation, in which interaction with teachers constitutes the first stage of a future specialist's integration into the professional community. This trend is markedly evident among 2nd-year students, whose image of the ideal teacher becomes more differentiated and complex, incorporating not only universal human traits but also elements of professional style.

The concept of role modelling in teacher education is further confirmed by the fact that students perceive the teacher's pedagogical mastery as a prototype for their own future professional activity. They place higher demands on a teacher's ability to generate interest in the subject, use modern methods of presenting material, and establish partnership-based relationships.

It is important to note that the following analysis presents descriptive trends observed within the data; terms such as "noticeably", "markedly", or "tended to" are used to indicate qualitative patterns rather than formal statistical. Specifically, during the pandemic and remote-learning period (March 2020 – May 2021), it was observed that students studying remotely tended to require more stringent and demanding teachers. This is explained by a lack of self-organisation skills and a perceived need for "school-like control" during the period of adaptation to university conditions. For 2nd-year students in remote learning environments, the image of the teacher is notably enhanced by professional characteristics, such as the ability to create high-quality multimedia presentations and to effectively utilise digital learning tools.

Conclusion.

The transformation of the understanding of the pedagogical ideal of the teacher during the Covid-19 pandemic is linked to economic and social factors. Research into students' understanding of the pedagogical ideal enables the characterisation of new vectors in the training of pedagogical staff.

The levels of need among 1st- and 2nd-year students do not differ noticeably, suggesting that students require educational and cognitive interaction at all stages. The ideal teacher is characterised by specific personality traits and behaviours: kind, fair, active, honest, and professional.

External features play a less role in the educational aspects

of remote education; it is more important that the teacher is friendly, smiling, and emotionally engaged. 1st-year students prefer strict, demanding teachers, whereas for 2nd-year students, personal characteristics are more important.

Further pedagogical research may include examining differences in students' understanding of the pedagogical ideal across non-pedagogical specialities and gender differences in perceptions.

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