



THE TRANSFORMATION OF THE TEACHER'S IMAGE IN THE ERA OF ARTIFICIAL INTELLIGENCE: MEDIA AND ETHICAL ISSUES

Kdirbaeva Ziuar Sharibaevna

First-year Master's student in the specialty of
Information Service and Public Relations

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Abstract. This article analyzes the formation of the teacher's image in the modern media space and its transformation under the influence of artificial intelligence (AI) technologies. The author examines PR strategies in the transition from the traditional image of the teacher to the model of a "digital educator." The article also scientifically highlights the ethical issues related to virtual teachers created through neural networks and their impact on the prestige of teachers in society.

Keywords: teacher's image, media image, artificial intelligence, digital pedagogy, PR communication, virtual image, media ethics.

In the era of global informatization, the image of a teacher, like the image of any professional, is being reshaped in the media space. Today, the teacher is no longer limited to the classroom; he or she has become an active participant in social networks, educational platforms, and virtual environments. In particular, the introduction of artificial intelligence is transforming the teacher's image not only visually but also functionally. Artificial intelligence now facilitates the teacher's work and enhances his or her prestige as a modern specialist. Most importantly, AI gives the teacher the most valuable resource — time.

Previously, a teacher could spend hours preparing a lesson plan for a new topic. With the help of AI tools such as ChatGPT, Gemini, Midjourney, or Claude, it is now possible to define the goals and objectives of a lesson, calculate the time allocation for each stage, and find interesting real-life examples related to the topic. Artificial intelligence resembles a "magic wand" in the hands of the teacher. If used properly, it allows the teacher to appear in the eyes of society not merely as someone who conveys information from textbooks, but as a leader capable of managing future technologies. With AI, a teacher can present complex topics through attractive infographics, 3D models, or visual presentations. Platforms such as Gamma or Tome make it possible to create ready-made presentations on a topic within seconds, while Midjourney or DALL-E can generate unique images of historical figures, chemical processes, or literary characters. This confirms in the eyes of students that the teacher is "modern and professional." Students always respect teachers who strive for innovation. If a teacher uses various AI platforms in class, students begin to perceive him or her as "one of us," that is, as



a specialist who speaks their language. AI also speeds up the preparation of lesson plans, tests, and administrative tasks such as reports and journals. As a result, the teacher has more time for live communication with students, which positively affects his or her “psychological image.”

In the development of society, the teacher’s image is not merely a matter of appearance or dress culture, but a strategic factor that determines the intellectual and spiritual future of the state. The teacher is a “model figure” of society, and his or her image shapes the worldview of the younger generation. A teacher with a well-formed appearance, deep knowledge, and an innovative approach strengthens his or her social prestige through professional categories, national and international certificates, and practical achievements. If the image of the teacher is high in the eyes of society, the ideas promoted by the teacher — patriotism, honesty, and love for knowledge — are more readily accepted by students. In a society where the teacher’s reputation is weakened, young people may fall into a spiritual vacuum and become more vulnerable to alien ideas. World experience, for example that of Finland, South Korea, and Japan, shows that in countries where the image of the teacher is raised to one of the highest levels in the social hierarchy, economic growth and innovation are also at a high level. In the international arena, the prestige of a state is often assessed through the quality of its education system. In international assessment systems such as PISA and PIRLS, the social status of the teacher is also considered an important indicator. In Uzbekistan, too, the image of the teacher has been placed at the center of state policy in building the foundation of the “Third Renaissance.” Therefore, every teacher is responsible for enhancing his or her own image. This is one of the main reasons why developing PR strategies for the teacher’s image remains a relevant issue.

The teacher’s image is a complex socio-psychological construct. In addition to the image formed in front of students during lessons, in the modern environment it is also shaped through the following media representations:

- appearance, speech culture, and the ability to use technology in video lessons;

- the teacher’s personal blog, Telegram or Instagram channels;

- content in the global network, scientific articles, citations, and influence on public opinion.

In particular, the teacher’s skillful use of artificial intelligence, virtual reality, or modern platforms in the educational process creates confidence among students and parents that “this teacher keeps pace with the future.” A teacher’s





sharing of his or her methodology, achievements, and scientific views on social networks, content about winning competitions such as “Teacher of the Year,” possession of national and international certificates, active participation not only at school but also in the mahalla, public activities, and charity projects, as well as the success of students who studied under that teacher in entering prestigious universities or achieving major accomplishments in life, raise the professional image of the teacher to the highest level.

On the contrary, certain negative situations lower the teacher’s image in the eyes of the public. These include physical or psychological pressure on students, posting images or comments on social networks that do not correspond to the status of a teacher, involvement in corruption-related cases, forced labor, participation in subscription campaigns or other informal collections outside the classroom. Being disconnected from the digital world, not understanding modern terms, and being unable to communicate in the language of students creates an “outdated” image of the teacher. Videos showing a teacher losing self-control in public places or during lessons, as well as nervous behavior, can lead to the weakening of the teacher’s professional status. Pedagogical PR serves to find solutions to such problems.

The teacher’s image is not simply about dressing well or having an attractive social media page. In today’s digital world, artificial intelligence has placed a huge “microphone” and “paintbrush” in the hands of the teacher. Now the teacher can demonstrate his or her knowledge to the whole world and turn lessons into a fascinating story. However, technology is only the form; the teacher is the content. No matter how perfectly artificial intelligence writes a text or creates an image, it cannot look into a student’s eyes and understand the emptiness in his or her heart. The main rule of pedagogical PR is precisely this: AI should ease the teacher’s work and enrich the teacher’s image, but it should not replace the teacher. If the teacher turns into a robot, his or her image becomes “cold” in the eyes of society. Image is a mirror of responsibility. The teacher’s image serves as a measure of social development. Society sees its future by looking at the teacher. If, through PR strategies, we present the teacher as a modern, knowledgeable person capable of mastering technology, young people will develop a stronger interest in science and education. Negative cases, however, damage not only one individual’s reputation but also public trust in the entire education system.

At the center of the PR strategy should stand the idea: “I can do many things with the help of AI, but I do all of them for the development of my students.”





The teacher should not be hidden behind a “digital wall.” On the contrary, the opportunities provided by technology should be used to enhance the teacher’s prestige. After all, no algorithm can replace the teacher, but a teacher who knows how to use algorithms is capable of achieving much.

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