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## **MANAGEMENT OF TEACHER'S IMAGE FORMATION IN A COMPETITIVE ENVIRONMENT IN THE EDUCATIONAL SERVICES MARKET: PROGRAM-TARGETED APPROACH**

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**Abstract.** *The article identifies the role of image as a resource of efficiency in providing competitive advantages in market conditions; the peculiarities of the personal-professional image of the foreign language teacher as a factor of competitiveness are determined; the possibilities of application of the program-targeted approach to formation of the image of the teacher in the context of general secondary education institution are revealed; the stages and content of the joint work of the principal and the teacher during the program activity which provide business success and stress resistance lead to reduction of dependence on economic factors are determined. It is highlighted that program-target management involves the integration of goals, objectives and appropriate design steps. Program-target management of the formation of the image of a foreign language teacher implements the systemic principles of this process, promotes the effective implementation of a set of components of the image, leads to an increase in the level of professionalism, reputation, competitiveness of the teacher.*

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**Keywords:** *competitiveness, resource efficiency, program-targeted management, complex-purpose program, image, personal-professional image, foreign language teacher.*

### **Introduction.**

In the context of economics, image is seen as a trademark, a resource of development. Marketing research on the image object and its advertising seeks to find the ways of the most profitable sales. Improving the image ensures the production efficiency and employment. At the same time, the development of human capital is very important for creating competitive advantage. The image of the personnel belongs to the intangible assets of the enterprise. One area of the economy is education. School in the broad sense is a large industry, the products of which are knowledge, skills, development of pupils. Their producers are teachers. The quality of educational services depends on teachers' professional skills. Therefore, the image of the teacher should be considered as a resource for the quality of education and school development. Strategies of the New School in Ukraine envisage not only an increase in the teacher's competence, but also a new attitude to the image as an integral part of the profession of a new formation of a teacher.

It is now a question of raising the prestige of the teaching profession in society and establishing a high social status of teachers. A teacher becomes a key resource in the development of education in general and in each education institution. The process of creating a coherent image of a teacher, which becomes a necessary attribute of socio-professional relations, becomes relevant.

The processes of European integration have led to an active and interested study of foreign languages by students. In this context, the responsibility of a foreign language teacher has increased and the attitude of the education subjects to their professional image has changed.

The relevance of the study is exacerbated by the need to eliminate the contradiction between the objective needs of education institutions in the personality of a foreign language teacher focused on successful professional activity and the spontaneity of the processes of forming their image.

### **Research Questions.**

The issues of the essence of the image, its components, management of the formation process are dealt with by P. Bird [1], E. Hoffman [2], Yu. Palekha [3], A. Panasiuk [4], G. Pochepcov [5], T. Khomulenko [6]. In the course of the theoretical analysis of the problem of formation of the personal and professional image of a foreign language teacher it is taken into account the scientific and practical developments on the use of program-targeted management in the education of H. Dmytrenko [7], O. Marmaza [8], O. Moiseiev [9].

Problems of formation of the image of a foreign language teacher were successfully investigated by O. Horovenko [10], A. Kaliuzhnyi [11], M. Navrotska [12], N. Tkachenko [13].

An analysis of the works of Ukrainian and foreign scientists shows that this problem does not exhaust all the important aspects of the study of purposeful formation of the personal and professional image of a foreign language teacher in the school. This makes it important for the systematization and integration of existing scientific views on the construction of a theoretical model of the image of a modern foreign language teacher, program-targeted management of the process of its formation.

### **Purpose of the Study.**

The *purpose* of this article is to highlight the theoretical and methodological foundations of a program-based approach to managing the formation of a personal-professional image of a foreign language teacher as a factor of competitiveness in the context of a general secondary education institution. The main tasks are to define the role of image as a resource efficiency in providing competitive advantages in market conditions; to identify the stages and content of a comprehensive programme aimed at forming a personal-professional image of the teacher with a brief description of them.

### **Research Methods.**

Analysis and generalization of social, psychological, managerial, pedagogical scientific and methodical literature – to compare different views on the problem under study and formulation of basic provisions on the specified topic; theoretical modeling – to develop a comprehensive programme for the formation of teacher's image.

### **Findings.**

The desire of business for prestige, professional reputation and image has become an axiom a long time ago. Today the process of image is an integral part of the management of the education institution.

The quality of educational services is traditionally influenced by such economic factors as the level of teachers' salaries, the solvency of parents, the dynamics of prices in the country, the demand of the subjects of educational activity. Today's market conditions require the education institutions to create an attractive image, the face of which is the teacher.

For the high level of competitiveness of the teacher in the conditions of turbulence of the economy, the processes of European integration, reform of the education system, the image-creating activity is of great importance. Accordingly, each principal should look at the teacher as an object of image, because the investment attractiveness of the education institution is the result of successful image-making activity. For an innovative, professional team with a positive image and high reputation, there will always be sponsors. Positive image gives access to information and financial resources, consumer loyalty, attracts media attention, provides security and additional income, facilitates the introduction of new services in the educational market.

The development of industrial interaction between countries, the strengthening of scientific and cultural ties, and the spread of tourism have become the hallmarks of the world today. Under these conditions, a foreign language has become a very popular subject in the education institutions. It becomes evident that the foreign language teacher, their image, has become the focus.

A foreign language teacher not only teaches students of a particular country. It is an intermediary between different cultures, traditions and peoples. Through the teacher, students perceive the country, its national features, mentality. It shapes their communicative competence, engages in national studies, creates a circle of interaction with native speakers. A foreign language teacher develops internationalism, tolerance, humanity, and a broad outlook [13].

In this regard, it is necessary to draw the attention of the principal and the foreign language teacher to the problem of purposeful formation of positive personal-professional image.

The most common is the definition of image as an image that has developed in the mass consciousness and has the nature of a stereotype.

Teacher's image is a complex concept. On the one hand, it is a personal image that is related to the intrinsic qualities and characteristics of the person. On the other hand – a professional image that determines professional requirements. According to A. Kaliuzhnyi, "The teacher's image is an emotionally colored stereotype of the perception of the image of the teacher in the minds of students, colleagues, social environment, in the mass consciousness" [11].

The personal image of the teacher is predetermined by external and internal factors that reveal their image on the basis of specific individual qualities and contribute to improving the effectiveness of pedagogical activity. Teacher's professional image is a set of features and characteristics that shape their image as a specialist in the process of interaction with students, colleagues and social environment.

Professional image of the foreign language teacher is characterized by multiculturalism, openness and communicative orientation. It is formed in the minds of students, colleagues during the execution of the professional and pedagogical functions.

The teacher of a foreign language is the carrier of linguistic and regional potential, which leads to their multiculturalism and is reflected in teacher's communication, outlook, manners and appearance. The openness of the teachers is connected with the constant study of the peculiarities of a foreign language, improving tenure, renewal of pedagogical techniques and use of innovations.

The communicative orientation is ensured by using a foreign language in the teaching and research activities, while informal communication with native speakers, targeted participation in clubs, centres, diasporas and the like.

Professional-personal image of the teacher – a complete image of the personality of the teacher, which includes a set of external (habitatny, verbal, kinetic, environmental) and internal (knowledge, skills, abilities, attitudes, values, self-esteem) factors, personal qualities (natural qualities; qualities that are the result of education and training; quality associated with life and professional experience) and means of self-presentation, which purposefully addresses the teacher with the aim of achieving the best results in their teaching activities [10].

In the process of research the content and characteristics of personal-professional image of the teacher of a foreign language was developed by various scientific and methodological sources that helped to identify the components and indicators of personal-professional image.

The motivational-value component reflects the level of motivation of a teacher for pedagogical activity and includes the following indicators: motivation for professional development and self-development; value attitude to professional-pedagogical self-realization; a socially active life and teaching position. The competence component reveals the system of teacher's professionalism and is characterized by such indicators, as: a productive collaboration with various social groups; the availability and acquisition of knowledge in pedagogy, psychology, imageology; creativity and initiative. Activity orientated component reflects the system of personal norms for the regulation of behavior and includes the indicators: the pursuit of the goal setting activities; the ability to self-organization and self-control; the ability to reflect. The communicative component is characterized by a constructive professional-pedagogical communication and includes the following indicators: speech; communicative behavior; emotional stability [10].

M. Navrotska defines the development of the professional image of the teacher as “a purposeful process during which positive changes to appearance, inner image, the manner of communication of the teacher with students, colleagues, parents through the use of a complex of forms, methods and means used in the system of teachers' training in course, intercourse periods and during the self-educational activity of the personality” [12].

Depending on the manifestation of the totality of the indicators formation of personal-professional image of the foreign language teacher is characterized by high, medium and low levels.

So, at a high level the teacher is committed to professional development and self-development. It is guided by their own goals and motives, determines and changes personal attitudes and values; be independent in judgment and actions. The teacher constantly self-improve, capable of redefining themselves, understanding the course of life in interdependence and integrity, the ability to create opportunity for the potential realization of their professional actions. The teacher acts creatively; constantly seeks and uses new tasks, methods, ways, forms and means of training; has a sense of moral responsibility; has an independent skilled ability for goal setting, planning their own personal and professional development; organises their professional activity, responsible attitude to their results, performs duties in good faith [10].

High level is also characterized by a clear and thorough knowledge about the image of the individual, modern requirements, principles, approaches, methods and forms of its formation; constant desire to deepen the knowledge on the formation of a modern image in the framework of their professional responsibilities and competencies.

The teacher has strong artistic inclinations, prone to search the original methodological and technological solutions to professional problems of any complexity. The teacher has a deep and solid knowledge of Ukrainian and foreign languages; has extensive vocabulary, knows how to navigate the situation of communication, perceive and analyze someone else's speech and to produce their own statements. Their facial expressions, gestures aesthetically expressive, owns the technology and culture of speech, its logic, credibility and emotion. Communicative actions are prompt, appropriate, adequate to the situation and characteristics of the partner, unique in form and content. Mastering the various techniques and methods of performing the communicative actions of the teacher are at the skill level. The teacher is able to manage their emotions in all phases of pedagogical work, in the changing circumstances of activities.

Teacher activity, being public, places particular demands on such professional skills as self-presentation, which acts as a kind of image mechanism.

On the basis of the analysis of the psychological and pedagogical literature on the problems of imageology, several views on the definition of the concept of self-presentation, integrating the sociological and psychological directions, have been singled out: 1) a means of organizing one's own behavior by a person; 2) a means of self-disclosure in the interpersonal communication of their thoughts, character, etc.; 3) the process of managing attention through the involvement of specific mechanisms of social perception related to the appearance of the person, their behavior and image as a whole.

Self-presentation of a person is regarded as a phenomenon of personal behavior that arises in the context of subject-subject relations. Self-presentation acts as a difficult organized process of regulating the impression that the subject makes, taking into account the specifics of social situations and expression of ideas about themselves.

Teacher's self-presentation is viewed as a process of managing the impression of others that emerges through a set of attitudes directed at the teacher by engaging social perceptual mechanisms related to the teacher's appearance, personal and communicative behavior and speech, during which their personal-professional image is formed [10].

The basic forms of self-presentation of a foreign language teacher are: oral presentation; written presentation; photo presentation; paper version of the portfolio; electronic version of the portfolio; video; computer presentation; mentoring; competitions "Teacher of the Year", "Class Teacher of the Year", etc; the management of schools, pedagogical experience and professional skills, teaching laboratories; model lessons, master classes; creative reporting; creative competition (fair ideas, craftsmanship salons, festivals of pedagogical creativity); publications.

The conditions of formation of personal-professional image of a foreign language teacher by means of self-presentation in the education institution is – motivation of a teacher for successful professional activity and scientific and methodological support of the process of formation of personal-professional image of the teacher.

The methods of motivation of the teacher for successful professional activity are: the development of a comfortable learning environment; the implementation of the personality-oriented approach to teachers by the principal. Thai approach is based on the internal and external motivation, needs and interests, assistance in resolving professional conflicts, etc.; the use of active forms of training of teachers, business games, development of mechanisms for professional



reflection; integrating methodologists, psychologists, school administrators, social pedagogues to create support services to provide assistance to the teacher in the development of professionalism and the formation of their personal-professional image.

Methodological support of the process of formation of the image of a foreign language teacher is manifested in the individual system of pedagogical activity of the teacher, a combination of individual and collective forms of methodological work, improvement of means of self-presentation, image management in the teaching activities of teachers.

The objective need of the modern school teachers of foreign language, which would be oriented to the improvement of their image and successful self-presentation in professional activities, is in conflict with the lack of attention of the principal in creating the adequate conditions.

In this context, underutilized capabilities of program-target management. It can be represented as an integration of goals, objectives and corresponding steps of the design process. Program-target approach involves the formulation and implementation of planned management decisions, based on a comprehensive analysis of the problem and building a systemic set of measures and actions (in the form of programs) to achieve the goals, solving the target stemming from the problem [8].

Program-target approach makes it possible to bring together the available resources (the formation of material and technical resources; personnel, methodological and financial support; the relationship between the participants of education process) not only the single methods in the system of scientific and methodical work of school, and comprehensively and purposefully to influence the growth of image of the teacher.

Program-target approach involves the development of complex-purpose program and embodies an extensive methodology for the solution of many problems arising in various areas of purposeful activity. Complex-purpose program of activities with clearly defined goals, objectives, projected results, which are balanced with staff and other conditions, available resources and untapped reserves [8].

The program for the image formation should include clear objectives for the development of personal-professional qualities of foreign language teachers, the task system according to the objectives contain the contents of the work plan of activities (events).

Training program on forming of positive image of the teacher and its implementation should be carried out according to management support the principal of the education institution.

The conceptual basis for the complex-purpose program of formation of personal-professional image of the teacher of a foreign language in the system of scientific and methodical work of education institutions are: 1) approaches: personality-active, systematic, competence-based, reflective; 2) the leading ideas of the program: determinism; understanding of needs, professional interests and capabilities of teachers; a consideration of the actual conditions of the education institution; 3) principles: based on individual personality characteristics; variety (granting of the right of choice of forms of personal-professional image, learning tools and forming image skills); the continuity of professional development: the unity of effort of the principal and teachers.

According to the certain components of the image a complex-purpose program for formation of the image of a foreign language teacher should consist of four sections: motivational-value; competency; activity; communicative.

Implementation of complex-purpose program is carried out in stages: analytical, planning and predictive, organizational and content, regulatory and corrective.

Analytical stage involves diagnosis of personal-professional image of a foreign language teacher and is associated with the identification of the initial level of development; motivational-value relations of the teacher; the content of scientific and methodical work of education institutions on the formation of professionalism of teachers in general; the enrichment of the representations of teachers about the content and significance of the image, the strategy and tactics of its formation, the conditions and technologies of image.

Planning and predictive stage (based on the established level of the image of the teacher, analysis of their competence, the system of attitudes, values, goals) involves planning ways to further development and formation of personal-professional image, develop a complex-purpose program as an individual trajectory of image improvement.

The logical continuation is the organizational and content stage, which involves the transformation of the image of the teacher through the implementation of integrated programs.

The correctional stage is defined as a stage of regulation and correction of formation of personal-professional image of the teacher. It includes a re-diagnosis and self-diagnosis of the level of personal-professional image of the teacher; analysis of the results of monitoring of the process of image formation for the period of program activities; predicting goals and objectives of its further formation. The implementation of the objectives and content of the sections of a program to form personal-professional image of the teacher occurs through a number of different events.

Thus, at the analytical stage is advantageously carried out in the main event of a diagnostic nature. Questionnaires, polls, interviews, testing, attending classes, analysis of school documentation, which are aimed at clarifying the initial state of the implementation of teacher professional features; existing level of motivation of teachers to implement their educational activities; the establishment of the existing value system of the teacher; the level of formation of communicative knowledge, abilities and skills; definition of objectives the performance of each individual teacher and the teaching staff in general and to bring these goals into alignment. Part of the activities should be aimed at establishing the main existing directions of scientific and methodical work of the school on addressing the gaps in teacher's activity: individual interviews, observation of activities, development of diagnostic card activities, attending classes and extracurricular activities.

At the planning and predictive, organizational and content stages of the program implementation, a set of measures is implemented, aimed at the direct transformation and enhancement of the personal-professional image of the teacher. The system of measures is constructed in accordance with the results obtained at the information and analytical stage of the program. Involvement of a foreign language teacher in creative groups, permanent pedagogical workshops; teacher's self-presentation during roundtables, workshops, seminars, conferences.

The regulatory and corrective stage involves, first of all, establishing an increase in the level of personal-professional image of the teacher and their individual components at the end of the program activity; identification of the factors that most influenced the development of personal-professional image. Teachers, students and parents are interviewed for this purpose; factors of positive influence on the change of the image of the teacher are studied.

During the organization of methodical measures, it is advisable to move away from the traditional forms of their conduct and give priority to such active forms of learning as: dialogue, forms of interpersonal interaction, immersion in the situation, business and story-role games, kaleidoscopes of pedagogical ideas, round tables, creative trainings, presentations etc. It is the program-purpose management of the process of forming a personal-professional image of a foreign language teacher that stimulates them to carry out self-presentation activity, self-development and self-improvement.

### **Conclusions.**

The policy of the administration of the education institution for teachers should be aimed at creating a system of economic and moral incentives, developing their professional careers, providing conditions for image-creating activities. The personal-professional image of a foreign language teacher is the result of their self-presentation and the object of managerial influence of the principal of the general secondary education institution where they work.

Program-target management of the formation of the image of a foreign language teacher provides the systematic basis of this process, contributes to the effective implementation of a set of components of the image, leads to an increase in the level of professionalism, reputation, competitiveness of the teacher. The study does not exhaust all aspects of the problem. Areas of scientific research are promising: comparison of domestic and foreign models of teacher's personal-professional image formation; development of diagnostic tools and means of forming the image of the teacher depending on their specialty, tasks of activity.

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