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2.7. THE FACTOR-CRITERIA CHARACTERISTICS OF A PROFESSIONAL STATUS FORMATION OF A TEACHER

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Abstract: *The issue of a professional status of teachers is becoming significant around the world. The professional status of a teacher is considered as the status of a teacher in a society (among colleagues in the education system). It is determined by the results of a professional activity of a teacher that is an indicator of some internal characteristics. It also depends on the personal qualities of a teacher and the result of their activity. The external factors include: public prestige of teaching as a profession and the state social policy towards the education system; the set of requirements of individualized norms, rules, responsibilities of a teacher (a set of social characteristics of a teacher); the type of vocational educational institution, the level of teacher's training at the vocational education institute; etc.*

The internal factors include: the professional orientation of a teacher's personality, the attitude to the profession and the relationships with teaching staff, teacher's needs, his motives, policies, worldview, the features of his self-education and self-knowledge, the purpose of mastering the profession; depth of knowledge and the way it is applied, open-mindedness, pedagogical skills, etc.

Key words: *professional status of teachers, teaching quality, general education*

Humanization of modern society provides the creation of an educational environment based on the subject-subject relationship between its participants. In this regard, both student's and teacher's personalities deserve special attention due to the latter's certain experience, cultural experience, traditions of communication, material, moral and spiritual values and priorities. Thus, there is a growing sociocultural importance of a teacher as a creator of a social context of the education development and its systemic interaction with society. A significant achievement in this field is the theory and practice of formation and development of the professional status of a teacher in Ukraine during the renewing and updating of the education system, its focus on the identity and self-sufficiency of both a student and a teacher that still remain relevant. In terms of social psychology, managerial psychology, personality psychology, the problem of the professional status of specialists was considered by G. Andreyev and P. Granovska. The issue of the social status classification of specialists was approached by A. Kravchenko and A. Sarjeladze. From the point of view of a sociocultural analysis, the researchers studied the issues of the social determinants of teaching as a profession in the

modern social structure (G. Veltrusskaya, M. Ignatskaya, V. Ilyin), yet little attention was paid to the study of the professional status of a teacher, the determination of various factors that influence it, the criteria making it possible to assess the formation of the professional status of a teacher remain uncertain. That is why the purpose of this article was to analyze the factors and determine the criteria for the formation of the professional status of a teacher. To achieve this goal the following research methods were used: general scientific (historical and pedagogical analysis, synthesis, generalization, comparison of legislative documents, archive materials, scientific literature);

Specific research techniques (terminological analysis, generalization, systematization of foreign and local literature on the issue under consideration, etc.

The professional status of the teacher is built together with the professional formation and development of the individual. It takes place under the influence of external and internal factors [1;2]. At the same time, the professional status of a teacher is first formed in the course of professional training in a higher education institution.

Clarifying the peculiarities of external and internal factors of personality development, M. Duranov, V. Zhernov, A. Leshner, N. Zelepukin [2; 4] distinguish social, socio-pedagogical, psycho-pedagogical, psychological and biophysical factors. Social factors include social and public order, community organizations, the family, the requirements of the society to the individual.

Socio-pedagogical factors include: types of education institutions, pedagogical organizations, educational associations for youth, requirements for students. Pedagogical factors include the education and training system, the objectives of the learning process, the management of cognitive activities, and learning. Psychological and pedagogical factors include the interaction of students with teachers, communication, the process of education and self-education, cognitive and work activities. The psychological factors include self-education, self-learning, self-knowledge, policies, needs, worldview, personal orientation. Biophysical factors include heredity, predisposition, and abilities of students.

Considering these factors, O. Shepelev [9] highlights the external and internal factors of the professional status formation of a future teacher. As the author points out, these factors are closely interconnected, complementing each other. In this case, external factors contribute to the formation of the internal ones, and internal factors increase the influence of the external ones. By the external factors the author means the social and state system, the system of requirements for the formation of a future teacher; the type of vocational education institution, the traditions and the level of requirements that are imposed by this institution on the formation of a teacher's professionalism; a system of relationships between a future teacher and other teachers during the period of their training in a higher education institution, with teachers and secondary school students, where a future teacher will do their teaching practice; features of family and secondary school education before entering high school.

According to the author, the internal factors are: the professional orientation of the future teacher's personality, his needs, motives, policies, worldview, the features of his self-education and self-knowledge, the purpose of mastering the profession [9, p. 45-46]. Since "the professional status of a teacher determines the internal state of mind of the individual, their confidence in their capabilities, their professional reputation, sense of well-being and dignity, then, according to O. Shepeleva, it should be regarded as a personal value" [9, c. 29].

When studying the professional socialization of young teachers, O. Samoilova defined three groups of social factors that influence the professional socialization of young teachers: macro-, meso- and micro factors. According to the researcher, the macro factors of the educational environment are: the social prestige of the pedagogical profession and the state social policy towards the education system; the meso factors of the professional environment are: the state of the vocational education institutions; the micro factors of the professional environment are: the attitude to the profession and the relationships with the teaching staff.

As it was proved by I. Ellis [3], building the image of a teacher in society and, therefore, his status, is largely influenced by media, cinema, and fiction. Depending on how the image of the teacher is shown in the media and works of art (exposing such types of teacher as "teacher-professional", "teacher-intellectual", "teacher-friend", "teacher-thinker", or accentuation of negative phenomena in a professional activity of a teacher), the prestige of teaching as a profession can increase or decrease.

Based on the research of scientists (N. Zelepukina, O. Shepelyeva, etc.), V. Lebedev [5] came to the conclusion that characterizing the professional status of a teacher should be made at three levels:

1) at the macro level, that is, at the social level the degree of correlation of a teacher's professional and teaching qualifications assessment with the assessment of the social significance of the products created in the course of their activity should be measured;

2) at the meso level, that is, at the level of the education system it is assessed by the degree of correlation of the professional activity products evaluation from the various socio-professional status positions (colleagues, managers, subordinates) within the educational system with certain meters (standardized, consensually formed ideas about these products);

3) at the "I-concept" level - a measure of self-esteem, reflection of the correlation of internal awareness of their professional qualities by a teacher with their social requirements, norms; with the requirements set by the educational system according to which this professional status is formed [9, c. 33].

When defining the socioeconomic factors that influence the transformation of socio-professional status, A. Filippov [8] also differentiates three levels: macro-, micro-, and personal level.

Taking into account the results of the scientists' researches devoted to the social, socio-professional and professional status of a teacher and the factors of a professional development of the individual, all the factors of the professional sta-

tus development of a teacher, in our opinion, should be divided into two groups - external and internal, which are also divided into three levels.

The level of a teacher's professionalism is determined by the results of their professional activity that can be called products of this activity. S. Molchanov proposed a following classification of products of vocational and pedagogical activities [6, p. 90]: according to the major field of creation: a) products created mainly in the social sphere; b) products created mainly in the professional sphere (education); the sphere of needs: a) significant products and those mostly required in the social sphere; b) significant products and those mostly required in the education sphere.

The result of a teacher's work consists of different spheres of his activity, the results of which influence the development and formation of the professional status of a teacher. Activities: Implementation (organization) of the learning process. The types of activities: Conducting lessons, practical classes. Assistance in writing reports, abstracts. Student consultations. Tests checking. Conducting examinations. Assessing students' prior knowledge.

Managing electives. Preparation for participation in the Olympiads, competitions in the Minor Academy of Sciences of Ukraine, tournaments. The types of activities: Methodological work and further training. Contents of activities: Studying the curriculum. Preparing for classes. Preparation of learning aids, instructors manuals, practical classes, etc. Editing of training materials. Making reports at educational and methodological conferences, meetings. Development and introduction of new technologies, methods, teaching methods. Taking part in the organization of seminars. Participation in the work of scientific and methodical councils. Taking advanced training courses, seminars, etc. Activities: Educational work. Contents of activities: Performing supervising instructor duties Organizing excursions, meetings, performances, etc. Solving educational tasks in the course of the lesson. Solving educational tasks after the classes. Vocational guidance of students. Working with active students. Working with parents. Activities: scientific work. Contents of activities: Writing scientific articles, abstracts. Participation in competitions, grant programs. Preparation and implementation of programs and grants. making reports at scientific conferences, seminars. Reviewing scientific works of students, other scientific works. Managing the works of the students who are members of the Minor Academy of Sciences of Ukraine.

Types of activity: organizational activity. Contents of activities: Executing the orders of the education institution. Participation in meetings in the presence of the school principle, pedagogical council, methodical council, methodical association of teachers, etc. Activity planning for the next year. Establishing cooperation with universities and other scientific and education institutions. Participation in organizing sports and cultural events. Cooperation with various socio-cultural institutions. Activities: professional development. Contents of activities: Organizing personal life influencing the result of any represented area of a teacher's activity. Activity planning for the next year. Professional development planning, raising the level of professionalism. Home and Life Organization. Maintaining personal health and efficiency. Planning personal development and organizing it.

An important indicator of the level of the professional status formation of a teacher is the result of their professional and teaching activities, a comprehensive assessment of which is carried out in the course of attestation of teachers. Thus, the most important criterion for the professional status formation of a teacher is their professionalism, the most important component of which is professional competence.

As noted by O. Shiyan, it is the professionalism that is the highest degree of expression of the teacher's value judgement about their activity. It is characterized by: the level of competence, psychological and teaching intelligence, understanding of the requirements imposed by the state and society, clarity of the purpose of their activity, awareness of the ways and means of its achievement, psychological, pedagogical, and methodological literature, teaching and upbringing practice, methods of scientific and pedagogical research, applying technologies, etc.

S. Molchanov found that the professional status of a teacher is characterized by the results of assessing compliance with the requirements: a) from the social order to the education system; b) to vocational and teaching activity within the educational system. Thus, assessment of the socio-professional status of a teacher is carried out both from the inside and from the outside [6, c. 52].

The scientist includes the following criteria and indicators of socio-professional status: vocational and pedagogical training: knowledge of the subject, knowledge of pedagogy and psychology, knowledge of the methodology, professional intelligence; vocational and teaching activity: ability to teach the subject effectively, the ability to apply teaching technologies, the ability to apply methodologies, the ability to organize teaching, the ability to organize training; the results of the professional teaching activity: the level of positive impact on students, the level of competence formation, the level of students' activity, the level of positive teaching experience rate; vocational and pedagogical research activities: available edited training materials, use of modern technologies, available technologies, access to the original training materials; the level of performing professional functions: informative and communicative - the ability to teach effectively in order to organize the cognitive activity of students, the ability to create communication in the training environment; regulating and communicative - the ability to regulate the communication process; affective and communicative - the ability to create a positive emotional background; Gnostic component of teaching activity: reflection level, level of professionally meaningful "self-concept" formation; communicative component of pedagogical activity: communication, ability to organize the exchange of professional information; Organizational component of teaching activity: ability to perform professional functions, ability to organize their own activities; constructive and design component of the teaching activity: forward-looking activity [6, p. 254].

Molchanov notes that it is possible to talk about a number of situations where the products of the teaching activity are evaluated by the society: "private" schools, innovative achievements, methodological developments, etc. Such an

evaluation is expressed, for example, through the establishment of a certain qualification category (legally substantiated), promotion by giving state awards, granting the titles of honor, forming a positive public opinion, etc. [6, c. 117].

Thus, the result of a teacher's activity that determines the level of a teacher's professional status depends on their personal qualities and the product of their activity which can be considered basing on the teacher's activities. S. Reznik and O. Vdovin distinguished five groups of personal qualities that are essential for the realization of these fields of activity according to the fields of a teacher's activity: professional competence, moral qualities, organizational skills, business qualities, and self-organization. The foregoing is a background for determining the criteria for the levels of the professional status formation of a teacher.

The generalization of the works of scientists (O. Vdovin, V. Grinova, I. Zya-zyun, and others) made it possible to highlight the indicators of the professional status of a teacher in accordance with the components of their professionalism: psychological readiness, teaching skills that include the humanistic approach of a teacher, didactic competence (deep knowledge of the subject and the methods of teaching it, psychological and pedagogical knowledge, wide general and scientific intelligence); readiness for creative professional activity (striving for innovations and scientific creativity, ability to use scientific research methods, innovative thinking); teaching technique; personal and professional qualities (moral, creative, emotional and volitional, etc.).

Thus, the formation and development of the professional status of the teacher are influenced by external and internal factors.

The external factors are: public prestige of teaching as a profession and the social policy of the state towards the education system; system of requirements of individualized norms, rules, responsibilities of a teacher (a set of social characteristics of a teacher); the type of vocational education institution, the level of teacher's training at the vocational education institute; traditions and the level of requirements that are set by higher education institutions towards a professional teacher of the future; the system of relationships between a future teacher and other teachers during his studies in a higher education institution, with secondary school teachers and students during the school practice; the features of family, school, and high school education and training of a future teacher; the ratio of evaluation of professional qualifications of a teacher with an assessment of the social significance of the products created in the course of teacher's activity; the level of correspondence of the results of professional activity to the requirements of society and the state.

The internal factors include: the professional orientation of a teacher's personality, the attitude to the profession and the relationships with teaching staff, the personal needs of a teacher, their motives, policies, worldview, the specifics of their self-education and self-knowledge, the purpose of mastering the profession; depth of knowledge, open-mindedness, social skills and other qualities of a teacher; self-assessment of their teaching abilities, cognitive activity determining their level of aspiration, the desire to level up their knowledge and skills; the attitude

of a teacher to their activity; level of competence, psychological and pedagogical intelligence, understanding the requirements imposed by the state and society, clarity of the purpose of their activity, awareness of the ways and means of its achievement, psychological and pedagogical, methodological literature, teaching and upbringing practice, methods of studying the teaching activity and the way they are applied, teaching skills.

The factors mentioned above should be considered at three levels: macro level, macro level, "self-concept" level. One of the main criteria for determining the status is the result of a teacher's activity and their assessment which is directly related to professionalism.

In the future, we consider it necessary to develop a technology and a model for forming the teacher's professional status.

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2.8.THEORETICAL ASPECTS OF FORMATION OF TEACHER'S PERSONAL AND PROFESSIONAL IMAGE

UDC 371.14+316.485

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Abstract. *The present paper deals with the topical problem of formation of personal and professional image of the educational institution teacher. The different approaches to the concepts of «image», «teacher's image», «personal image», «professional image», teacher's personal and professional image» are analyzed. In the structure of teacher's personal and professional image the following components are: outer (characterized by habitus, verbal, kinetic, environmental elements), internal (knowledge, skills, abilities, values, teacher's self-esteem) and personal qualities (natural qualities; those that are the result of education and upbringing; associated with life and professional experience). The image components such as motivational value, competence, activity and communication are characterized. The essence of self-presentation, which consisted in using effective methods and means to affect the audience, to convey to others the important and necessary information, to express thoughts with argumentation is revealed. Information and analytical, organizational, semantic, regulatory and correctional stages of formation of teacher's personal and professional image are described.*

Keywords: *teacher, image, personal image, professional image, teacher's personal and professional image, image formation, self-presentation.*