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

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O.Marmaza

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.*

The problem urgency. The major changes in the socio and cultural processes, modernization of education demand new level of professionalism, pedagogical culture, and personal qualities of a teacher. Now one of the actual questions is increasing the prestige of the teaching profession in society and the establishment of teachers' high social status.

Training the qualified personnel capable to creative work, professional development and commitment to self-knowledge are contributed by social challenges for the development of national education and the role of the pedagogical staff. Also, the problem of creating coherent professional image of the teacher, which becomes a necessary attribute of social and professional relations is quite urgent nowadays.

The relevance of the solution is intensified by the necessity to solve the contradictions between the objective needs of educational institutions in teacher's identity, based on successful self-presentation in professional activities, and the spontaneity of formation processes of his image; the teachers' desire to positive personal and professional image and knowledge lack about the means of his formation.

Especially great attention to image-making found expression at the turn of XX and XXI centuries. In developing the theoretical aspects of the image within scientific disciplines: psychology (O. Kamysheva, I. Ladanov, O. Pereyhina, V. Shpalinskiy etc.), sociology (P. Berd E. Hoffman, H. Sorokina and others), pedagogy (O. Horovenko, L. Martynets, V. Cherepanova etc.), economics, politics, marketing communication and advertising activities (T. Greenberg, V. Korolko, F. Kotler, O. Slipushko etc.), researchers offer their understanding of the image, based on the methodology and knowledge of the scientific field to which they belong.

The issues of nature, typology, structure of the organization's image and personality were reflected in the works of L. Brown, A. Kudinova, H. Pocheptsova etc. Various aspects of the professional image expert and features of effective self-presentation are considered in the studies of I. Alekhina, V. Bebika, O. Horovenko, F. Kuzin, N. Skripchenko, E. Utkin. Following scientists S. Amintayeva, M. Apraksina, O. Beketova., L. Zharikova, A. Kalyuzhny, O. Petrova, N. Tarasenko, V. Cherepanova, V. Shepel etc. have developed key concepts associated with the term «image» and began a new branch of pedagogical science the pedagogical imageology, in which teacher's image is seen as a factor of success in professional activities, as a tool that helps to build relationships with others, as an element of competitiveness and promotion in the market of educational services. In modern research works the content study, functions, and creation motivation of the image of teacher's identity (A. Kaliuzhnyi, Zh. Popova, S. Yandarova); the study of gender structure and age features of perception and technologies of teacher's image formation (N. Shkurko); the influence of self-concept on forming the image of a personality (O. Zabaznova) are focused.

In connection with the rethinking of the processes of teachers professional development arise the necessity not only to substantiate theoretically the nature, types, functions, teacher's image, but also to develop tools of its formation.

Statement of the article purpose. The purpose of the article is systematization and integration of existing scientific views on the problem, the development on this basis of the structure of personal and professional teacher image and identifying the stages of its formation.

The methods are to study the legislative and regulatory documentation to define the objectives of teacher's training and the content of methodical work in educational establishment; analysis and synthesis of social, psychological, managerial, pedagogical, and scientific and methodical literature for comparison of different views on the studied problem; theoretical modeling to develop the structure of teacher's personal and professional image and definition the stages of its formation.

In modern life the role of the teacher is crucial because he/she educates youth, creates a generation that will continue the adults' work on higher level of society development. The activities of teachers aimed at strengthening the nation's intellectual and spiritual potential, the development of science and technology, conservation and enhancement of cultural heritage. It should be noted that a teacher who seeks to become a true leader, an educator and psychologist in the system of informational influence on the younger generation, consciously creates his/her own personal and professional image.

In our time there is the necessity for active development of pedagogical imageology, as a scientific direction, which aims to develop and use the theory and practice of formation of image of pedagogical staff, educational institutions, image of the system of education. The aim of imageology is to build a program of adoption and implementation of teacher's image attributes and to form the image of a modern educational institution. For the effective study of the problem it is necessary to define basic concepts: «teacher's image», «teacher's personal image», «teacher's professional image» and «teacher's personal and professional image».

The concept «teacher's image» is a category that indicates the style of professional and pedagogical activity, communication, ability to individualize own image, to give it an aesthetic expression. According to Yu. Palekh, teacher's image is in direct proportion to his/her creative personality, behaviour and relationships with students [5, p. 279]. A. Kalyuzhnyi understands teacher's image as a socio and psychological and pedagogical category, social perception. The teacher's image is considered by scientists as a symbolic image of the subject created in the process of teacher's interaction with the participants of the pedagogical process [3, p. 70]. The researchers determined the teacher's image as emotionally charged stereotype of perception of the teacher's image in the minds of pupils, colleagues, social environment, in the mass consciousness. During the formation of the teacher's image the real quality are closely interact with those attributed to him/her by others. The teacher's image is integral and purposefully formed, holistic, dynamic quality which was caused by the compliance and interactions of inner and outer, the teacher's personal and individual qualities; and also, aims to ensure harmonious communication between all participants of educational process and allows implementing educational activities through the formation of a positive Self-concept.

The teacher's image is a symbolic image of the subject which characterizes the style of professional pedagogical activity in the process of teacher's interaction with the participants of the educational process, which is caused by the inner self, demeanor, appearance.

The main components of the teacher's image include:

- inner Self (inner image of the teacher, which corresponds to the chosen specialty and manifests itself in its professional culture and thinking, emotion and creative mood, attractiveness and elegance, inner strength and dignity, position and the degree of mobilization and so on);

- visual image of a teacher (demonstrates the value traits that are in harmony with the teaching artistry, create a positive teacher's image, contribute to the formation of good impression and reputation, help to show not only a charming person, but also a wonderful teacher);

- communication (use of verbal and non-verbal means of communication) (gestures, facial expressions, pantomime, intonation, magic of words, the tempo of teacher's speech should draw students' attention to his/her, to inspire confidence and encourage them for active interaction).

According to A. Kalyuzhny, a personal image is the person's image due to his inner qualities and special individual properties [3, p. 31]. A. Panasyuk understands an individual image as a personal image, i.e. one which is based on the traits that are manifested in the mental characteristics and funded through such categories as character, temperament, emotions [6, p. 88]. Depending on the factors that create the image, the researcher allocates the components of personal image as «the image of the environment» that is built by individual artificial environment of its existence (living room, car, office, etc); «habit image» as the clothes, makeup, hair; «subject image» as the objects and things that created individually, «verbal image» as a kind of verbal products of the individual, what he says, how he does it; «kinetic image» as gestures and facial expressions, inherent in the person.

Therefore, the teacher's personal image should be viewed as a set of external and internal factors that reveal his image on the basis of special individual qualities and increase the pedagogical activity efficiency.

As for the teacher's professional image, it represents the man's image, a determined professional characteristics and the communicative features of pedagogical activity. Thus, teacher's professional image is the totality of features and characteristics which shape the image as a expert in the process of interaction with pupils, colleagues, social environment. The most common teacher's professional qualities are knowledge and competence in teaching methodology; the ability to assess students' knowledge; to carry out individual and differentiated approach to pupils; word possession, speech, facial expressions, gestures; the monitoring of his mental state.

Teacher's personal and professional image is a complete image of teacher's personality, which includes a set of external (habit, verbal, kinetic, environmental) and internal (knowledge, skills, abilities, attitudes, values, self-esteem) factors, personal qualities (natural qualities (voice, hearing, visual appeal), qualities that are

the result of education and upbringing (moral values, tactfulness, artistry), quality of life and professional experience (resourcefulness, pedagogical knowledge, initiative) and the self-presentation means which a teacher addresses purposefully to achieve the best results in their teaching activities.

The analysis of psychological and pedagogical sources allows to show that for the formation of teacher's personal and professional image has important image components: motivational and axiological, competence, activity and communication.

The motivational and value component reflects the level of teachers' motivation to implement pedagogical activities. The indicators of this component are the motivation for professional development and self-development, value attitude to professional and pedagogical self-realization, socially active life and teaching position. The competence component system reveals teacher's professionalism. Its performance is productive cooperation with different social groups, the availability and acquisition of knowledge in pedagogy, psychology, imageology, creativity and initiative. The activity component reflects the system of personal norms of behavior regulation and reveals the system of teacher's professionalism. The indicators are the action component of setting in activities, ability to self-organize and self-control, the ability to reflect. The communicative component is characterized by constructiveness of professional pedagogical communication. Performance is a speech culture, communicative behavior, emotional stability.

Depending on the expression of certain indicators of formation the teacher's personal and professional image in secondary schools it is characterized by high, medium and low levels.

The basis of the pedagogical orientation is the interest in teaching profession, which is reflected in positive emotional attitude towards children, parents and colleagues to teaching overall, in the quest to learn pedagogical knowledge and skills, desire to form and develop their own personal and professional image. To be competitive in today's job market, it is necessary to develop new technologies of self-imaging. It is a long and complex work on image creation, the whole process of improving the inner world and appearance, requiring special knowledge and skills.

The term «self-presentation» was used first by E. Hoffmann. He developed the concept of «social drama», the essence is people in the process of social interaction are able to look at themselves through the partner's eyes and to adjust their behavior in accordance with the desires of others, to create the most favorable impression of themselves and to achieve the greatest benefits from this interaction [2, p. 209]. Self-presentation, according to E. Hoffmann is a mean of organizing their own person's behavior, a person who is not aware of this process, a person who is passive in the choice of means. A. Gorovenko says that self-presentation is the process of managing impression formation about yourself that arises from other people, through a collection of plants sent by a teacher himself, through the involvement of mechanisms the social perception related to the teacher's appearance, his personal and communicative behavior, and speech, during which a the

teacher's personal and professional image is formed [1, p. 47].

Thus, the essence of self-presentation is using effective methods, ways and means to affect the audience, to convey to others the important and necessary information, arguments, to express their position, opinion, point of view.

The basic forms of self-presentation include oral presentation; written presentation; photo presentation; portfolio; electronic portfolio; video presentation, computer presentation; mentoring; competitions such as «The best teacher of the year», «The best class teacher of the year», etc; the management of the schools with best teaching practices, professional skills, pedagogical projects; open lessons, master classes; creative reporting; creative competition (fair ideas, salons craftsmanship, festivals, pedagogical creativity); publications.

The formation of teacher's personal and professional image by means of self-presentation occurs through the system of scientific and methodological support of this process, which finds manifestation in the individual approach to the teacher's activities; a combination of individual and collective forms of methodological work, improvement of teacher's means and forms of self-presentation, purposeful management of the process of formation the teacher's image.

The formation of teachers' personal and professional image in educational institutions provides for certain interrelated phases [4].

The first stage is information and analytical. Its goal is to obtain data on the initial level of formation teachers' personal and professional image; to form positive motivation of teachers in knowledge concerning the teacher's image and the influence of self-presentation to the results of pedagogical activity; to guide teachers to self-education, self-knowledge, self-development, awareness of the need to improve personal and professional image as the basis of improvement the professional skill.

The second stage is organizational and substantive. The purpose of this phase of activity is the development of individual trajectories of formation the teacher's personal-professional image in the educational institution; the establishment of image monitoring system; attracting teachers to participate actively in the system of events to increase the level of personal and professional image; to optimize the management process of formation the teacher's image by the administration.

The third phase is regulatory and remedial. The purpose of this stage involves establishing interdependence level of personal and professional image and teachers' competency; improving the conditions for the formation the teacher's image and the development of recommendations for the further personal and professional development for every teacher.

This approach to the problem of formation teacher's personal and professional image must help him to reveal personal characteristics; to simulate individual behavioral style in different situations; to learn and to develop values of the teaching profession, the pedagogical rules of conduct; to evaluate and determine the means of self-improvement; to learn technologies and techniques of forming his own image; to increase the level of self-control; to teach the means of creating

a favorable environment around him; to develop sustainable skills of constructive interaction; individually select the means of expression that allow reveal more fully his potential and opportunities.

The results. At the present stage of development the education system the role of teacher's personal and professional image is increased, which represents the totality of features and characteristics that form his image as a expert in the process of interaction with students, colleagues, society. The image provides not only a professional identification and self-development, but also establishes a culture of teacher's pedagogical activity.

The formation of the teacher's image is based on active and conscious work of teacher's self-development aimed at self-improvement and self-expression in the individual, personal and professional aspects; management of the educational institution aimed at creating conditions of teacher's image and self-presentation. Thus, a good image making activities allow a teacher to reach his development as a person and an expert.

The prospects. Further theoretical and applied research should intensify the study of the dependence the teacher's image on the subjects of communication and perception; to reveal the mechanism of the relationship between teacher's image and the reputation of the educational institutions; to establish effective conditions and means of forming a positive image during teachers' practical work; to justify the creation of a teacher's positive image depending on his specialty, tasks, activities etc.

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2.9. FEATURES OF THE PREPARATION OF MASTERS IN INSTITUTIONS OF HIGHER EDUCATION OF UKRAINE

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A.Tsapko

Abstract. *Based on the analysis of normative legal documents as well as historical and pedagogical sources the specifics of graduate students' training organization at Ukrainian universities at the present stage are highlighted in the article. The main requirements for master's degree candidates are described (pass exams and credits, perform individual tasks provided by the curriculum; conduct scientific research on the chosen topic; write and defend master's thesis). The role of graduate students' self-reliant work as an integral part of the educational process is determined. Main tendencies and characteristic features of graduate students' training content and forms evolution are considered, its theoretical and methodological principles are defined, perspective direction for graduate students' training improvement as an integral part of degrees education is established.*

Key words: *master's degree, graduate students' training, the Bologna process, university, higher education, self-reliant work, thesis.*

Integration of Ukraine into European and global educational space, according to the regulations of Berne Declaration (2005), Tuning project (2006), European Union strategy "Europe 2020" (2010), stipulates the transition of higher education to degrees system (Bachelor's – Master's), within which the Master's degree courses are intended to serve as an educational institution for formation of the intellectual elite of Ukraine. On the one hand, this causes the necessity to bring national standards of master's degree training to international requirements, and, on the other hand, this calls for designing new forms, methods, prospective directions for improving the quality of graduate students' training, developing a mechanism for their implementation, taking into account national educational practice.

Fulfilment of the specified tasks is provided by execution of the Law of Ukraine "On Higher Education" (2014), the Cabinet of Ministers Decree "On Approval of the National Qualification Framework" (2011), the Ministry of Education and Science of Ukraine Order "On the Concept of the Organization of Masters' Training in Ukraine" (2010), according to which the master's degree training is carried out at the second cycle of higher education and provides for candidate's successful completion of corresponding educational program (academic or professional), which serves as the basis for the award of a master's degree.