

The modern teacher's professional image



Bondarenko Volodymyr

Doctor of Pedagogical Sciences, Associate Professor, SHEE "Donbas State Pedagogical University", Ukraine

Abstract. In the article the main requirements for the modern teacher's professional image are defined on the basis of its structure that involves gabitic image, subject-technological competence, I-concept, professional nature, speech and communicative behaviour, image competence and creative potential.

Key words: *professional image, modern teacher's professional image, future teacher's professional image, development of professional image, requirements to the professional image.*

Problem statement

Reconstruction and improvement of the pedagogical education system are caused by social and economic reality, which requires modern teachers to take into account fast upgrade of scientific knowledge and technologies, the rapid growth of the information, social and economic tendencies of the development of the country and the whole world; they are also caused by those significant changes that take place at comprehensive schools: adoption of new state educational standards, creating new curricula, syllabi, and correspondent educational and methodological support, the dissemination of computerization in the educational process. The future teachers should realize from the first year of their study that their professional success, career growth, and personal self-realization depend only upon their own efforts and professional competence.

V. Andrushchenko and I. Tabachek say that the teacher's social ideal is inextricably linked to the teacher's development of his/her own positive image that should be constantly improved. The scientists think it is a part of the professional competence and a significant indicator of individual teaching skills. Today's labour market and its instability result into the necessity of increasing the competitiveness of university graduates that will ensure a desire to work in a specialty, that they have got at the university and successful professional activities.

Analysis of recent research and publications. The scientific solution of the problem of improving teacher training was promoted by studying trends of the higher education development; reforming and upgrading education content in Ukraine and abroad (V. Andrushchenko, O. Abdullina, I. Ziazun, M. Yevtukh, N. Kuzmina, V. Kremen, N. Nychkalo, L. Pukhovska); trends of the system of university education (A. Aleksyuk, V. Saharda, O. Hluzman, L.

Koval and others); the organization of studies at pedagogical tertiary institutions (O. Antonova, A. Verbytskyi, S. Vitvytska, S. Honcharenko, O. Dubaseniuk, M. Yevtukh, V. Kozakov, N. Sydoruk, O. Spirin and others); the concept of teaching skills (Ye. Barbina, I. Ziazun, I. Kryvonos, V. Slastonin and others); the theory of pedagogical interaction (I. Bekh, O. Bodalov, A. Boiko, V. Kazanska, V. Kan-Kalik, O. Leontiev and others).

More and more works on the issues connected to forming an image emerge in the pedagogical study because in pedagogical view the concept of image is closely intertwined with the issues of upbringing, teaching, forming a harmoniously developed personality, and personal and professional development. The works by Yu. Andrieieva, A. Biriukova, V. Zhebit, M. Yelahin, O. Yemelianova, N. Tarasenko, O. Pikuliova are devoted to studying the issue of forming the professional image.

Researches often analyse the essence, components of managers', businessmen's and politicians' professional image by providing guidance on its forming. The professional image of specialists in education field is studied by L. Inozemtseva, A. Kaliuzhnyi, O. Kamysheva, L. Kachalova, O. Kovalova, I. Razmolodchykova, M. Speranska-Skarha, N. Tarasenko, O. Tkachenko, V. Cherepanova, O. Shcherbakova and others.

Identifying previously unsolved parts of the general issue to which this article is dedicated. While acknowledging the studies of the problems of professional training we should note that in domestic pedagogical literature there are no systematic studies of theory and practice of forming modern teachers' professional image where theoretical and methodological approaches to the content of this training, pedagogical technology development, organizational and pedagogical forms and methods of teaching and upbringing are disclosed.

The purpose of the article is to determine the main requirements for modern teachers' professional image taking into account its structural elements.

The main material of the research. Image is a phenomenon of the twentieth century, but its history goes back to the remote past. The image can be considered as the source of information about a person's social status, his/her material condition, values and the degree of self-realization. The image of the profession is a combination of the person's own perceptions of himself/herself, self-perception as a representative of a certain social group through the prism of stereotypes of perceiving him/her by surrounding people.

The emergence of the concept "image" is preceded by psychological research the

subject of which was the image. Studying the different aspects of an image has a long tradition in psychology. The scientists who studied an image are B. Ananiev, P. Anokhin, G. Brunner, A. Zaporozhets, I. Kon, O. Leontiev, B. Lomov, J. Piaget, E. Titchener and others. For the first time, theoretical conception of the image was made by the Anglo-American representative of structuralism, Edward Titchener (1867 – 1927) who thought that images represented the elements of ideas and reflected experiences that were not related to the current moment, for example, those that occurred in our memory [4].

Nowadays we can observe the development of imagology as a new scientific and applied field of knowledge that forms at the interface of psychology, economics, sociology, philosophy, culturology, pedagogy, political studies and other sciences, that is proved by, on the one hand, increasing number of scientific and popular science publications on image issues, and, on the other hand, by introduction of the category "image" into conceptual framework of different sciences [10].

The problem of the teacher's individual and professional image has not been studied in pedagogy before. At the end of the XX century – at the beginning of the XXI century developing such a pedagogical direction as pedagogical imagology started. Works on psychology, sociology and pedagogy appeared in which the authors revealed theoretical and practical results of their research on development of image of teachers, teacher training institutions, educational system in the country, and heads of educational institutions. So the teacher's professional image turns to be a subject of foreign and native scientists' researches: M. Apraksina, M. Vardanian, A. Kaliuzhnyi, H. Kuzmina, H. Kodzhaspirova, T. Piskunova, V. Cherepanova and others. Recently the works, devoted to more specific aspects of forming pedagogues' professional image, have emerged, namely: a head of educational institution (S. Bolsun, O. Marmaza), a future philologist (M. Speranska-Skarga), a teacher at vocational educational institutions (M. Subocheva), a counselor (I. Nikolaiesku), a future Physical Education teacher

(N. Haiduk, L. Kovalchuk), a future university lecturer (V. Isachenko) [4].

A. Diesterweg claimed that the most important phenomenon at school, the most instructive subject for observing, and the most vivid example for students is a teacher. He/she is a personified method of teaching, it is the embodiment of the educational and upbringing principle. His/her personality gains respect, influence, force [7, c. 136–203].

Recipients of the teacher's image are students, colleagues, students' parents, school administration and other participants of the educational process. N. Antonova thinks that the natural self-disclosure of the individual teacher's personality plays the most important role in the process of an educator's positive professional image [2].

The teacher's professional image is an integral and holistic phenomenon. Moreover, each element of image structure is also multidimensional, composed of a number of components and represents a certain integrity.

The analysis of the professional image raises the question about its more or less important components. It's impossible to highlight the most necessary elements as an image is a holistic phenomenon and absence of any structural components can cause the destruction of a holistic image. But we can single out those elements that contribute to developing a positive image in a shorter time frame and more efficiently. If it concerns a teacher who works with the students in secondary and high school, in our opinion, it is the first impression about a teacher, the teacher's sincerity, his/her enthusiasm, and interest in his/her profession [4].

Let's consider each of these components in more detail.

The first impression emerges on the perception of the appearance, elocution, and visual contact. The first impression may be incorrect and this incorrectness depends on personal characteristics of an image recipient, as well as on characteristics of a person being evaluated on the first impression.

Researches show that view of a teacher begins to form at the first minutes of his/her acquaintance to a group, a class, and learning, the desire to study a subject, and making contacts with the teacher depend on

the teacher himself/herself [5]. At the first lesson students get an impression about the nature of relationship between a teacher and students, about his/her insistence, attention and honesty while assessing students' behaviour and sense of humour.

The American sociologist and psychologist Erving Hoffman wrote when a person meets the group of people at the first time, as a rule they try to get the following information about him/her: about his/her social and economic status, his/her "Self-concept", his/her attitude towards them, his/her competence, and reliability. There are practical reasons that make recipients of an image look for information: it helps to focus on the situation, giving an opportunity to know in advance what an image carrier expects from them and what they can expect from him/her [6].

L. Kaidalova's advice seems to be useful: while forming an image it's necessary to have more influence on people's subconscious than on their consciousness. The person's thought which emerges under the influence of the subconscious information is assessed as his/her own because the source of its emergency isn't obvious. The people usually trust themselves more than others, so they trust subconscious impression more than conscious [9]. Taking into account this mechanism of human perception, it's difficult to overestimate the importance of the first impression.

The first positive impression makes the following stages of human communication with people easier. It might be very difficult to overcome the negative first impression, to do this much effort is needed. There is no doubt that to reveal and understand the personality, one should see the person in all its main connections with reality, that is, in labor, cognition and communication. As the teacher's first acquaintance with children occurs at the secondary school age that can be complicated, the first impression can play a crucial role in establishing trust between a teacher and schoolchildren.

Carefully selected suit, neat hairstyle, good posture, confident walk, thought out position help to make the first positive impression. The teacher's appearance should be perfect, everything should be "to the extent". It is necessary to avoid any excesses

in appearance. The teacher should give every appearance of drawing children's and adults' attention to himself/herself. The children should learn a rule from the teacher: look smart means respecting people around. Greeting and the first phrases of conversation should be also carefully chosen and thought to ingratiate the children to himself/herself and present yourself in a positive light.

Building a relationship of trust with students, sincerity is a person's quality that students feel intuitively. Its absence can nullify all efforts to create a positive image. No technology means can ensure the sincerity, it will be felt when created professional image presents a person's inner world and corresponds to his/her nature. An image should not disagree with the instructions, the teacher's values that correspond to his character and views. D. James notices that an image should work for us, but not against: "It has to reflect our best qualities truly and be simple, sincere, not false and well-rehearsed ..." [8, c. 9].

Speaking about the enthusiasm and the teacher's interest in his/her profession, the undeniable fact is that only an interested teacher can cause children's sincere interest in his/her subject. Enthusiasm is sometimes compared with an illness: it infects others. When he teacher treats his/her job, each teaching activity, which he/she does together with students, with pleasure and love, such an attitude will pass to the children too.

Having analysed a large number of scientific views on professional image structure, we find it reasonable to develop such a structure that can be the most functioning and convenient to use from the standpoint of practice of developing future teacher's professional image at the pedagogical university.

In our opinion, the teacher's professional image includes some interrelated components: gabitic image, subject-technological competence, I-concept, professional nature, speech and communicative behaviour, image competence, creative potential.

We find it necessary to emphasize that the future teacher's professional image is a holistic system that is characterized by stable connections that exist between the components and can be considered as the

programme for a person's improvement in his/her professional work.

Outlined components are multidimensional formations that are divided into some constituents. Let's analyse them in detail.

The gabitic component of an image is defined ambiguously in the contemporary science. The concept "gabitus" (from Latin habitus – appearance) is widely used in medicine, psychology, sociology etc. In medicine and psychodiagnostics habitus has a diagnostic meaning. In psychological and sociological studies habitus can be considered as wider concept that means amount of external data about a person that include face expression, physique, posture, position, neatness, clothes, accessories and other features of appearance.

An image realizes in the process of self-presentation primarily through the visual channel of information perception, so the appearance has a great importance in developing the teacher's image, as generalization of the most diverse information realizes through the visual image. Moreover, the teacher works with teenagers and he/she should become a standard, their role model, but at the same time they can be quite critical of his/her appearance.

Development of the teacher's image for students as its recipients begins with the first meeting where the visual evaluation precedes other ones. That's why teacher's appearance is to be perfect. The teacher should integrate himself/herself to students and their parents through his/her appearance. Modern teachers have to respect people around him/her. In our opinion, the key criterion of the teacher's appearance correctness is to be a sense of measure that will enable us to combine reasonably the desire to look modern, taking into account fashion trends, his/her age, constitution, specifics of the professional activity and the situation.

The requirements for the gabitic component of the teacher's professional image, correspondence of the clothes to the situation (business style for theoretical classes, parent meetings, educational events, meetings of the pedagogical council, etc., the use of special clothing for practical classes, the use of means of protecting eyes, hands, etc.); the culture of appearance (presdieth,

cleanliness, proper use of accessories, restraint in the use of makeup, manicure), cleanliness of hairstyle, its correspondence to the safety requirements, the use of protective headgear; the attractiveness of the teacher's appearance from the point of students' view (age correspondance, as well as contemporary style trends, elegance, style); culture of movements – walk, posture, gestures, face expressions, pantomimetics.

Subject-technological competence, in our mind, includes mastering theoretical knowledge in a certain field of practical activity; motivation for doing a certain activity, deep and continuing interest in it, the desire to involve students in it, having an experience in the appropriate activity and its results in which teaching skills are embodied.

The modern teacher should have the developed positive **I-concept** that correspond to the future professional activity. The psychologists note positive I-concept is characterized by three factors: a strong belief in that you appeal to other people, confidence in ability to do a certain type of activity and feeling of self-importance.

Within the humanistic frameworks in foreign psychology triple model "I-concepts", developed by R. Berns, is the closest to our scientific beliefs. He defined "I-concept" as a number of an individual's perceptions of himself/herself, combined with their assessment. Descriptive part of "I-concept" is often called an "I" image or "I" picture. The component that includes an attitude to himself/herself or to the certain qualities is called self-esteem or self-acceptance. "I-concept" defines not only what an individual is, but also what he/she thinks about himself/herself, how he/she estimate the activity and opportunities to develop in the future [3, c. 30]. People do a lot to correspond to the society structure successfully. A person learns the estimated content of various characteristics presented in his "I-concept". And learning new facts estimates can change values assimilated earlier.

For the convenience of theoretical analysis R. Berns structured the "I-concept" and divided it into cognitive, affective and behavioral components. He considered "I-concept" to be a number of attitudes aimed at himself/herself, which was specified by him:

"I" image – an individual's understanding of him/herself; self-esteem – an effective estimation of this understanding that can be of different intensities as specific features of "I" image can cause more or less strong emotions associated with their acceptance or condemnation; potential behavioral reaction, that means those concrete actions that can be caused by "I" image and self-esteem [3, c. 32].

There is no doubt about R. Burns's statement that the positive "I-concept" can be compared to a positive attitude toward him/herself, self-worth, self-acceptance, and self-esteem; the synonyms of the negative "I-concept" are the negative attitude towards him/herself, a rejecting him/herself, a feeling of inferiority.

The teacher's **professional character** includes a strong motivation for teaching activity, an interest in teaching activities, a tendency to teaching activity, understanding and acceptance of his/her teaching mission.

Learning new skills in communicative and speech behaviour, as well as non-verbal communication is of particular importance. Nonverbal signals, as a rule, are not controlled by consciousness, and therefore they manifest the person's subconscious instincts, and the degree of trust in the teacher and the information that he/she carries is based on these data.

The requirements for the modern teacher's speech behaviour are literacy, adherence of all language norms: pronunciation, stress, the word use, the use of linguistic means that provide attention and interest, realize such important communicative qualities as expressiveness and emotionality, observance of socio-ethical linguistic norms, clear diction, pleasant tone of voice, the use of intonational means of communication, pauses, changes of the pace in speech to focus students on critical points, logical structuring of expression.

The requirements for the modern teacher's **communicative behaviour** are democratic style of the communication with students, flexibility in communication, teaching tact, observance of ethical norms of interpersonal interaction of teaching staff and children's group, in communicating with children's parents, adherence to standards of

etiquette and relationships of teaching staff and children's group, ability to cooperate.

We think **image competence** consists of the following elements: the content one (theoretical knowledge about the essence of the professional image, its functions, types, structure and tools for development), the reflexive one (mastering methods of self-knowledge, self-observation, self-estimation, self-education, self-development etc.), and the activity one (implementation of the received knowledge into practice, experience in creating his/her own professional image).

The teacher's activity is impossible without using creative approaches, so we think that it is very important to have the creative potential, creative abilities, the need for creative self-realization, the use of teaching technologies that promote the identification and development of children's creative abilities; creating favorable atmosphere in classes, encouraging students to use creative approaches to making work products at lessons [4].

Conclusion

In the conclusion, we note that the teacher's professional image is a complicated holistic formation that has several components, which can be combined in the following groups: elements of appearance, personal qualities, social characteristics, and professional competence. Awareness of the professional image structure and the requirements to its components can make the process of its development manageable and purposeful.

The teacher should be a remarkable and bright personality who shows sincere interest in everything he/she does, primarily in his/her subject that causes a strong motivation for children to study. The core of the teacher's positive image is his/her self-realization as a person and as a specialist. Only if the need for self-realization is met, a person feels him/herself a self-sufficient person, that makes him/her more confident and in his/her actions, and, as a result, – more influential on the consciousness of the people around.

The prospects for further research are in the field of revealing features of developing the professional image of specialists of different specializations, highlighting common and specific regularities.

References:

1. Andrushhenko V., Tabachek I. Formuvannja osobystosti vchytelja v suchasnykh umovakh // Politychnyj menedzhment. – 2005. – # 1. – S. 58 – 69 [in Ukrainian].
2. Antonova N. V. Lichnostnye istoki imidzha / N. V. Antonova // Imidzhologija: sovremennoe sostojanie i perspektivy razvitija : materialy Pervogo mezhdunarodnogo simpoziuma «IMIDZhELOGIJa – 2003» / pod red. E. A. Petrovoj. – Moscow, 2003. – S. 37–40 [in Russian].
3. Berns Robert. Razvitie Ja-koncepcii i vospitanie: per. s angl. / Robert Berns; pod obshh. red. V. Ja. Pilipovskij; per. M. B. Gnedovskij, M. Koval'chuk. – Moscow: Progress, 1986. – 420 s. [in Russian].
4. Bondarenko V. I. Teoretychni i metodychni zasady formuvannja imidzhu majbutnjogho vchytelja tekhnologij u systemi vykhovnoji roboty pedagoghichnogho universytetu: dys. ... d-ra ped. nauk: 13.00.07 «Teorija i metodyka vykhovannja» / V.I. Bondarenko. – Kyiv, 2016. – 544 s. [in Ukrainian].
5. Busygina T. A. Individual'nyj imidzh kak social'no-perceptivnyj komponent professional'noj kompetentnosti prepodavatelja vuza : avtoref. dis. na zdobuttja nauk. stupenja kand. psih. nauk: spec. 19.00.05 "Social'na psihologija". – Sam. gos. ped. un-t, 2004. – 24 s. [in Russian].
6. Goffman E. The Presentation of Self in Everyday Life. – N. Y., 1959. – 586 p. [in English].
7. Disterveg A. Rukovodstvo k obrazovaniju nemeckih uchitelej / A. Disterveg. – Moscow: Uchpedgiz, 1956. – S. 136-203 [in Russian].
8. Dzhejms D. Jeffektivnyj samomarketing. Iskusstvo sozdanija polozhitel'nogo obraza / Per. s angl. – Moscow: Informacionno-izdatel'skij dom «Filin», 1998. – 123 s. [in Russian].
9. Kajdalova L. Gh., Pedagoghichna kuljtura vykladacha / L. Gh. Kajdalova, T. V. Lutajeva: navch. posibnyk. – Kharkiv: Vyd-vo NFaU, 2011. – 181 s. [in Ukrainian].
10. Kaljuzhnyj A. A. Social'no-psihologicheskie osnovy imidzha uchitelja: avtoref. dis. ... d-ra psihol. nauk: spec. 19.00.05 "Social'na psihologija" / A. A. Kaljuzhnyj. – Jaroslavl': 2007. – 50 s. [in Russian].
11. Suchasnyj slovnyk inshomovnykh sliv: Blyzjko 20 tys. sliv i slovopoluchenj / [uklaly: O. I. Skopenko, T. V. Tsymbaljuk]. – Kyiv: Dovira, 2006. – 789 s. [in Ukrainian].