

## PEDAGOGICAL TECHNOLOGY OF DEVELOPING PROFESSIONAL IMAGE OF PEDAGOGICAL UNIVERSITY TEACHERS



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The article presents a description of pedagogical technology of developing professional image of pedagogical university teachers which is characterized as a part of professional competence and an essential indicator of pedagogical mastership. It is specified that the issues on development of an image from the pedagogical standpoint have emerged only in recent decades. The problem of developing future teachers' professional image has been intensively studied by Ukrainian and foreign scientists. However, the author proves that methodological principles of developing future university teachers' professional image are almost completely ignored in educational researches. The article aims at submitting the main components of pedagogical technology of developing future teachers' professional image.

The definition of the concept 'technology' is analysed in the article from both traditional and modern pedagogical standpoints. The difference between the educational, pedagogical and teaching technologies is emphasized on. The main criteria of effectiveness of the pedagogical technology are revealed. According to the author they are conceptuality, systematic process, controllability, repeatability. The structure of the pedagogical technology of developing future teachers' professional image is characterized in details. In the author's opinion this pedagogical technology includes the following components: conceptual, content and processual, stuff and resource ones. The special attention is paid to disclosing the content of each component. The principles of regulating the process of development of future teachers' professional image are defined as an essential part of the conceptual component. The content and processual component of the technology of developing future teachers' professional image has three constituent parts that include the main goals, organizing forms and the rational methods of motivating the future teachers' activity in self-development of the professional image. Stuff and resource component of the technology provides the whole programme of target actions of managing the educational and cognitive activity of the pedagogical university students in terms of continuous improvement of their qualification. While implementing this programme the special attention is paid to the goals of training managers of education to contribute to the high quality of developing future teachers' professional image.

To conclude the author states that development of future teachers' professional image is well-managed process, its effectiveness can be improved through using the pedagogical technology that is harmoniously implemented into the educational process of pedagogical university. It has some interrelated stages that reflect the logics of developing an image and take the laws of its development into account.

**Summary.** In the article pedagogical technology of developing professional image of pedagogical university teachers is described; components of the pedagogical technology are defined; principles, main goals and organizational forms of mastering the components of professional image are disclosed; the methods of motivating future teachers' activity while self-developing the professional image are listed.

**Key words:** *professional image, future teacher, pedagogical technology, development of professional image, pedagogical university.*

**Formulation of the problem.**

Increasing need of the society in qualified staff poses the important task of improving the quality of training graduates of tertiary professional institutions; upbringing a new type of a teacher-professional who is mobile and has a number of certain competitive advantages, who is able to know and realize him/herself in the professional activity. Competitiveness and mobility of graduates of tertiary institutions increase due to self-presentation of their positive professional image, effective development of a specialist's I-concept and an adequate image. Since the first year of studying future teachers should be aware that their professional success, career growth, personal self-realization depend on their own efforts and professional competence.

Implementation of new trends, enlarging the amount and depth of scientific knowledge, continual spreading and updating of scientific and professional information poses new challenges for pedagogical universities. The public ideal of a teacher is closely connected with the development of the teacher's own positive image that is a part of professional competence and an essential indicator of the pedagogical mastership.

**Analysis of recent research and publications.**

In recent decades, in psychological and pedagogical researches the interest has emerged to the questions that concern the development of an image from the pedagogical standpoint. The concept 'image' is closely connected to the problems of upbringing, learning, producing well-integrated individuals, as well as personal and professional self-improvement. The works by the following scientists are devoted to the issues of developing a professional image: Yu. V. Andrieieva, V. A. Zhebit, M. A. Yelahin, O. V. Yemelianova, N. A. Tarasenko, O. L. Pykuleva and others. The researchers analyse the essence, components of managers, businessmen and politicians more often, giving recommendations of how to develop it. L. P. Inozemtseva, A. A. Kaliuzhnyi, O. Yu. Kamysheva, L. P. Kachalova, O. O. Kovalova, I. V. Razmolodchykova, M. A. Stepanska-Skarha, N. A. Tarasenko, O. A. Tkachenko, V. N. Cherepanova, O. V. Shcherbakova study the professional image of specialists in the field of pedagogy.

**Identifying previously unsolved parts of the general issue to which this article is dedicated.**

The problems of forming pedagogues' professional image have received quite broad coverage in foreign and Ukrainian scientists' works. However, methodological principles of developing professional image of future university teachers are almost completely ignored in extensive educational researches.

**The purpose of the article** is to submit the main components of the pedagogical

technology of developing future teachers' professional image.

**The main material of the research.**

In recent decades, the concept 'technology' (from the Greek *techne* – art, mastership; *logos* – science) was introduced into the pedagogical science [6]. In Ukrainian and foreign works on pedagogy the concepts 'educational technology', 'pedagogical technology' and 'teaching technology' are used.

According to V. P. Davydov's view, pedagogical technology turns pedagogy into more 'exact' science, as well as it makes teaching practice more strictly organized, controlled and effective process [4]. V. Bepalko thinks that "every activity may be either a technology or an art. The art is based on intuition, while the technology ends to start again later" [1, p. 5]. M. Bershadkyi believes that the recognition of our limited knowledge doesn't present insurmountable difficulties on the way of building more and more complete and detailed models of the educational process and their improvement, as new information on teaching methods and methods of development is obtained. In this case, the use of the concept 'pedagogical technology' at the modern stage is partially proved, but that we call technology now is only an approximation of the process which can be determined as this concept. The scientist convinces that teaching technology should be spoken about not as a perfect teaching practice, but as a scientific discipline which discloses the technological approach to the teaching process. Incomplete information about an object of influence and changes that take place in the process of influencing it, and

its laws, which are not completely known, don't allow to make any clear predictions about the process [7]. In the above-mentioned scientists' opinion, the pedagogical technology functions as a science, system of algorithms, methods, regulators of activity, as well as a real process of teaching and upbringing. It can be submitted as a full set of aspects, scientific project, presenting a programme of actions, and a process that is really committed. H. Selevko notes that any technology is a system, but not every pedagogical system is a technology [5].

Taking into account the laws of the process of developing future teachers' professional image includes building its scientifically substantiated technology that contains organizational and methodological tools – methods, forms, means, and a certain sequence of actions, as well as financial and logistical resources (teaching and visual aids, technological equipment etc.) which are used to achieve the target pedagogical outcome.

Educational technology reflects the general strategy of development of education, unified educational area. Educational technologies are aimed at solving strategical problems for educational system: predicting the development of education, setting and planning goals, results, main stages, means and organizational forms of educational process. Such educational technologies are concept of education, law of education, educational systems. In modern Ukraine such educational technologies cover humanistic concept of education, Law of Ukraine "On Education", the system of continuous education (at pre-school, school, university, and postgraduate stage) [3].

Pedagogical technology reflects the tactic of implementing educational technologies into educational process in certain conditions. Pedagogical technologies accumulate and express the general signs and laws of the educational process regardless of the particular subject. Each specific pedagogical technology reflects the model of educational and managing process in educational institutions, integrating their content, forms and means [3].

Thus, most modern scientists agree that any pedagogical technology has to respond to the main criteria of technological effectiveness, it has to include:

- conceptuality (reliance on certain scientific concept);

- systematic process (logics of the process, interrelation of its parts, integrity);
- controllability (diagnostic and planning of the teaching process);
- repeatability (ability to implement it in other similar educational institutions by other subjects) [7].

Technology of developing future teachers' professional image includes planned in every detail joint activities of teachers and students of the technological faculty at tertiary institution, whose targets are all the components of this phenomenon, logics of its implementing includes gradual approach and interrelation of all subjects of educational process on the way to the goal, as well as an integrity of methods, forms and means of its achieving, their person-centered focus, conducting diagnostic of the current and final results on the condition of providing feedback.

Technology of developing future teachers' professional image has such a structure:

- 1) conceptual component which reflects 'ideology' of designing and realizing this pedagogical technology;
- 2) content and processual component, whose elements are a) a goal and targets of implementing the correspondent technology into the practice of students' professional and teaching training; b) organizational forms of reaching by future specialists the content potential of learning disciplines while mastering the items of the professional image and involving them into the process of its active self-development (organizing and conducting lectures, seminars and tutorials in the subjects of cultural, psychological and pedagogical and professional field; organizing the process of mastering by future teachers the content values of special course "Image of a modern teacher" on a personal level); c) the system of rational means of motivating, projecting, organizing and stimulating the actions that are essential for turning learning and teaching process at the technological faculty of tertiary institution into the source of realization of its image policy, achieving its personal outcomes;
- 3) staff and resource component whose function is to provide continuing improvement of the levels of development of the competences by pedagogical university teachers like methodological,

culturological, psychological and pedagogical, and professional one [7].

The essence of conceptual component of the technology include the following principles of regulating the process of development of future teachers' professional image:

- The principle of considering the process of development of future teachers' professional image as a social and cultural, general pedagogical phenomenon, whose goals, content, functions and structure correspond to personally developing paradigm of advancement of the pedagogical education.
- The principle of enhancing the professional and cultural component in the context of higher pedagogical education due to its image component.
- The principle of pedagogical projecting of the goals, content and methodology of promoting the process of students' mastering the value components of professional image on the holistic and personal basis.
- The principle of dominating the inspiring and sensory components in the methodology of development of future teachers' professional image.
- The principle of organizing the educational interaction with students as the process of cooperation in the field of building the paths on the image trajectory of professional formation and development.
- The principle of drawing the process of developing faculty teachers' image policy on psychological and pedagogical knowledge, their own activism in professional and pedagogical improvement [2].

The content and processual component of the technology of developing future teachers' professional image has three constituent parts:

1. *The general goal is to put ethnocultural, personally developing paradigm of developing future teacher's personality into the practice.*

The correspondent modernization of students' professional training is the necessary instrumental value, the framework for their mastering the value of an acmeological level – a professional image.

The main goals:

- Upgrading the professional and cultural component of the content of future teachers' professional training due to cultural values, in hierarchy of which Ukrainian ethnic culture and language are ranked the first; adding to it the values of culture of developing the professional image.
- Creating at pedagogical university personally developing environment, whose main function is to stimulate the activism of the technological faculty students to the self-development of the components and elements of professional image.
- Spirituality and sensuality of the content of the methodology of mastering the professional image values by university students.
- Achieving the best value in managing the process of developing the future teachers' professional image.

2. *The organizational forms of reaching by the future teachers the potential of the learning discipline content while mastering the components of professional image and involving it into the process of its active self-development.*

The leading traditional forms are lecturers, seminars and tutorials in the disciplines of cultural, psychological and pedagogical, and professional field. To develop the students' professional image frontal (lectures), group (seminars and tutorials), individual and mixed (individual group, pair group and frontal group) forms of the organization of training are used.

The requirement to these lectures are personal orientation and personification. The leading functions of seminars and tutorials of all the disciplines of the curriculum are the interactive one (focused on developing skills of interpersonal interaction); developing one (aimed at developing a self-image of a teacher, students' critical thinking, their emotional and sensual, and motivational spheres); training one (served as an effective means of mastering the content of curricular by students); educational one (providing the development of future teachers' qualities that are closely connected with the professional image: tolerance, courage in statements, respect to others' thoughts, integrity etc.); communicative one.

Pedagogical dialogue is the most reasonable form of conducting the seminars

and tutorials in general cultural and professional disciplines in the context of revealing their value potential for changing students' consciousness of the professional image into personally meaningful category. It provides not only their active cognitive activity, but also readiness to take initiatives, creative, collective search of the truth, and the exchange of ideas.

The observation classes, the classes of disputing character, and the classes – learning the best experience of teachers' work play an important part among the organizational forms that contribute to future teachers' motivation of the activity.

The function of the first ones is to develop pedagogical observation while demonstrating the professional image by the best educators (particularly at the lessons in schools, while watching the films that are devoted to the educational issues); to form professional examples and ideals.

The stages of the observation classes:

- preparatory (at this stage the students get to know the certain components of the pedagogical image, a phenomenon that will become the subject of observation at the lesson in comprehensive school or while watching films);
- projective (posing the goals and the programme of observing the skilled teacher's actions); practical training for observing (learning the methodology of noticing the observation, notice forms, and requirements to presenting the results);
- active and reflexive (processing the direct observation, discussing, analysing, and synthesizing its results).

Conducting the classes of disputing character requires preparation by the university teacher the system of heuristic questions aimed at dividing the task into the semi-tasks. Each of this questions has to contribute to awareness of a new strategy by students – the goal of the activity in a render of mastering the values of professional image. But this is only one task of the teacher at the stage of planning the discussion whose theme is chosen together with students. The next step has been known by university teachers for a long time – designing and announcing a lesson plan, recommendation and working on the sources. It is preferable to predict a possible way of considering the discussion

questions, to design the verbal means of its turn to the professional image, self-knowledge, activism in the professional self-development. The future specialists should learn the rules of participating in the discussion in advance. The leader and his/her assistants are chosen among the students.

At the stage of conducting the discussion the tasks are posed and realized that are connected with the gradual introducing the heuristic questions into the discussion (the technology of this public activity is well-represented in methodological literature).

It is reasonable to build on the multiplicity of various forms of organizing and conducting the educational discussion that keeps the world educational experience. But according to the results of our pedagogical research, while developing the components of students' professional image the following forms are efficient: debates (the students are divided into teams "Affirmation" and "Negation" and proves the collectively chosen position); round tables (discussions in which the equal number of students take part (3-5 persons), forums (consideration of the discussion questions is conducted as an expert group meeting which begins the exchange of ideas with the rest of groupmates – the audience); imitative games (they are considered to be the system of role functions and orientations aiming at modelling and studying the possible relationships that characterize the certain professional activities).

The third and the most important element of the content and processual component of the technology is the system of rational means of motivation, design, organization and stimulation of students' activity while mastering the constituent parts of professional image.

The most effective rational methods of motivating the future teachers' activity in self-development of the professional image are the following:

- the bright demonstration by university teachers the examples and results of teachers' activities while achieving the status of professional image carriers;
- students' orientation to the obligatory motivation of the ways to solve professional and pedagogical problem situations of the image content;



- students' practical training in simulated situation of introducing into a new social role – 'an owner of the positive image';
- comparing by future specialists the image characteristics of the pedagogues (fiction characters, film characters, the best practicing teachers) and their own corresponding characteristics as the future teachers;
- providing the target support of searching by students the personal sense of self-developing the specific components of the professional image;
- emotional and sensual colouring the content values of the teacher's professional image by artistic and graphic means.

Designing methods have the prominent place in the structure of methods for ensuring the future educators' activity while self-developing a positive professional image:

- immersing students to making the image portraits of the best teachers in Ukraine;
- orienting the future specialists to developing the target projects of their activity as master-teachers who are carriers of positive image;
- doing exercises in making programmes of developing the professional image that are intended for the near and far prospectives;
- doing exercises by future teachers in making personal plans of realizing image target programmes of professional and pedagogical development;
- pedagogical consulting on the issues of creating by students their own methods, techniques and means of implementing the plan of self-developing specific components of professional image;
- pedagogical projecting of the ways and methods of organizing and stimulating future teachers' movement towards the personal path of achieving the top of the professional image.

The leading methods of organizing the process of self-developing a professional image by students are the following:

- dialogue activity concerning the subject of self-developing the professional image;
- a method of organizing the students' reflexive actions in the direction of mastering their professional image;
- dialogue penetration of a teacher and students into the world of carriers of

positive pedagogical image, the ways and means of mastering it as a personal value;

- a method of organizing social and pedagogical, and social and psychological training courses that are devoted to developing external characteristics of students' professional image, particularly the communicative competence;
- organizing self-exploration from the cultural standpoint taking into account the features of a teacher's professional image;
- a method of organizing personally developing work of students in pairs, aimed at increasing the level of adequacy of self-evaluating the development of the certain image features;
- the systematic involvement of future teachers into professional and technological, pedagogical creativity as means of mastering image qualities;
- a method of organizing students' self-educational activities in the field of their professional and pedagogical development;
- a method of organizing the professional self-education of image qualities.

The main constituent parts of the method groups for stimulating future teachers' activity while self-developing their professional image are:

- organizational and activity oriented, and role games of image themes;
- a method of encouraging self-knowledge of students' own internal and external images of "I" as the subsystems of a professional image;
- discussions on the issues of the theory and technology of developing the teacher's professional image;
- a method of creating moral professional and pedagogical situations;
- the pedagogical requirements to organizing by students the processes of self-developing the professional image;
- encouraging the students' initiative and creative activity as the subjects of self-developing the components of the professional image [2].

3. Staff and resource component of the technology. The totality of the component is the whole programme of target actions of the subjects of managing the educational and cognitive activity of the pedagogical university students in terms of

continuous improvement of their qualification.

The programme covers formal, non-formal and informal forms of the post-graduate education of managers – rectorate workers, faculty deans and their deputies, head of departments and teachers. Its methodological background is a holistic approach to improve the cultural, methodological, psychological and pedagogical, and specific professional competence.

In the terms of this programme the special attention is paid to the goals of training managers to provide the high quality of developing future teachers' professional image.

First of all, these goals are:

- to develop technological faculty dean office and its department workers' methodological readiness to contribute to the quality of development of all the components of students' professional image;
- to involve the teachers of all departments into the process of upgrading the curricula, being reconciled with the cultural guidance of students' professional and cultural

development and with those new competences which define the graduate's image identity;

- to provide the optimality of cultural, psychological and pedagogical post-graduate education of all subjects of developing future teachers' professional image; implementing it by formal (through theoretical and methodological seminars at tertiary institutions, during internship period) and informal (professional self-education and self-upbringing) means.
- to upgrade the themes of psychological and pedagogical studies at tertiary institutions due to their image component;
- to improve special professional, in particular faculty teachers' technological readiness; to pose the goals of being a teacher's real role model for students, carriers of the professional image values.

The necessary condition of qualitative functioning of staff and resource component of established technology is providing the continuous mastering by university teachers methodological, cultural, psychological and pedagogical, and specific professional values that are essential for developing students' professional image [2].

### Conclusions and recommendations for further research.

In conclusion, we should state that development of future teachers' professional image is well-managed process whose effectiveness can be increased through using the pedagogical technology that is harmoniously implemented into the educational process of pedagogical university. It has some interrelated stages that reflect the logics of creating an image and take the laws of its development into account. The issues of supporting the positive professional image of the teachers in the process of their professional activities need the further study.

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