

**Kalahurka Khrystyna**

PhD in Pedagogical Sciences, Associate Professor  
Department of General Pedagogy and Pedagogy of High School  
Ivan Franko National University of Lviv, Lviv, Ukraine  
khrystyna.kalahurka@lnu.edu.ua  
<http://orcid.org/0000-0003-3179-4694>

**Zasymenko Sophia**

Master Degree Student  
Department of General Pedagogy and Pedagogy of High School  
Ivan Franko National University of Lviv, Lviv, Ukraine  
sophiya.oluntsiv@gmail.com

**THE DEVELOPMENT OF TEACHER'S PROFESSIONAL IMAGE IN A MODERN SCHOOL**

**Abstract.** *The relevance of the problem is caused by the fact that modernization of education is impossible without creation of a positive teacher's image, formation of an active teacher's personality, building a successful career. A modern teacher with a positive image is a highly educated, spiritual, creative personality who is able to generate new ideas, solve current problems in an original way, successfully realize himself/herself in professional activities, make a good impression on others, make a positive impact on pupils and be an example to them. The aim of the article is to theoretically analyze and empirically investigate the peculiarities of the development of the professional image of a teacher in a modern school. Research methods applied: comparative, typological, analytical, questionnaires, generalization, induction, deduction. Teachers' opinions on the factors that most influence the formation of a pedagogical image in a modern school as well as the duration of its formation, the appearance of a modern teacher, the role of a pedagogical image in teacher's professional activity were determined. Based on the analysis of the results of survey, the following peculiarities of the formation of the teacher's image were identified: reputation and authority, professional skills, behavior, appearance, self-presentation skills and work experience. Methodological recommendations provided would help future teachers to form a positive pedagogical image and avoid difficulties in their professional activities. Adherence to them contributes to the professional and personal growth of a teacher, enrichment of professional and general culture, strengthening authority, development of a creative personality.*

**Key words:** *image, professional image, teacher, components of pedagogical image.*

**Introduction.** In the conditions of active development of technical progress, innovative technologies and computerization of all spheres of society, the requirements for the training of professional and competitive professionals are growing. Modernization of education is not possible without creating a positive teacher's image, formation of an active teachers' personality, building their professional career. A modern teacher with a positive image is a highly educated, spiritual, creative personality, capable to generate new ideas, solve current problems in an original way, successfully realize oneself in professional activities, make a good impression on others, positively influence students and is an example to them.

**Analysis of recent research and publications.** In the scientific literature much attention is paid to the issues related to the formation of professional image in recent decades. Modern investigations are represented by different views of scholars on the peculiarities of the professional image formation of a specialist, namely: formation of the professional image of a teacher (O.Horovenko, N.Huzii, V.Zeliuk, A.Kaliuzhnyi, A.Kononenko, V.Marchenko, I.Rozmolodchykova); formation of the professional image of a lecturer (O.Hreilikh, T.Demchuk, H.Yevtushenko, O. Kozlova); formation of the professional image of a future educator (O.Kovalova, L.Kovalchuk, A.Korkishko, M.Navrotska, Yu.Skoryk).

**The aim of the article** is to theoretically analyze and empirically investigate the peculiarities of the development of the professional image of a teacher in a modern school. **Research methods** applied: comparative (establishing similarities or differences in the definition of basic research concepts), typological (grouping of image components), analytical (analysis of teachers'

answers), questionnaires, generalization, induction, deduction and other methods.

**Presentation of the main research material.** The concept "image" was formed many years ago and has an age history. At all stages of the development people tried to impress the environment, to appear in a different, not typical and not inherent for them images, for which a variety of aids were used. At the present stage of development of society, the issue of quality cooperation and building partnership between educational process participants is important and relevant, as the problem of pupils' passivity in the learning process is exacerbated. One of the main mechanisms for solving this problem is the formation of a positive professional image of a teacher.

The term "image" is of Latin origin and is used in the languages of Western European countries: French (image) – picture; German (imaginar) – imaginary image; English (image) – icon, idol, figurative expression. Translated from the English language "image" literally means a portrait, picture, reflection. Regarding the pedagogical image, the interpretation is narrower, namely the image that has been formed in the minds of others. According to O.Horovenko "image" is not only the appearance of teachers, but also the way of their thinking, actions, deeds, i.e., a comprehensive view of a personality [1].

Teacher's image is a complex concept that concentrates all the most important professional characteristics, which are presented not only through appearance and professional qualities, but also "personal thinking, actions, deeds, the art of speaking and listening, the ability to emphasize one's specificity and individuality" [2].

In A.Korkishko's opinion professional image

consists of: appearance; use of non / verbal means of communication; internal conformity of the profession image – the inner “self”; stylistic features of pedagogical activity; professional orientation [3].

In order to study the opinion of educators about the phenomena of a professional image of a modern teacher, 34 teachers were interviewed. Among the surveyed were teachers of: general secondary education – 16 (47.5%), lyceums – 9 (26.4%), gymnasiums – 2 (5.8%), private schools – 2 (5.8%), colleges – 2 (5.8%), online school tutors and freelance tutors – 2 (5.8%), university lecturer – 1 (2.9%).

For many respondents, pedagogical image is the teacher’s appearance, clothes, the smell of perfume, being well-groomed (14 points – 41.1%); in second place – style, ability to communicate (9 points – 26.4%) and teacher’s authority and reputation (8 points – 23.5%). Definitely, the professional status of teachers directly depends on their reputation, because the higher the teacher’s reputation is, the higher the professional status is. In turn, reputation is interrelated with the authority of a teacher, that also is a component of professional status. These are highly valued qualities that the environment endows a teacher. In the third position is the opinion of 7 teachers (20.5%), who note that the image is “a holistic image of a teacher, which includes communication style, style of pedagogical interaction, gestures and appearance”. Fewer answers indicated that the pedagogical image is behavior, tact, manners of teachers and how they treat children, colleagues (5 – 14.7%). Interestingly, the least respondents (only 4 people) defined this concept as the level and quality of professional skills of teachers, their awareness, work experience.

It is important to note that the high percentage of respondents who believe that the pedagogical image is only (!) the appearance of a teacher, leads to considerations and additional questions: how objective is the indicator as well as the criteria the respondents are guided by in choosing their answers; how much do they focus on in the information field in terms of topic, etc. However, it should be added that according to O.Hreilikh [4], the main components of the pedagogical image include a holistic external image of teachers, their skills in using verbal and nonverbal means of communication, as well as the internal component “self”, which corresponds to the image of the profession.

The internal component of the image outlines the state of a human that has an impact on appearance, determines facial expressions and behavioral reactions. External image should comply with the requirements and interests of modern society, adjust pupils to productive learning activities. It is the appearance of a person (on a conscious or subconscious level) that transmits information about oneself to others, non-verbally tells about oneself [5, p.41; 6].

One of the questions of the questionnaire was aimed to determine teachers’ opinion about the factors that most influence the pedagogical image formation in a modern school. The opinions were divided in a rather interesting way. In the previous question, the prevailing opinion was that the image depends on the appearance of a teacher. However, to the question of the factors that determine the image, we got most of the answers that affected the self-development of teachers, their ability to self-improvement, keep up with the times, creatively organize learning activities – this was the opinion of one third of people (11 teachers – 32.3%). One-fifth of the answers – 20.5% or 7 respondents believed that pupils, their attitude to a teacher was a key factor in image formation. According to the respondents, the third most

significant factor was the administration of the institution (5 people – 14.7%), relationships between parents and teachers, and staff (11.7%). The rest of respondents (9.1%) provided the following answers: state policy in the field of education, financial capacity of teachers; influence of society, environment; mentality; level of communication skills; level of professional competence.

Having analyzed all the answers, we can conclude that the opinion of respondents about the image is one, and about the factors that contribute to its formation is quite different. They consider the pedagogical image as the teacher’s appearance and the factor that contributes to this is the teacher’s self-development.

The answers to the question “How long does it take to form pedagogical image?” were distributed as follows: 47.0% (16 people) noted that the image was formed “during all activities, demanding continuous improvement of skills and abilities”, “taking into account modern requirements and new approaches to teaching, keeping pace with the time, during the whole teaching activity, namely constantly”; 26.4% (9 respondents) believed that “it takes 2 – 4 years” to create the image of a teacher; 11.7% (4 respondents) indicated a term of 4 – 6 years. One person (2.9%) answered “about 1 year” and one person (2.9%) answered “it depends on a teacher: 2 years, 5 years, or constantly”.

At to the question “What about the appearance of a modern teacher? Provide three the most important, in your opinion, components”, 34 people (100%) responded that tidiness, traced in everything (clothes, hair, make-up, manicure) were the most important element in the teacher’s image. The examples of answers: clean clothes, neat restrained manicure; neat hairstyle; clean and tidy shoes, etc.

According to the survey the second component of the image was identified as the restraint in the image – 11 respondents (32.2%): “restraint in make-up, hair, manicure, clothes and shoes”, “clothes should be restrained, concise, practical and comfortable and not distract children from the educational process with their bright colors”. Style was placed by the teachers on third place – 10 teachers (29.4%). At the same time noting that “clothes should be stylish, elegant”, there should be “a sense of taste, style, fashion trends”. One person indicated that the main thing in the teacher’s image is “a healthy and sports body... when pupils see a person caring about body and health, they do not only respect teachers, but also try to imitate them”. Thus, according to the results there were 3 most important components of the teacher’s appearance: neatness, restraint, and stylishness.

To the question on the role of pedagogical image in teacher’s professional activity, 100% of respondents answered that it was “integral”, “the most important, leading”, “significant because it affects the effectiveness of the educational process and the authority of a teacher at school”, “forms the attitude of pupils and staff to a teacher”, “absolute”, etc.

Unfortunately not all teachers fully understand what a professional image is and what it should be like in a modern school. This is confirmed by contradictions in the respondents’ answers in the questionnaires, inaccuracies in the formulation of the answers, etc. That is why there are difficulties in pedagogical activities, namely insufficient level of skills and abilities to communicate with pupils and colleagues, self-doubt, problems with self-esteem, self-presentation, etc. However, a large percentage of teachers who are constantly improving, expanding their knowledge, taking an active part in educational courses, webinars, conferences, striving to keep pace with the dynamic world should be mentioned.

Based on scientific and empirical research, we have identified the following features of the teacher's image formation: reputation and authority, professional skills, manner of behavior, appearance, self-presentation skills, and work experience.

The modern world is characterized by constant changes we observe in modern pedagogical science. The issues of defining the image of a student of a pedagogical institution and/or a young teacher as a driving force of progress and improvement of the modern education system are still relevant. Of great importance is the process of training of young specialists who have a high level of competitiveness, fundamental knowledge, a high level of competence in related fields of professional activity, readiness for lifelong learning and improvement.

The issue of creating and consolidating a positive image of young teachers is still relevant, as they often face a number of problems related to finding the best ways to behave during their professional activities due to their insufficient experience. The profession of a teacher, educator has certain peculiarities. Those who work in education institutions often think that the main task is only to teach, provide sufficient theoretical knowledge, develop and improve skills and abilities. They often do not think that in addition to the "dry" presentation of the material, they are, above all, in close and inseparable connection with the student's personality. Such a purely didactic attitude to professional activity often leads to the loss of pupil's interest in a teacher, and then in the subject, which in turn devalues the value of education. Without interest in the teacher's personality, pupils do not show interest in learning. In order to be interesting for pupils, a teacher should constantly improve oneself, be "on the same wavelength" with pupils. But it is important not to cross the line and not to transfer the process of interaction "teacher – pupil" in the category of fraternal.

The driving force behind the formation of the professional image of a teacher is motivation. Various motives of an individual act as a motivating force in achieving the goal. Motive and purpose create a kind of "vector", i.e. the direction of activity. This vector acts as a system-forming factor that controls the entire system of mental processes and states that are formed and revealed in the process of image activity.

The most important components of pedagogical image are a high level of formation of personal (communication skills, reflection, adequate level of self-esteem, empathy, striving for self-improvement in professional activities, etc.) and professional (knowledge of the subject, awareness and implementation of pedagogical technologies, legal norms and provisions, pedagogical technique, skills of public speaking, style, the presence of pedagogical culture, tactfulness, organizational skills, etc.) qualities.

To create a positive appearance, the following elements are necessary: neatness in appearance (clean hair, manicured nails, eyebrows, etc.); ability to dress stylishly and at the same time restrained; restrained clothes, neat gentle manicure, picked hair, day make-up, clean and comfortable shoes; classic style of clothing, but taking into account modern fashion; neat style of clothing – dresses, skirts, blouses, neat and elegant hairstyle, comfortable and beautiful shoes; adherence to individual style in clothing, sense of taste and moderation. Appearance, as the image component, helps a teacher to draw attention to oneself, create a positive image, show oneself not only as an attractive person, but also as a competent professional, who by appearance sets pupils up for cooperation.

The second, no less important, component is verbal

behavior. The nature and manner of communication depends on the image of both participants of the communication process – a teacher and a pupil. The higher the verbal level of teachers is, the more knowledge, skills and abilities they are able to pass on to their pupils. Verbal behavior is the best tool for a teacher that should be mastered skillfully. Speech, as the most active means of interpersonal influence, should meet specific qualitative characteristics, in particular, the most important of them are the following: accessibility: successful selection of language tools for clear, logical, structured expression of opinions, taking into account the possibilities of perception of listeners. Talking about complex things in a clear and simple way, with a deep subject knowledge is a sign of mastery of the teacher's speech influence; variability is the ability to speak, describe the same thing completely differently, use different language tools, take into account and at the same time easily use different styles of speech; expressiveness of speech – the ability to evoke in pupil's minds visual figures, images through examples, comparisons and allegories; logic – adherence to consistent and clear arguments, focus on the key idea; literariness – the exact use of words that are appropriate for the content and ideas of the text, the correctness of accents, word endings; communicativeness – the most important feature of a teacher.

In the training of future teachers it is desirable to use a set of modern methods for the formation of practical skills of creating a professional image. These could be:

- lectures-discussions aimed to build a free dialogue and exchange of thought with colleagues, pupils, etc. Thus, teachers become self-determined, a clear professional position is formed, the desire for self-development appears;

- lectures-presentations aimed to improve knowledge on the use of ICT. The main advantage of this method is the combination of theoretical material and practical experience of a teacher. Such lectures involve the exchange of experience between colleagues, demonstration of author's teaching technologies, programs, providing recommendations;

- special courses on image formation aimed to understand and view one's own career, its perspectives, outlining the conditions for the development of a teacher's professional image, acquainting with key ways of professional realization;

- participation in role games and solving case problems activate the experience of teachers at most, revealing the emotional state of individuals, their professional and creative potential;

- training sessions aimed at providing teachers with the opportunity to master new individual, group and management skills and abilities, to perform practical tasks. Such trainings should be conducted on various topics.

The following practical methods can help developing the inner teacher's image: goal tree, quests, web-quests, brain ring, brainstorming, logic tasks and modeling of pedagogical situations. The inner image depends on the specifics and technologies of formation of the self-concept. Teachers with a positive "self-concept" can be recognized by the following characteristics: positive attitude towards themselves, positive self-esteem, self-respect, sense of self-worth; self-awareness that highlights a person's knowledge of oneself: "What am I?" [7, p.5-6].

**Conclusions:** professional image is an image of a teacher created by an attitude to the ideal style of professional activity, appearance (image), style and manners of communication, influencing the formation of pedagogical culture. The study of the teacher's

interpretation of the phenomenon of image in a modern school was verified. A survey of teachers was conducted to identify their attitude to the problem of forming a personal and professional image of a teacher. Thus, we found out that respondents were not indifferent to this issue and wanted to improve their professional image.

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#### Калагурка Христина Іванівна

кандидат педагогічних наук, доцент

кафедра загальної педагогіки та педагогіки вищої школи

Львівський національний університет імені Івана Франка, м.Львів, Україна

#### Засименко Софія Григорівна

магістр, кафедра загальної педагогіки та педагогіки вищої школи

Львівський національний університет імені Івана Франка, м.Львів, Україна

### РОЗВИТОК ПРОФЕСІЙНОГО ІМІДЖУ ВЧИТЕЛЯ В УМОВАХ СУЧАСНОЇ ШКОЛИ

**Анотація.** У статті за допомогою методів порівняння, анкетування, узагальнення та іншими теоретично проаналізовано й емпірично досліджено особливості розвитку професійного іміджу вчителя в умовах сучасної школи. Розкрито сутність поняття професійного іміджу педагога. На підставі емпіричного дослідження з'ясовано: визначено думку освітян щодо факторів, які найбільше впливають на формування педагогічного іміджу в умовах сучасної школи, а також скільки часу він може формуватися; яким повинен бути зовнішній вигляд сучасного педагога; роль педагогічного іміджу в професійній діяльності вчителя. Розроблено методичні рекомендації для майбутніх вчителів, які допоможуть сформувати позитивний педагогічний імідж та уникнути труднощів у професійній діяльності. Дотримання рекомендацій сприятиме професійному та особистісному зростанню педагога, збагаченню його професійної і загальної культури, зміцненню авторитету, розвитку творчої особистості.

**Ключові слова:** імідж, професійний імідж, педагог, складові педагогічного іміджу.