

IMAGE AS A PRESENTATION OF A UNIVERSITY TEACHER

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ІМІДЖ ЯК ПРЕЗЕНТАЦІЯ ВИКЛАДАЧА ВИЩОЇ ШКОЛИ

Стаття присвячена проблемі іміджу як презентації викладача вищої школи. Проаналізовано категоріальний апарат дослідження та наукові праці, в яких порушується проблема іміджу спеціаліста. Визначено роль особистісних якостей людини у процесі формування професійного іміджу. Акцентовано увагу на вимогах суспільства до сучасних педагогів. Обґрунтовано важливість створювати імідж, постійно самовдосконалюватися для того, щоб відповідати вимогам суспільства та педагогічній професії. Акцентована увага на появі таких нових наукових напрямів, як професійна іміджологія, педагогічна іміджологія і т. ін., які вивчають проблему іміджу фахівців, її основні аспекти та знайшли відображення у наукових працях. У статті наголошено на тому, що імідж і самопрезентація спеціалістів відіграють важливу роль не тільки у професійній діяльності, становленні професійної культури, але й у досягненні успіху в професійному житті. Охарактеризовано елементи створення педагогічного іміджу викладача як головного критерію професійного успіху у викладацькій діяльності. Наголошено на тому, що сприйняття образу педагога упродовж останніх десятиліть змінилося, і те, що раніше вважалося неприпустимим, сьогодні є звичним явищем. Відтак як і особистий імідж, так і педагогічний імідж та вимоги до нього суттєво змінилися. Підкреслюється, що саме від рівня професійного іміджу викладачів – професійна компетентність, володіння науковими інноваціями, новітніми методиками, інформаційно-комунікативними технологіями, елементами зовнішньої та внутрішньої техніки – буде залежати імідж усього закладу вищої освіти. Висвітлено значення психології одягу, яка розглядає оформлення зовнішності як багатовимірну інформацію про особу, що є суттєвим чинником для створення педагогічного іміджу. Проаналізовано особливості та складові іміджу, вивчено фактори й закономірності формування іміджу як презентації викладача вищої школи.

Ключові слова: імідж; педагогічний імідж; професійний імідж; презентація викладача закладу вищої освіти; професійні компетенції педагога.

IMAGE AS A PRESENTATION OF A UNIVERSITY TEACHER

The article studies the problem of the image as a presentation of university teacher. The categorical apparatus of the research and scientific works, where the problem of the teacher's image is discussed, are analyzed. The role of personal qualities in forming the professional image is determined. Emphasis is placed on the requirements for educators put forward by the modern society. The importance of creating an image, constantly improving oneself in order to meet the requirements of the society is substantiated. Emphasis is placed on the emergence of such new scientific trends as the professional imageology, pedagogical imageology, etc., which study the problem of a professional's image, which makes it possible to study the main aspects of this problem, reflected in scientific works. The article states that the image and self-presentation of a teacher play an important role not only in the

professional activity and the formation of professional culture, but also in achieving success in the professional career. The elements of formation of the teacher's pedagogical image as the main criterion of professional success in teaching are characterized. It is emphasized that the perception of the teacher's image has changed over the last decades, and what was previously considered inadmissible is commonplace now. Therefore, both the personal image and pedagogical image and requirements for them have changed significantly. It is accentuated that the image of the whole higher education institution will depend on the level of professional image of teachers – professional competence, scientific innovations knowledge, the newest methods, information and communication technologies, elements of external and internal techniques. The importance of the psychology of clothing, which considers the appearance as multidimensional information about the person, is a significant factor for creating pedagogical image. The peculiarities and components of the image are analyzed, the factors and regularities of the image formation as a presentation of the university teacher are studied.

Key words: *image; pedagogical image; professional image; professional competences of teacher.*

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Introduction

The ongoing educational reform in Ukraine requires high-level professional competence from university professors. In accordance with the requirements of the state and society, most higher education institutions are reorienting their activities. The competitiveness of the institution, its presentation and the main concept of the development depends on the pedagogical image of the teaching staff. Every institution of higher education forms its own image, one of the most important factors being the level of specialists professionalism. That is why the problem of creating image as a way of university teacher presentation becomes an urgent and important need. Special studies on the problem of the image of the teacher began to appear only in the XX century. Only when the society realized the importance of the teacher's profession, much attention began to be paid to the image of the teacher, his professional competence and personal qualities.

The tempo of the modern life, where the vast majority of things are produced for mass consumption to certain patterns in accordance with the standards, the issue of individuality and uniqueness for the person trying to form a personality, acquire of particular importance. Therefore, an important and pressing issue today is the individual style, which is directly related to the issues of the stylistic characteristic

of the teacher as a person, that is, his image, his self-presentation. Only a skillful combination of a high-level scientific, professional, specialized knowledge with a visually created image will be able to form a positive professional image as a presentation of a university teacher.

An analysis of recent research. Today, the professional pedagogical image, which is the most important component of professional competence, is becoming a major problem of scientific study. Much attention is paid to the study of the categorical apparatus of the research. In particular, the scholars I. Bilous (2016), N. Tarasenko, V. Cherepanov, and other researchers developed the key terms related to the notion of “image”. In addition, thanks to thorough research, scholars have succeeded in identifying such a new branch of pedagogical science as pedagogical imageology. New scientific trends have emerged, such as the professional imageology, pedagogical imageology, and others that study the problem of the professional image. It gives an opportunity to study the main aspects of the problem, which were presented in the works of O. Horovenko (2013), G. Pocheptsov, V. Shepel (1997) and others. The problem of creating the professional image of a university teacher is analyzed by such well-known scholars as N. Butenko, T. Demchuk, O. Karpenko (2017), O. Torubara (2017) and others. Such scholars as I. Aliohina, V. Bebik study the problem of creation of pedagogical image and peculiarities of its effective self-presentation. Ukrainian (R. Kravets (2019), M. Mazorenko (2011)) and foreign scholars (P. Bird, L. Brown) are studying the conceptual foundations and practical techniques of imageology. Such philosophers and psychologists as A. Furnham, G. Hyde and G. Tritskey (2013) are engaged in the scientific research of the problem of image in the context of the socio-philosophical study. For a long time, the European scholars T. Greenberg, S. Lauren, E. Sampson, M. Spillane and others have outlined the importance of image creating in professional activity of specialist.

The purpose of the article is to reveal the importance of image as a presentation of a university teacher in the development of his professional career. The objectives of the article are to define the basic concepts of the problem: “image”, “professional image”, “pedagogical image”, “visual image”; to characterize the main components of pedagogical image; to reveal the role of the visual image in professional activity of the teacher.

A theoretical analysis of the basic concepts “image” and “pedagogical image”

An analysis of scientific psychological and pedagogical sources on imageology shows that there are different approaches to the definition of the concept “image”. Thus, the modern researcher of problems of imageology V. Shepel understands the concept of “image” as an individual appearance or aura created by media, social group or personal efforts in order to attract attention, focusing on the visual attractiveness of the personality (Shepel, 1997, p. 8). According to another scholar O. Hreylikh, the image is an emotionally colored stereotype of the perception of teacher’s image in the minds of students, colleagues, social environment, in the mass consciousness (Hreylikh, 2010, p. 294–299). The scholars N. Butenko, N. Huziy, T. Demchuk, Y. Dziadevych, I. Ziaziun, L. Kaidalova, A. Kaliuzhny, Z. Kurland,

L. Mitina, O. Penkova, I. Tabachek, L. Horuzha and others, while researching the concept of “image” within pedagogy, define the image as a multicomponent emotional style, which determines the conformity role of the personality to the standards and requirements of his profession in the eyes of his colleagues, subordinates, and the society; as a combination of external and internal components of the personality, an emotionally colored stereotype of perception of the subject’s image in the consciousness of a certain group, as well as in the mass consciousness (Kravets, 2019, p. 53).

Today, the image of the teacher is considered as a factor of success in professional activity. Therefore, image formation technologies, in particular the image of a specialist, are beginning to develop. After all, the professional image and self-presentation of specialists play an important role not only in the professional activity, in the formation of professional culture, but also help to succeed in professional life. The understanding of the pedagogical image as a university teacher’s presentation will allow him to perform relevant activities in the areas of his own professional competence. After all, the high result of educational activity is largely provided by the professionalism of the teacher – his high professional competence, high mastery of professional abilities and skills. The problem of a person’s professional development is related to how he/she will master his/her activity at different stages of the career path. The formation of a person’s own style of behavior and a certain image, which scholars understand as not only the perceived appearance, but also as the image of thinking, actions and activities of man will depend on it (Torubara, 2017, p. 406).

In imageology, an image of a person, determined by the professional characteristics, is defined as a **professional image**. Thus, according to the scholars Y. Paleha, D. Vergun, I. Muratov and others the professional image is considered as a set of professional, moral, aesthetic and ethical norms, produced by the society and the attitude of the subject to his professional responsibilities. By definition of S. Bolsun, professional image is a synthesis of professional qualities and competences, personal qualities and appearance of a personality (Bolsun, 2009, p. 51). In scientific research, the main components of a professional’s image include external components of the image, professional orientation, professional competence, professionally important psychophysiological features and professionally important personality characteristics (Mazorenko, 2011, p. 179). As we can see, the concept of the professional image has a sufficient number of interconnected components, a skillful combination of which will depend on each person individually, which will further create his image, his presentation.

In our opinion, the further success and career of a specialist depends on his professional image, an important element of which is the professional competence. In fact, the need, as a motivation for successful activity, is today one of the most important in professional activity. A specialist, who has a high level of understanding of the profession specifics, is able to create a professional image, can build a successful career. Therefore, it is important that the main principles of the professional image are the personal and professional qualities, their realization and success in pedagogical activity of the university teacher will depend on their successful

combination. As we consider the problem of image in pedagogical aspect, it should be noted that in numerous studies, the concept of “image” is considered in terms of pedagogical interpretation. It is realized in the understanding of a conscious interpretation of the essence of a certain pedagogical quality, which the teacher wants to present as the basis of his professional personality (Kovalova, 2006, pp. 84–86).

Modern approaches to creating an image as a presentation of university teacher

One of the topical problems of the pedagogical science and practice is defining the modern approaches to image creation as a presentation of a university teacher. It makes the teacher select his own style of work and master technologies of effective self-presentation (Kononenko, 2003, p. 25). In pedagogical imageology, the verbal and non-verbal means of communication are important components of the pedagogical image. However, it should be emphasized, that the modern teacher’s appearance also plays an important role in professional activity. Moreover, another component of teacher’s image is his inner conformance with the image of the profession – the inner “I”. The internal component of the image determines the state of the person, which influences his appearance, determining his mimic and behavioral reactions. As we can see, the image of the teacher is an integral characteristic that combines a set of external, internal, personal and professional qualities that ensures the effectiveness of his pedagogical activity.

The pedagogical image should be formed taking into account the specific nature of the activity, because every teacher is a live presentation of any educational institution. Because of his image, other people get an idea and impression of the state of education in general. In order to work with the audience, one must not only be able to submit the educational material correctly, logically, meaningfully and interestingly, but also possess the elements of external and internal self-control techniques. In our opinion, it creates a positive pedagogical image of a teacher of higher education institution. The psychological and pedagogical science defines the requirements for psychological and pedagogical activity, with which the professional qualities of the teacher must comply. They are: respect of the student’s personality; constant self-development and self-improvement; transfer of knowledge in such way, that student wants and can perceive it, is ready to use it in different situations. V. Tymoshenko (2016, p. 200) states that the teacher is obliged to be a personality, because only a personality educates a personality, only a character forms a character.

In the studies of the above problem, the formation of pedagogical image is a system of social behavior formation by means of mental stereotypes and symbols. Thus, according to the famous scholar N. Huziy (2015), the aesthetic qualities of the teacher’s personality can be considered a system-forming factor, as well as one of the rules of forming the pedagogical image. The aesthetic potential of pedagogical culture allows the teacher to avoid unitarity in solving the professional problems, helps to solve them according to the laws of beauty and perfection. The aesthetic culture harmonizes the pedagogical intelligence, emotional, volitional and motivational spheres of the teacher’s professional self-consciousness. The aesthetic

development of the teacher stimulates the work of pedagogical imagination and fantasy, enriches the imagery and associativeness of the professional thinking, refines the culture of feelings, emotional expressiveness of the professional behavior and appearance, cultivates perseverance, patience and ability to control himself (Smirnova, 2001, p. 245). The idea of the unity of beauty, truth and the good, is of particular interest in understanding the systemic role of aesthetic component in professional culture of the teacher which creates inexhaustible heuristic, searchable forms of pedagogical activity. The feeling and understanding of beauty by the teacher increases the ability for cooperation, for spiritual and intellectual richness of pedagogical activity (Smirnova, 2001, p. 245).

It is important that the external image complies with the public interest, since the image of the teacher is an important factor in the success of his professional activity. Therefore, a university teacher should clearly obtain self-presentation technology as a key to further collaboration with the student audience. In modern educational establishments, where students with different levels of sense of taste, culture, education, and upbringing are studying, it will depend on the university teacher whether he will be able to create the desired professional image as a presentation. In imageology, the image created by its appearance, clothing, color, is defined as a **visual image**. Clothing psychology views the appearance as multidimensional information about the individual. From the scholars' point of view, when forming the first impression of a person, clothing is the most important component, because it can be perceived by other people as attractive or unattractive. Therefore, well-selected clothing will not only make a favorable impression, but also emphasize the professional and personal qualities.

The modern education is developing quite rapidly. The perception of the teacher's image has also changed over the last decades. What used to be unacceptable before (cosmetics, clothing, hairstyles) is commonplace now. Therefore, both the personal image and pedagogical image and requirements for them have changed significantly. However, the only thing that is unchanged is the sense of culture and aesthetics, which is the key to creating a positive image of the university teacher. Self-restraint, sense of proportion, taste and aesthetics can add perfection to the image of the teacher, to his appearance and can demonstrate his authority. Failure in following these basic rules will result in the fact, that the students will not accept the teacher. In order to meet the requirements of the society and the teaching profession, the teacher must constantly improve himself, that is, create an image that must be holistic in nature, where some elements should not contradict others. Therefore, along with a high level of scientific teaching, speech, knowledge of the psycho-pedagogical disciplines, methods, information and communication technologies, the appearance and cultural level are the most important elements in creating the pedagogical image in the modern labor market.

The research has proved that the student audience seems to "scan" the teacher for the first few seconds and only then begins to perceive the information he gives. The vast majority of listeners continue to perceive the information only because

their imagination has been attracted to certain elements. Teachers, naturally, may have different attitude to these situations and may even dismiss them. However, it should be noted that if the teacher does not pay sufficient attention to the pedagogical image, others will do it for him, but then the image can become either positive or negative. Therefore, nowadays, on the one hand, you can succeed in creating a professional image if you meet the expectations of others in the profession, and on the other, success is possible if you rely on your own individual style of activity taking into account personal traits.

Conclusions

Therefore, based on the research in the field of imageology, it can be stated that the basis of forming the image of the teacher is motivation, that acts as a vector of image activity. The aesthetic and personal qualities of the teacher are the main levers of creating the pedagogical image, that form a moral core in the professional culture, with the unity of such qualities as beauty, goodness, truth which contribute to the search for different forms of creativity, richness of the teacher's activity is present. The pedagogical image cannot be defined once and for all times, it must be created, and its creation is based on painstaking work on oneself. It begins with a motive, continues with the search and use of knowledge, activity and correction of one's image, evaluation of the work results. A scientific analysis of the problem of image creation as a presentation of a university teacher gives the opportunity to state that pedagogical image is an image of a teacher, which he creates in accordance with his understanding of the ideal style of professional activity, appearance and manner of communication, which influences on the formation of his pedagogical culture. Image is the result of purposeful and long-lasting work of the university teacher at himself in order to create professional presentation. The problem covered does not observe all aspects of the problem. Further studies require the development of modern technologies to create a visual image and professional image as a self-presentation of a teacher of higher education institutions.

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