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FUNCTIONS AND STRUCTURAL COMPONENTS OF A POSITIVE IMAGE OF A TEACHER OF HIGHER EDUCATION

Abstract. *The article analyzes the functions and structural components of the positive image of a teacher of higher education. The focus is on the fact that the importance of the image phenomenon in social interaction has grown rapidly in the course of social change. The importance of the human factor is growing, which allows the individual to present himself to society as an individual. That is why the problem of formation and development of the image of teachers of higher education in our time is receiving special attention. To achieve this goal, a set of interrelated and interdependent methods was used: analysis of scientific literature to substantiate the pedagogical conditions for the development of the professional image of a modern teacher of higher education; generalization, synthesis, systematization to clarify the state of the problem and theoretical interpretation of pedagogical features of a positive image. It was found that the image formed as a result of human existence in society is characterized by dynamism, flexibility, as it is able to change depending on the external conditions and requirements of its bearer. Given the fact that image is a complex socio-psychological phenomenon that can be studied from different points of view, modern science offers three main approaches to the typology of personality image: functional, contextual, comparative. It is concluded that the main functions of the image for a teacher of higher education are: interpersonal adaptation; coverage of the best personal and business qualities; concealment of negative personal characteristics, with the help of clothes, hair, makeup, refined manners to distract people from their shortcomings; overcoming age limits; function of social training.*

Key words: *positive image, teacher of higher education institution, image functions, structural components of image.*

Introduction. The importance of the phenomenon of image in social interaction has grown rapidly during the social changes of the late XX – early XXI centuries. The reason for this phenomenon is due to the growth of individual and professional freedom, which is the result of social and technical development of the world. The importance of the human factor is growing, which allows the individual to present himself to society as an individual. The problem of formation and development of the image of teachers of higher education in our time is receiving special attention. Modern society needs qualified personnel who are fluent in their profession, able to make non-standard decisions, show creativity, readiness for continuous professional development, social and professional mobility. These components are based on such a scientific concept as «image». Given the above, the topic of our research is relevant.

Analysis of recent research and publications. Analysis of the scientific literature shows the constant interest of scientists and researchers in the problem of image formation. A.Dergach, O.Kamyshev, I.Kolesnikov and others paid attention to his research; N.Butenko, O.Greylykh, T.Demchuk studied the professional image of a teacher; professional image of the future teacher – N.Haiduk, T.Gnezdilova, L.Kachalova, O.Kovaleva and others.

In addition, a number of dissertations in recent decades have identified various aspects of image formation of pedagogical specialties and developed models for building the professional image of educators: «Development of professional image of teachers in the system of postgraduate pedagogical education» (M.Navrotska); «Pedagogical conditions for the formation of professional image in future foreign language teachers» (L.Serman); «Formation of the professional image of a political scientist in the process of professional training» (R.Kravets); «Formation of the image of the future teacher of technology in the system of educational work of the Pedagogical University»

(V.Bondarenko); «Formation of professional image of the future primary school teacher in the process of teaching psychological and pedagogical disciplines» (N.Savchenko); «Formation of professional image of masters of industrial training of construction profile in the process of professional training» (T.Volosyuk) and others. G.Pochepstov's research is devoted to a comprehensive analysis of image, according to which reliance on personal image is needed today in every profession.

The purpose of the article – to analyze the functions and structural components of the positive image of a teacher of higher education. **Research Methodology.** To achieve this goal, a set of interrelated and interdependent methods was used: analysis of scientific literature to substantiate the pedagogical conditions for the development of the professional image of a modern teacher of higher education; generalization, synthesis, systematization to clarify the state of the problem and theoretical interpretation pedagogical features of a positive image.

Discussion. The problem of the image of a teacher of higher education is becoming increasingly important, as the development of object-subject relations in the framework of personality-oriented education helps to increase the role of these aspects of personality, which were not purposefully formed before.

V.Sukhomlinsky's ideas are relevant for the formation of the professional image of future specialists. In particular, the scientist's opinion on the integrity of a teacher's personality deserves attention. The scientist wrote that the personality of the educator attracts, fascinates, and inspires students with its integrity. One of the essential attributes of a holistic personality is its appearance. The first impression of a person is formed in an extremely short time from 15 to 60 seconds. V.Sukhomlinsky attaches great importance to the appearance of a teacher. He must be modest and elegant. His appearance should emphasize the individual traits

of man. Therefore, for a teacher of higher education, external elegance must correspond to inner nobility, and external modesty must correspond to inner dignity [1, p.6].

The image formed as a result of existence of the person in a society is characterized by dynamism, flexibility as is capable to change depending on external conditions and requirements of its carrier. Given the fact that image is a complex socio-psychological phenomenon that can be studied from different points of view, modern science offers three main approaches to the typology of personality image: functional, contextual, comparative.

Within the framework of the functional approach, the following types of personality image are distinguished: a mirror is an idea of oneself; relevant – is the assessment of personality, which is formed in others during direct communication or on the basis of information obtained from other sources; the necessary ideal of image is necessary [2].

In the comparative approach, when it comes to comparing personal characteristics, stand out: ideal image – a generalized image that others want to see in a person; primary image – the image of a particular person, person, object of activity that arises at the first acquaintance; secondary image – an image that is created during the competition. It is an image that is a compromise between the image and the qualities you want to see in a particular person, and the desire to avoid certain characteristics that contradict the ideal image.

Depending on the criteria of comparative image, it can be negative, positive or neutral. In the analysis of the image of the individual in terms of contextual approach comes to the fore social criterion, because man is a being who lives in society and performs specific social roles. In this case we are talking about a professional image: the image of a politician, artist, show business star, doctor, teacher [3].

Tolerance is an equally important function of the image of a teacher of higher education. «Tolerance is more important than ever in today's world. We live in an age of globalization of the economy and increasing mobility, rapid development of communication, integration and interdependence, in an age of urbanization and transformation of social structures. Tolerance is needed in relationships between individuals as well as at the family and community levels. In schools and universities, in the framework of non-formal education, at home and at work, the spirit of tolerance should be strengthened and a relationship of openness, attention to each other and solidarity should be formed», the Declaration on the Principles of Tolerance reads. [4, p.177].

A positive image of a teacher of higher education as a special personal tool helps to establish contacts with the subjects of interaction, thus making this process more effective, which is why tolerance is needed in this case. Having a remarkable psychotherapeutic effect, the image gives a teacher of higher education professional confidence, sociability, socio-pedagogical activity, reflexivity, diplomacy, responsibility, the basis of all components is tolerance [2].

The concept of tolerance as a universal value was the focus of American philosophers J. Lorsen and K. Niedermann and received the status of a philosophical theory of tolerance. According to scientists, there can be no model of tolerance equally suitable for all because everyone has a different personal image, although this does not preclude the existence of a single methodological platform for analyzing this problem in today's conditions.

Well-known scientist O. Asmolov [2] distinguishes the term «tolerance» in the form of three meanings:

1) stability, endurance; 2) lenience: tolerance as indifference – implies the existence of thoughts, the truth of which can never be proven. In this sense, tolerance acts as indifference to the existence of different views and practices, as the latter are seen as «unimportant in the face of the main problems facing society»; tolerance as the impossibility of mutual understanding – limits the manifestation of tolerance for the other with respect for the other, which at the same time is impossible to understand and with which it is impossible to interact; tolerance as indulgence (to the weakness of others, combined with some contempt for them) – means privileged in the human mind position of their own values and views, so everything else is assessed as not deserving of attention: they can be understood, tolerated, but despise; tolerance as an extension of one's own experience and critical dialogue – allows not only to respect the position of others, but also to change their own as a result of critical dialogue; 3) allowed, admissible deviation.

The position of one of the researchers of tolerance V. Lektorsky is well known, who identifies four possible ways to understand tolerance. «The phenomenon of tolerance is often defined as the importance of civil society, which is manifested in the right of all to be different, to ensure mutual understanding between different social groups, willingness to understand and cooperate with people, which should support the image of a teacher of higher education. Given this, a well-formed professional and personal image of a teacher of higher education should be based on tolerant interaction and perform a number of interrelated functions: communicative, informative, humanistic and creative». [5, p.630-634]

As a result of theoretical analysis of various aspects of the phenomenon of tolerance, we understand that the only formulation of the concept of «tolerance» is missing, and therefore we interpret it as part of the image of a teacher of higher education and determine that tolerance is respect someone else's position, but also change your own as a result of critical dialogue.

No less important component of the image of a teacher of higher education is pedagogical skills. Pedagogical skill is the highest level of professional development, the result of pedagogical experience and creative self-development.

There are several principles for building image technology. The most important elements of professional image formation are: 1. Creating an image is only a supplement, not a substitute for teaching; 2. It is necessary to create a pedagogical image long before the beginning of pedagogical activity; 3. The basis of communication should be simple; 4. Third-party experts are needed.

Highlighting the most important elements of professional image formation, we can name the main stages of professional image formation according to this scheme: Stage 1: perception of the image, on the basis of which a holistic image will be built; Stage 2: analysis of information and imaginary correction of the perceived image in accordance with the ideal image and individual personalities of the perceiver; Stage 3: use (trying on, playing) of certain elements of the desired image: communication style, gesture techniques, clothing, etc.; Stage 4: «use, entry» into the image; Stage 5: appropriation and individualization of the chosen (desired) image [6, p. 41-44].

Having named elements and stages of formation of professional image, it is necessary to notice that scientists in the works allocate various functions of image.

For example, V. Shepil in his research considers the value and technological functions of image. The scholar refers to the value functions: personality-enhancing,

which creates the appearance of a person that emphasizes his spiritual dignity, visually outlines his best mental characteristics and generally demonstrates individual unusualness; comforting of interpersonal relations, the essence of which is that the attractiveness of people objectively adds to their communication sympathy and friendliness, and accordingly the moral degree of tolerance and pedagogical tact; psychotherapeutic, through which the individual realizes his individuality and acquires increased sociability, resulting in human attention and recognition, a stable positive mood, optimism to achieve their goals and self-confidence [7].

According to the scientist, the technological functions of the image include: interpersonal adaptation. Thanks to the right image, it is possible to quickly enter a specific social environment, attract people, achieve the most productive and friendly contacts with them; coverage of the best personal and business qualities. A favorable image makes it possible to clearly show the attractive qualities of man, to evoke trust and sympathy in the environment and at the same time pay attention to their professional preferences; concealment of negative personal characteristics, ie with the help of clothes, hair, makeup, refined manners to distract people from their shortcomings; organization of attention. An attractive image of a teacher involuntarily attracts people, impresses them, and therefore the environment is interested in communicating and working with such a person; overcoming age limits. With a master of self-presentation technology, which is specifically manifested in the correct choice of behaviors and performance of different roles, you can feel comfortable without «locking» in your age image, expand contacts and successfully engage in professional activities in different age societies [7].

The following functions of image are defined in A.Kononenko's work: psychological protection function. The use of image makes it possible to hide flaws, get rid of existential anxiety, optimize their behavior in order to maximize the impact on others; function of social training. Image allows you to adjust your behavior and adapt it to social communications, which is associated with the inevitability and desirability of performing roles in specific social groups; function of socio-symbolic recognition (identification). Image always contains symbols of human readiness not only for communication, but also for the exchange of social and spiritual and moral values. In other words, the image seems to signal: «I am my own». The lack of marks of such recognition causes a reaction of rejection in others; illusory-compensatory function. According to L. Festinger, one of the laws of

the psyche is a constantly reproducing imbalance of various subsystems and blocks. This imbalance provokes negativity, distress, and one of the methods of combating them – the creation of illusions [7].

The structure of the image reflects the need for the above functions. It contains several blocks, which in his work noted A. Kononenko «Psychological components of the individual image of the modern teacher»: «advertising» (focuses on those qualities that, according to the subject's ideas, are the standard of the desired impression); «content» (micro-image changes as a reaction to the content of communication); «sorry» (demonstration of their weakness and insecurity); «reflex copies» (copying the image of another); «attitude» (waiting for a certain behavior of the partner) [7].

O.Ruska identifies three main components in the structure of personality image: visual image (costume, hairstyle, plastic, facial expressions, voice), inner image (temperament, mood, personal qualities) and mentality (spiritual practice, intellect). Other components in the structure of the image of the individual identifies V. Boyko and proposes to consider the image as a whole, which includes such components: audiovisual culture of personality: literacy and pleasure of speech, mannerisms, style of human clothing, hairstyle; behavior style, other aspects of personality behavior: professional, intellectual, ethical, emotional, communicative, aesthetic, ethical; internal philosophy, the system of human values: life guidelines, ethical credo, the system of relations, which leaves an imprint on appearance, manner of behavior, attitude to the environment; attributes that emphasize the status and aspirations of the individual: the situation of the office, car, household goods, etc.; psycho-hygienic «self-image» – in general, an attractive psycho-hygienic image has the following form: it is calm externally and internally, active, friendly etc. [8].

Conclusions. Thus, we can state that the main functions of the image for a teacher of higher education are: interpersonal adaptation; coverage of the best personal and business qualities; concealment of negative personal characteristics, with the help of clothes, hair, makeup, refined manners to distract people from their shortcomings; overcoming age limits; function of social training. Therefore, all functions are an important component of the structure of the image of a teacher of higher education. It is noted that a successful professional image is determined by the extent to which a teacher can enter the image of a successful professional who will help work on their own image and is a way of self-regulation, personal self-confidence and a great way of creative self-realization.

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ФУНКЦІЇ ТА СТРУКТУРНІ СКЛАДОВІ ПОЗИТИВНОГО ІМІДЖУ ПЕДАГОГА ЗАКЛАДУ ВИЩОЇ ОСВІТИ

Анотація. У статті проаналізовано функції та структурні складові позитивного іміджу педагога закладу вищої освіти. Зосереджена увага на тому, що значущість феномену імідж у соціальній взаємодії стрімко зростає в ході суспільних змін. Значення людського фактору зростає, що дає можливість особистості представляти себе суспільству як індивідуальність. Саме тому, проблема становлення та розвитку іміджу педагогів закладу вищої освіти у наш час набуває особливої уваги. Для досягнення поставленої мети було використано комплекс взаємопов'язаних і взаємозалежних методів: аналіз наукової літератури для обґрунтування педагогічних умов розвитку професійного іміджу сучасного педагога закладу вищої освіти; узагальнення, синтез, систематизація для з'ясування стану проблеми та теоретичного тлумачення педагогічних особливостей позитивного іміджу. З'ясовано, що сформований в результаті існування людини в суспільстві імідж характеризується динамічністю, гнучкістю, оскільки здатний змінюватися залежно від зовнішніх умов і вимог його носія. Враховуючи той факт, що імідж є складним соціально-психологічним феноменом, який можна досліджувати з різних точок зору, сучасна наука пропонує три основні підходи до типології іміджу особистості: функціональний, контекстний, порівняльний. Зазначено, що важливою функцією іміджу педагога закладу вищої освіти є толерантність. Позитивний імідж педагога закладу вищої освіти як особливий особистісний інструментарій сприяє встановленню контактів із суб'єктами взаємодії, тим самим перетворюючи цей процес на більш ефективний, саме тому у даному випадку необхідна толерантність. Зроблено висновки про те, що основними функціями іміджу для педагога закладу вищої освіти є: міжособистісна адаптація; висвітлення кращих особистісно-ділових якостей; приховування негативних особистісних характеристик, тобто за допомогою одягу, зачіски, макіяжу, вишуканих манер поведінки відвернути погляд людей від недоліків; додання вікових меж; функція соціального тренінгу. Означено, що успішний професійний імідж визначається тим, наскільки педагог може увійти в образ успішного професійного фахівця.

Ключові слова: позитивний імідж, педагог закладу вищої освіти, функції іміджу, структурні складові іміджу.