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Formation of the pedagogical image of a future teacher of New Ukrainian School

Problem statement. In the current conditions when the national education system in Ukraine is in the process of formation and development, it is important to develop and implement new approaches to the training of future teachers, taking into account the needs of the present time. The New Ukrainian School requires significant changes in the approach to teaching, updating of content and teaching methods. Implementation of new educational vectors requires active use of innovative pedagogical methods, search for new ones or improvement of old concepts, principles, approaches to education. In connection with the above, there is a need to find the most optimal modern methods and principles and to train highly qualified teachers with new educational technologies and teaching methods.

The need for reforming modern education and the implementation of the humanistic paradigm make urgent such an issue as forming of the pedagogical image. Nowadays there is a need to study the conditions and mechanisms of its emergence and functioning, its main components and mechanisms of improvement.

Also, the urgency of the problem is due to the need to improve the training of future new Ukrainian school teachers for effective innovative professional activity and insufficient level of development of theoretical and methodological support of this process.

Analysis of recent research and publications. Particular problems and aspects of the formation of the pedagogical image and the readiness of the teacher to innovate are considered at the theoretical level by such domestic and foreign scholars as Y. Dzadevych, V. Shepel, M. Navrotskaya, L. Ilyukhina, A. Kalyuzhny, O. Voschevskaya, V. Tymoshenko, D. Davydov, V. Oleksenko and others. Directly the questions of the personal image of teacher are revealed by such scholars as L. Zharikova, A. Panasyuk, G. Sagach, V. Gorchakova, L. Podolyak and others. It should be noted that the concept of "pedagogical image" is quite new, and therefore insufficiently disclosed in the national scientific and methodological literature.

The purpose of the article is to investigate such a concept as "pedagogical image", to determine its functions, components and peculiarities of its forming in the conditions of reforming the educational system in Ukraine. We also hold the view that it is necessary to consider in greater detail such a component of the pedagogical image as a readiness to innovate.

Main research material. Today, the world leaders are the countries that have chosen models of innovative development, and that is an active search for new forms and methods; the emergence of new branches of science and culture; the widespread adoption of advanced technologies in all public sectors. Ukraine's educational system is actively developing in line with innovative technologies implemented at all levels of the educational process. The New Ukrainian School reform by the Ministry of Education and Science is currently underway. It envisages a fundamentally new approach to school education. New educational standards suggest that teachers will work on different approaches. It is the teacher who becomes a key figure in the New Ukrainian School. He should inspire students, not just provide facts, but be able to organize an effective process of cognition. To implement the principles of New Ukrainian School, the teacher must acquire new knowledge, competences, skills. A modern teacher must not only have a high level of professionalism, but also attract, be able to motivate, be a role model for students through personal data and the attractiveness of human traits. Technically, a teacher can be a professional, who knows his subject at a high level, but the negative personality traits can repel others. Harshness, rudeness, intemperance, the

presence of professionally induced deformities, inability to self-control – these and other traits are capable of destroying the positive image of the teacher for students. Today, the formation of a positive image becomes an urgent problem not only in the political or business spheres. It is widely recognized that there is a need to develop an image of professionals, who works in the field of education. So, at the stage of future teacher's training in higher pedagogical institutions, the task of forming the necessary pedagogical image arises already. Let us first turn to the general definition of the term «image». Scientist Y. Yelisovenko defines image as a set of «social evaluations and impressions caused by actions and expressions, character and actions, qualities and defects, as well as ways of life and activity, their results and other, including immanent, characteristics of individuals of groups, social groups, nations, peoples...». The researcher attributes actions, actions, way of life, qualities and defects to the means of creating the image [4]. Pedagogical image is seen as a perception by students, colleagues and other persons involved in the educational process. This is an image that has received an emotive shade. The scientist O. Vnukova under the term «teacher's image» understands a set of features and characteristic personality traits that shape his individual image as a specialist [1]. N. Guziy considers «pedagogical image» in her works as a category that characterizes the style of professional and pedagogical activity, the manner of communication, the ability to individualize his image, give it aesthetic expressiveness» [2].

We should note that sometimes the image of the teacher is interpreted solely as an appearance of the teacher, but we consider such approach to be too narrow, because the pedagogical image is a complex concept that includes both external and internal components. V. Navrotskaya requires the following definition: «The image of the teacher is not only appearance, but also personal thinking, behavior, actions, the art of speaking and listening, the ability to emphasize his specificity and personality. The way teachers perceive others depends largely on their image» [6]. In exploration occurs equating concepts image and stereotype. For example, A. Kalyuzhny defines the image of the teacher as an emotionally colored stereotype of the perception of the image of the teacher in the minds of students, colleagues, social environment, in the mass consciousness. According to the scientist, during the formation of the image of the teacher real qualities are closely intertwined with those attributed to him by others [5]. However, we believe that the concepts of «image» and «stereotype» are not identical. Unlike the image, the stereotype is a more stable

manifestation of the phenomenon, while the image is a flexible system. A stereotype can be defined as a standardized and sustainable idea, and image is a purpose-built character. Therefore, a more voluminous one is the definition of N. Drozdenko, who believes that pedagogical image is «a form of self-expression of an individual holistic image of the individual as a realization of the needs of micro- and macro-society in educational and educational services, for which the most expressive business and personal qualities concerning status and social role in a particular environment» [3]. Summarizing the analysis of scientific interpretations of the concept of «pedagogical image» we can conclude that at present there is no single scientifically structured interpretation of this concept, and therefore this topic is promising for further scientific exploration.

The perception of the teacher's image changed in different historical and cultural periods, but the number of traits inherent to teacher remained unchanged: love for children, kindness, sincerity, culture of communication, charity. Pedagogical image, as it depends on a number of factors that can change its values, is not something unchanged, given once and for all. It is a dynamic system. Its attributes transform, change depending on changes in the media or in the group consciousness. The notion of «image of the teacher» includes not only the natural features of the individual, but also developed ones: it is connected with the appearance and the inner world of man.

The following functions of the pedagogical image can be marked out:

- The emotional function, which is realized in the emotionally tinged relationships of the teacher with the students. It creates the desired mood.
- The communication function is responsible for the co-relation and interaction of the participants of the educational process at the individual, group, and collective level.
- The information function allows teacher to give the knowledge and skills that students need.
- The educational function is to demonstrate such a pattern of behavior that the teacher becomes the kind of personality that the student wants to follow.
- Adaptation function lies in the fact that the formed image helps the teacher to realize in the profession.

The overall purpose of developing a pedagogical image is to form a certain positive attitude towards the teacher and his professional characteristics. Formation and construction of the pedagogical image is a

complex, specially designed multifactorial process that develops according to certain laws and technologies. To understand this process, it is advisable to consider the components that constitute the teacher's image system. It should be noted that there is no single approach to the structure of the image. Scientists distinguish various components in the structure of the image, based on their vision of the problem under study. Basing on the research we can determine that the pedagogical image includes the following components: visual component (appearance, clothing, facial expressions, language), verbal / non-verbal behavior (gestures, timbre and voice strength, personal style); psycho-emotional personality traits, professionalism, reputation, social inclinations, as well as modernity – compliance with the requirements of time and society. As for the assessing the competence and professionalism of the teacher, teachers should be objective in the assessment of knowledge and professionals who know their subject should be able to communicate clearly and interestingly, purposeful, creative, involved. The teacher must be competent in the language, clear diction, pleasant voice. Taking into account all the above, we consider it advisable to introduce additional language skills lessons, voice and diction lessons when preparing teachers. Practical style lessons should also be used to create a positive pedagogical image, as the importance of the teacher's appearance should not be underestimated. A significant part of the first impression is based on appearance. Teacher's clothing should testify to good taste, emphasize business and personal traits. Equally important for future educators is the work on mimic and pantomime expressiveness.

Among the inner qualities needed by the teacher of the New Ukrainian School are friendliness, respect for students, responsiveness, kindness, openness to communication, and a sense of humor. Researchers often point out the importance for future educators of developing such a quality as the ability to anticipate future problems and difficulties in teaching activities and to be able to provide forward-looking action.

Forming a pedagogical image of a future teacher is a lasting process that should consist of the following steps:

- the teacher's awareness of the need to develop a positive image;
- the identification of the initial level of development of qualities that form a positive image of the teacher;
- the development of life values and attitudes, skills and competencies.

A significant role in the formation of the pedagogical image is also a manifestation of the future teacher's own activity in the work on his own

image, as well as knowledge of the requirements of the New Ukrainian School to the personality and activities of the teacher. In order to work effectively on themselves, future educators must master the techniques of self-discovery, as well as the skills of designing an individual image. Important when working on the image of future educators is the observance of the principles of systematicity and variety of forms and methods of work on the formation / correction of the image.

As mentioned, one of the components of the image of the teacher of New Ukrainian School is his modernity, and therefore – readiness for innovative activity. The current stage of educational reform in Ukraine is characterized by a departure from the standardization of the pedagogical process and the beginning of an intensive search for new principles, methods, forms of learning. Therefore, innovation plays an important role in this process. In today's Ukrainian education, the term «innovation» is often used to help the pedagogical community overcome the usual, traditional stereotypes in thinking and in learning. The term «innovation» means novelty, change, new feature. The education system is sensitive to civilizational changes, social trends, realities. The content of the educational process often does not keep up with such rates of development. This dissonance is particularly acute in the context of the industrial and post-industrial (informational) era. Innovative technologies have the capacity and potential to equip society with innovative ideas for reforming the educational process. The fast-paced present-day challenges Ukrainian education along with the need of successful integration into the European educational space. In such circumstances, the innovative development of pedagogical activity becomes a priority area. Educational institutions try to improve the learning process experimentally, enrich it with innovation, flexibility and interdisciplinarity. Teacher's innovative culture is an integrative professional-personal quality that demonstrates a teacher's receptiveness to new ideas, innovations (novelty). The modern educator should be ready and able to support the introduction of a new educational practice. Such readiness for comprehensive implementation and comprehensive development of innovations in the context of informatization and modernization of the Ukrainian educational system is extremely important. Therefore, in educational institutions for future teachers and postgraduate teachers the content of the training is also directed to the development of innovative methods and technologies. It is provided by such existing special courses as «Innovative pedagogical technologies», «Fundamentals of innovative activity», «Methods of

the innovative search for teachers» and others. In these courses future educators of New Ukrainian School can understand the essence of the state innovation policy in the field of education and the mechanism of innovation activity in the Ukrainian educational system, understand the role of the teacher in innovative activity and get acquainted with the content of pedagogical innovations.

We believe that the modern Ukrainian education system will be able to become related to resources, provided that the crisis situation and intensive introduction of innovative pedagogical technologies are overcome. An indispensable component of the reformed education system should be an innovative component that will act as a mechanism for self-development.

Conclusions and prospects for further exploration. The conducted analysis proved that the formation of the pedagogical image of future teachers during their study is an important task, especially in the conditions of reforming the education system in Ukraine. The respect of students and colleagues depends on the pedagogical image, and the image and prestige of the whole educational institution often depend on the individual pedagogical image. Today's society is in dire need of highly qualified educators, who are able to competently build a process of interaction with others, to present their personality, which, in turn, will be reflected in the effectiveness of the implementation of the New Ukrainian School. The foregoing necessitates the modernization of the process of training future educators, taking into account the formation of their professional image. With regard to the problem of the introduction of innovative technologies, it can be solved by purposeful, specially organized preparation of students of higher pedagogical educational institutions for introduction and dissemination of educational innovations.

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Abstracts

OLENA BOLGAR. **Kształtowanie pedagogicznego wizerunku przyszłego nauczyciela Nowej Ukraińskiej Szkoły.** *Nauczyciel jest główną postacią procesu edukacyjnego. Jego profesjonalizm, światopogląd, obraz pedagogiczny, stosunek do swojej aktywności zawodowej, wartościowe postawy bezpośrednio wpływają na kształtowanie osobowości ucznia zarówno zawodowo, jak i społecznie. Szczególnie ważny jest wizerunek współczesnego nauczyciela w kontekście reformy systemu szkolnego wprowadzonego w Ukrainie („Nowa Ukraińska Szkoła”). Artykuł dotyczy aktualności, głównych elementów i funkcji takiego pojęcia jak „wizerunek pedagogiczny”, a także analizuje działalność innowacyjną jako ważny element wizerunku pedagogicznego.*

Słowa kluczowe: wizerunek, wizerunek pedagogiczny, edukacja, innowacje, działalność innowacyjna, umiejętności pedagogiczne, Nowa Ukraińska Szkoła.

ОЛЕНА БОЛГАР. **Формування педагогічного іміджу майбутнього вчителя Нової Української Школи.** *Педагог – основна фігура освітнього процесу. Його професіоналізм, світогляд, педагогічний імідж, відношення до своєї професійної діяльності, ціннісні установки безпосередньо впливають на формування особистості учня як в професійному, так і соціальному плані. Особливо важливим імідж сучасного педагога є в умовах реформування системи шкільної освіти, яке впроваджене в Україні («Нова Українська Школа»). У статті розглядається актуальність, основні складові та функції такого поняття як «педагогічний імідж», а також аналізується інноваційна діяльність як важливий компонент педагогічного іміджу.*

Ключові слова: імідж, педагогічний імідж, освіта, інновації, інноваційна діяльність, педагогічна майстерність, нова українська школа

ЕЛЕНА БОЛГАР. **Формирование педагогического имиджа будущего учителя Новой Украинской Школы.** *Педагог – основная фигура учебно-образовательного процесса. Его профессионализм, мировоззрение, педагогический имидж, отношение к своей профессиональной деятельности, ценностные установки непосредственно влияют на формирование личности ученика как в профессиональном, так и социальном плане. Особенно важным имидж современного педагога является в условиях реформирования системы школьного образования, которая внедрена в Украине («Новая Украин-*

ская Школа»). В статье рассматривается актуальность, основные составляющие и функции такого понятия как «педагогический имидж», а также анализируется инновационная деятельность как важный компонент педагогического имиджа.

Ключевые слова: имидж, педагогический имидж, образование, инновации, инновационная деятельность, педагогическое мастерство, Новая Украинская Школа

OLENA BOLGAR. Formation of the pedagogical image of a future teacher of New Ukrainian School.. *The teacher is the key personality of the educational process. His professional qualities, philosophy, pedagogical image, attitude to the career and value system influence directly the formation of the student's personality, both professionally and socially. Especially important the image of the modern teacher becomes in the context of reforming the school education system implemented in Ukraine («New Ukrainian School».* The article deals with the relevance, main components and functions of such concept as «pedagogical image», also the innovation activity as an important component of the pedagogical image is analyzed .

Keywords: Image, pedagogical image, education, innovations, innovative activity, pedagogical skills, New Ukrainian School