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FORMATION AND DEVELOPMENT OF THE PERSONAL AND PROFESSIONAL IMAGE OF THE TEACHER IN THE DIMENSIONS OF THE PRESENT

The problem of determining the parameters of the personal and professional image of a present-day teacher capable of successfully solving new tasks has been raised. The staging outlines some approaches to realizing higher education resources in becoming a competitive educator.

Key words: *image, personal and professional image, career growth, creative personality.*

The problem of becoming a teacher, given its special importance for the humanization of society, has never disappeared from the view of both classical educators (O. Dukhnovych, Ya. Komenskyi, V. Sukhomlynskyi, K. Ushynsky, etc.) and innovators of educational practices (A.. Makarenko, M. Montessori, S. Frene, R. Shteiner, etc.)

In spite of the considerable work of scientists, which contains a broad humanitarian knowledge about the basic characteristics and competitive teachers, the outlines of their constructive professional activity, we have reason to say that, among the personal and professional markers, there are those that are actualized exclusively in the context of new and innovative tasks. After all, according to the apt remark of Ivan Franko, it is the «teacher who builds up the school». However, when it comes to the domestic realities of today, the success of the New Ukrainian School concept is obviously determined primarily by the «synthetic image», which contains a considerable amount of «emotionally colored» information about the teacher, prompting him/her to certain social behavior. Therefore, it is about the image of the teacher as a subject of professional activity, the constructiveness of which is the key to the success of the initiated educational innovations.

It should be noted that both modern imageology and the sciences that act as its partners (such as Philosophy, Psychology, Cultural Studies, Pedagogy) allow us to re-evaluate the relevance of such a position of V.O.Sukhomlinskyi «Man as a person is revealed in that what he creates, in what he expresses himself, embodies his mind and skill». Thus, the context of the whole set of functions inherent in the image becomes clear (*Dovha, 2014: 14*). Namely: at the level of values (personal growth, comfortization of interpersonal relationships, psychotherapy); in terms of workability – highlighting the best business qualities of the individual, the ability to interpersonal adaptation and overcoming age limits, the ability to draw attention, as well as leveling negative characteristics.

It is remarkable that the widely known saying of «German teachers' teacher» A. Diesterweg that «the most important phenomenon in school, the most educational subject, the most vivid example for the pupil is the teacher himself. It is a personalized

method of teaching, the very embodiment of the principle of education» – while still relevant, it also needs a new «reading» in the transformation conditions that have taken place in the concept of «literacy». After all, the values that teachers bring, in particular, to the primary school, their image characteristics are most often associated with the benefit for society in the aspect of acquiring a child's literacy. Today, the concept of «functional literacy» will be expanded significantly.

Thus, at the beginning of the third millennium, UNESCO introduced a modified version of this design in the following way: «the ability to understand others, to interpret information, to communicate, to read, to use printed and written material in an appropriate context. Literacy involves continuous training to empower the individual in achieving goals, developing knowledge and potential, and actively participating in society». Therefore, the outlined marker of the image of a competitive teacher has now acquired qualitatively new outlines.

According to the researchers of the problems of imageology, it is appropriate to distinguish not only the completely obvious but also the hidden functions of the image. It makes sense to understand that an individual image of a person is essentially a projection of his/her personality, and a kind of the personalized image should be considered as the personal one, where among the external data features of the behavior of a particular personality and his/her socio-professional characteristics of self-perception and perception of the environment with which he/she interacts, there is also the idea of an individual as a representative of the relevant profession (Berd P; Brown L; Halanov A; Lahoda O; Spillane M., etc.). Therefore, the personal and professional image of the present-day teacher is an important factor in enriching his/her positive influence on the effectiveness of solving social and pedagogical tasks. On the other hand, the segment of influence of the image of specialists who are experiencing a purely career path is still invaluable.

It should be noted that the term «career» was involved in the scientific circulation in connection with the efforts of researchers to describe the processes taking place in the field of work. This happened in the first half of the twentieth century, thanks to the work of American sociologist E. Hughes «People and Their Work». Nowadays, the term «career» is used, in particular, by the educational community for the most part in the process of moving a specialist in a particular direction. At the same time, it is worth noting the widespread use of interpretation among American educators, such as vocational guidance as a «career psychology», as well as the existing point of view (in particular, J. Super) regarding the advisability of understanding a career as a consistent combination of roles that a person performs throughout life.

It is noteworthy that some domestic reference sources, giving appropriate references to foreign language interpretation of the term «career» (in particular, «the cart road»), interpret it not only in the sense of «successful promotion», but also in the meaning to increase social status, gain popularity and even «designation of the profession of the individual» (Horbatenko, 2004: 250). So, without dwelling on the subject field of certain sciences regarding the meaningful content of the concept of «career», its interconnectedness, interdependence and interconditionality with the phenomenology of the image of personality appears quite obvious. Taking into account the market values of the present, the outlined plane actualizes the need not only to deepen the scientific understanding of the image features of modern professionals and to understand the best European practices in this regard (in particular, Poland), but also leads to an increase in interest in the problems of a professional career modern working conditions. It is about the importance of a new format of educational activity of domestic higher education institutions – the realization of the idea

of creating career centers in universities – a bridge between the present-day student community and the labor market (*Mozavetska, 2015: 244*).

In view of the above mentioned, a two-pronged analytical work was carried out. On the one hand, it was done to summarize the conclusions of the researchers on the readiness of the teacher in the aspect of implementation of the «formula» of the new Ukrainian school. And this made it possible to prove that the potential of higher education, the main stage of becoming a competent specialist, is not fully used in this regard (*Kichuk, 2019: 15-19*). On the other hand, they have shown the validity of thinking about the effectiveness of practitioners' activities in the aspect of implementing the Concept of the New Ukrainian School (*Matskovska, 2019: 1-3*). This made it possible to prove the problems of specifying the parameters of the image of the present-day teacher. In addition, taking into account the well-known concept of «career anchors» of E. Shein, it is legitimate, in our opinion, to assume that by shaping personal and professional image (as conscious individual and positive changes), efforts, in particular the ones of the future specialist in high school, are consequently directed to choose a model of multivariate and professional career strategy.

The outlined theoretical and methodological guidelines make at least such observations possible. First, it is crucial, to determine what integral innovation is, which is decisive in terms of resourcefulness and how a person is «revealed», and what he or she is able to «create», as well as what to «manifest», and what exactly to «embody» the obvious wit and skill into. Secondly, a certain innovation should characterize not only the individual but also affect his/her educational and professional or purely professional activity, that is, depending on the person in question – the future specialist or a practitioner. Thirdly, in order to ensure the stability of image traits of the individual, it is essential to clarify the potential of the higher education institution in the aspect of formation and further development of a certain personality and professional innovation at the main stage of vocational training.

Studying and generalizing not only historical and pedagogical sources, but also a scientific foundation on the issues of professional training of a specialist with a considerable margin of «anticipation», which increases his/her ability to be successful in the profession through a positive personal image (i.e. all its components – a self-image, a desired image and a required image), but also the self-reflection of the experience of students' professional training attest to the following: it is fundamentally important in the conditions of higher education to form the creative personality of the teacher.

It should be emphasized that even in pedagogy of higher education there is no common position on the interpretation of the construct «creative personality of the teacher», as well as recognized by the researchers the mechanisms of the formation of such a personality at the main stage of his/her professional formation. Thus, among the existing concepts of the creative personality of the teacher, perhaps the most attractive to both scholars and practitioners, are the concepts developed by V.O. Moliako and V.V. Rybalka. The point, perhaps, is that they take into account the fundamentally important clarification made by V.O. Krutetskyi to the scientific status of the concept of «creative thinking». In particular, it is about understanding that creative thinking will always be independent and active, however, active is not always independent, as not every independent thinking is creative. Thus, this, on the one hand, significantly enriches the modern psychological and pedagogical knowledge of the phenomenology of the creative personality of the teacher, since both the personality theory, the activity theory and the theory of creativity are in action here; on the other hand, prerequisites are created for developing a constructive, practically-orientated approach to becoming the creative personality of the future teacher in

a higher pedagogical school. The self-importance of the process of becoming the creative personality of the teacher can be traced in several directions: 1) taking into account the tendency, in particular, of younger pupils to imitate when the teacher is working in the creative mode, the process of self-expression of the creative personality of the child is more natural and intense; 2) experience convinces that technology of the creative teacher's activity is characterized by flexibility, non-standard actions, which contributes to the intensity, objectivity and mobility of determining even slight signs of expression of the creative personality of the pupil; 3) the habit of appealing to pedagogical innovations, which is inherent in the specialist, who works in the creative mode, promotes the development of the creative imagination of the child, the relaxation and expression of his/her creativity. The creative personality of the teacher is characterized by a tendency for pedagogical innovations, which allows the irreversibility of the educational reform process. Thus, this provides a direct and indirect influence on the vast majority of the components of the favorable image of the teacher, on positive self-presentation, on the increase of trust of the society in relation to the teacher's fulfillment of the social and professional role and the idea, which is purposefully formed in the public consciousness.

Many years of research of the phenomenology of the creative personality of the teacher convince that it is appropriate for the semantic core to see its spirituality. At the same time, the modern philosophical and psychological interpretation of the concept of «spirituality» draws attention, although it is quite obvious that this phenomenon has been of interest to mankind for a long time (D. Losiev, G. Skovoroda, P. P. Yurkevych, etc.). Thus, in the modern sense, spirituality is the higher level of the development of the individual, «at which the main motivational and semantic regulators of his/her life are higher human values» (*Kremen, 2008: 244*). Reflecting on the system-forming value of spirituality in the formation of the creative personality of the teacher, this aspect is also worth being noted: the importance of such personal and professional qualities, which appear both self-actualization and self-realization. For example, the latter, experimentally established (in particular, Pavlyk N.V.) the following: modern education mainly focuses adolescents only on their self-realization, not on their constructive self-actualization, i.e. on the «value core» of personality. Therefore, the problem of the spiritual and moral component of the self-actualization of the modern student community remains intensified, and therefore it is primarily important to create in higher education the preconditions that are necessary and sufficient to enrich the creative potential of the individual. It should be noted that such a generalization of psychologists: the concepts of «creative work» and «creativity» are close, but not identical. According to I. Manoha, the concept of «creativity» is broader than the concept of «creative potential». The fact is that creativity has both potential and actual forms, and at the same time, the range of creative abilities is simultaneously a structural element of creativity. This is of considerable practical importance because of the imperative of creative pedagogical technologies in the educational process of higher education institutions, dominated not by «ready knowledge», but by information as a basis for the student's intellectual initiative to develop «their own vision of the world», future profession and themselves as successful specialists in this profession .

Since the construct «creative personality» refers to the indefinable in modern humanitarian knowledge, we elaborate our own research position in this regard.

Using the method of modeling, which is already quite positively evaluated in professional pedagogy (in particular, in the context of the image-creating activity of the innovative type personality (*Marmaza, 2019: 48-54*), we emphasize the fundamental importance of the interconnection, interdependence and interconditionality of the

parameters of the creative personality model with the professional intended purpose of the individual. After all, the creative potential of the individual cannot be formed «once and for all». So, we consider the construct «creative personality» as a systemic formation where subsystems act as a cognitive, regulatory, affective sphere and the scope of self-knowledge.

In addition, in our understanding it is appropriate to proceed from certain parameters of the model conception of the creative personality phenomenology. Namely: 1) the structural characteristics; 2) the substantive and operational sub-structures of the model; 3) the practical and effective fund of the model. We give each of the parameters a brief description, because in our previous studies, the outlined aspect has already been thoroughly considered (*Kichuk, 2015: 62-71*). Thus, the structural characteristics reflect two planes and their intersection: the degree of personal interest in pedagogical phenomena, the speed of «transfer», as well as the level of sensitivity to pedagogical problems, the capacity for scientific approach to solve them. Therefore, the student's scientific and pedagogical way of thinking is of particular importance.

We proceeded from the definition that the content and operational sub-structures of the creative personality model are distinctive because they represent the «frame» of professionally significant features - the methodological culture and professional competence of the individual. At the same time, it is important to consider the depth of professionally relevant knowledge (i.e., «the way – from the phenomenon to its essence»), their generalizations both in the context of the state (i.e. «the distance from the pedagogical fact - to the pedagogical situation»), and in the context of the level (i.e. «the vastness of transfer» in a non-standard pedagogical reality). In our opinion, this parameter creates the opportunity to judge the ability of the individual to determine the strategy of the professional activity.

With regard to the practical and effective fund of the creative personality model, it is reflected, on the one hand, by the system of thinking actions that lead to the solution of new purely pedagogical tasks (that is, in the context of the orientation, executive and control phases of the pedagogical activity). On the other hand, it creates an opportunity to observe the peculiarity of the expression of the creative personality uniqueness, in particular, the student's one (for example, within the poles of emotional-improvisational and rationally-methodical styles).

Thus, even the reduced creative personality model allows, in our view, to reproduce in it the idea of «common», «special» and «single».

It should be noted that the model conception of the phenomenon, which emerges as the creative personality, makes it possible to develop practical and oriented approaches, the implementation of which, particularly in higher education, contributes to the prediction of stable positive results.

From our perspective, we have evaluated a worked out strategy for the development of the creative personality that is mastering pedagogical specialties in high school. In this connection, the advantages of the competent approach are used first of all through the research and experimental way and the logic of the Bachelor – Master subsystem.

It should also be noted that in the countries of the European Union three models of introduction of teachers' skills and competences in the system of pedagogical education have been approved and common competencies have been specified, among them are subject competences, purely pedagogical competences, competences of theory and practice integration, leadership competences, interaction and cooperation competences, quality assessment competences, lifelong learning and continuing education competences, competence in the field of mobility (*Ashveniuk, 2014: 61-81*). In addition, scientists who systematically study the resources of the competence approach (*Andrieiev O., Vasylenko*

N., Dadds M., Elliotti J., Niasa J., etc.), are united in recognizing its constructiveness, in particular in terms of ensuring free and a humanistic-oriented choice that meets the priorities of an «open society», because a competent specialist acquires the ability to «find» and «select» the right knowledge at any moment and, what is equally importantly, to find it «in man-made repositories of information».

It is necessary to add the fundamental importance of the future specialist's competent use of the range of electronic educational materials, and this requires the appeal to the representatives of «person – sign system» professions (Web – designers, system technicians, scheme technicians, etc.). Besides, a mark of professional competence, such as media competence (*Fursykova, 2019: 384*), becomes relevant, in particular in the context of the priorities of the European Parliament's program «Digital Europe: 20121-2027» and the enhancement of the role of smart IT infrastructure in a modern environment (cloud computing technology, telecommunication facilities, LMS Moodle, institutional repository, WEB 2.0, Wiki – portal). Scientists who systematically study media education resources seem to have reason to warn against media manipulation, media violence, cyberbullying – phenomena that are becoming widespread among the student community. The attention is also drawn to the fact that now there is a great deal of interest among scientists and practitioners in the issues related to the visual literacy of future professionals (*Dieorditsa, 2017: 19*). It is about the importance of such image features, in particular, of modern educator as presentation consulting – «know, understand, apply correctly» (for example, technologies of the structure of the text visual representation, awareness of the compositional effects and rules of colouristics, knowledge of creating visual metaphors mechanisms, etc.).

Thus, the realization of the concept of the personal and professional image development of the future teacher and the self-reflection of the experience of pedagogically motivated implementation of the strategy of creative personality formation in the conditions of a modern higher education institution convinces of the expediency to distinguish such phases as: an information and enrichment phase (students of the first and the second year of study, here the attention is focused on the process of their intellectual initiative development, and the main tool is the solution of pedagogical situations and the solution of professionally significant tasks); modificational (the third year of training future teachers, here dominate resources of interactive technologies, organization of their interpretive activities supported, for example, by pedagogical posters); creative (the fourth year of training students, here the key importance is given to innovative technologies of elaborating controversial issues of education in the conditions of present challenges, and the immersion of future teachers in the project activity, in particular, in the context of regional issues, is recognized as a leading way).

In addition, the creative implementation of the idea of competence-oriented training of the teacher in the process of modernization of tangible vocational education allows, on the one hand, to form students' image traits and levels of the effective component of the educational process, and on the other hand, to understand the expression of a positive image of a specialist through his/her ability to purposefully formulate pupils' key and subject competencies.

The prospects for further scientific investigation lie in the field of cooperative teaching resources, the involvement of which in higher education will contribute to the development of professional mentality of future teachers, and the enrichment of innovative and creative personal potential, thus developing a positive personality and professional image.

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