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SYSTEMIC MODEL OF THE FORMATION OF THE IMAGE OF A TEACHER OF HIGHER EDUCATION

Summary: Modeling the image of a teacher of higher education is an integral part of the development of modern pedagogical imageology, which is being formed as an interdisciplinary direction. In our study, we analyzed the modern scientific experience devoted to the study of the image of a teacher of higher education. This made it possible to determine the current state of the views of researchers who worked in this direction.

The purpose of the article is to highlight the results of research on the content and structure of the image of a teacher of higher education.

Summarizing the views of different authors, we formed a general idea of the content of the category of the image of a teacher of higher education, identified the components of the image of a teacher of higher education, identified general characteristics of the image of a teacher of higher education from different positions, components of the image of a teacher of higher education.

This allowed us to define the category of the image of a teacher of higher education and to propose an author's model of systematic description of the image of a teacher of higher education, which is an attempt to find a connection between

the components of the image of a teacher of higher education and the environment in which this image is formed.

The general components of this model include: determination of the image of a teacher of higher education (socio-psychological aspect, acmeological aspect, activity aspect); bearer of the image of a teacher of higher education; the context of interaction between the bearer of the image and the recipient of the image of a teacher of higher education; symbolic space formed by the bearer of the image of a teacher of higher education; nature of interaction (subject-subject interaction / subject-object interaction); process, forms, types, means of communication; recipient of the image of a teacher of higher education determination of obtaining and accepting the image of a teacher of higher education (activity aspect, acmeological aspect, socio-psychological aspect).

Author's definitions of these categories are given.

Key words: image, image modeling, the image of a teacher of higher education, image modeling of a teacher of higher education, systemic model, image structure of the image of a teacher of higher education.

1. Introduction

The development of psychology of the image of a teacher of higher education is associated with the forging in the future of a new direction of psychological and pedagogical research - pedagogical imageology (Kovaliova I.O., 2011, p. 215).

Psychology of the image of a teacher of higher education can be defined as a branch of psychological science, scientific theory, the subject of which is the image of a teacher of higher education as a socio-psychological phenomenon, as well as patterns of its origin and functioning.

The image of a teacher of higher education is seen as a combination of internal and external factors that determine its components.

Part of the content of the general theory of the image of a teacher of higher education is the generalization of ideas about the system of socio-psychological phenomena in which the formation and development of the image of a teacher of higher education.

The works of N.V. Barna, T.V. Bondarenko, V.Y. Bochelyuk, O.A. Gorovenko, O.O. Greilich, N.V. Guziy, Yu.V. Dzyadevich, T.Ya. Dovha, L.Yu. Donska, I.A. Zyazyuna, O.A. Ignatiuk, V.P. Isachenko, L.G. Kaidalova, O.O. Kalyuzhny, I.O. Kovaleva, O.O. Kovaleva, A.O. Kononenko, N.V. Kuzmina, S.D. Maksimenko, A.K. Markova, L.A. Martynets, M.M. Navrotskaya, Yu.G. Padafet, Yu.I. Palekha, K.L. Panina, V.K. Puzik, V.D. Sinyavin, V.I. Khlopenko, T.B. Khomulenko, O.Ya. Chebykina, etc. are devoted to the study of various aspects of the image in the education system.

For O.Ya. Chebykin's general «tasks of image research in the education system are to identify patterns that affect the formation and functioning of the image; programming of professional behavior through the acquisition of image-correcting skills; psychological support of image activities, development and implementation of self-presentation image carrier» (Chebykin, 2009, p. 34).

From our point of view, the topic of coverage and generalization of «patterns that affect the formation and functioning of the image» is insufficiently studied, despite its relevance. Taking into account the results of modern research (Hreilikh, 2007; Dovha, 2010; Donskaia, 2004; Isachenko, 2004; Kaidalova, 2009; Kovaliova I.O., 2000; Kovaliova O.O., 2007;

Kononenko, 2003; Navrotska, 2014; Khomulenko, 2005, etc.) we consider it important to form systemic ideas about the socio-psychological patterns of the image of a modern high school teacher.

The aim of the study. On the basis of the analysis of scientific literature devoted to the subject of studying the image of a teacher of higher education, to propose a model of systematic description of the image of a teacher of higher education, which will form the directions of theoretical and practical research.

2. Analysis of modern views on the content of the image category of a teacher of higher education

The views of researchers who determine the content of the category of image of a teacher of higher education are associated with the following options.

- «image-representation, purposefully created with the help of certain psychotechnologies in order to enhance its impact on others» (Kovaliova O.O., 2007, p.12);
- «polysemic category that characterizes the style of professional and pedagogical activities, manner of communication, the ability to individualize their image, give it aesthetic expression» (Hladush, Lysenko, 2014, p. 105);
- «the image of the teacher is such an integral characteristic, which includes a set of external and internal individual, personal, individual and professional qualities of the teacher that contribute to the effectiveness of pedagogical activities» (Donskaia, 2004, p. 35);
- the image of a teacher of higher education - is «an emotionally colored stereotype of the image of the teacher in the minds of students, colleagues, social environment, in the media. During the formation of the teacher's image, real qualities are closely intertwined with those attributed to him by the environment» (Hreilikh, 2007, p. 14);
- «an integrated image that combines the inner world, appearance and formed professionally significant characteristics, is formed in the minds of the subjects of pedagogical interaction in the performance of professional pedagogical functions and provides an individual style of professional pedagogical activity» (Prus, 2017, p. 53).

Different researchers highlight the functions, patterns of development and formation of the image of a teacher of higher education and various structural elements (Dovha, 2010; Donskaia, 2004; Isachenko, 2004; Kaidalova, 2009; Kovaliova I.O., 2000; Kovaliova O.O., 2007; Kononenko, 2003 та ін.)

Summarizing the content of the analyzed approaches to the image of a teacher of higher education, we believe that *the image of a teacher of higher education is a sign-symbolic system that has visual, verbal and other components, which is created in the process of subject-object perception and subject-subject interaction, which can be the product of purposeful activity, in the process of which is the creation of a «specially recognizable» image of a teacher of higher education. Due to its formation, the consumer of the image develops stable ideas about the characteristics of the bearer of the image and forms a certain attitude to the subject.*

3. The content of the image of a teacher of higher education

Our ideas about the content of the image of a teacher of higher education are related to the idea of the presence of the following elements in the system model of the image of a teacher of higher education: determination of the formation of the image of a teacher of higher education (socio-psychological aspect, acmeological aspect, activity aspect); bearer of the image of a teacher of higher education; the context of interaction between the bearer of the image and the recipient of the image of a teacher of higher education; symbolic space formed by the bearer of the image of a high school teacher; nature of interaction (subject-subject interaction / subject-object interaction); process, forms, types, means of communication; recipient of the image of a teacher of higher education; determination of obtaining and accepting the image of a teacher of higher education (activity aspect, acmeological aspect, socio-psychological aspect).

The graphical ratio of these elements is presented in Fig. 1.

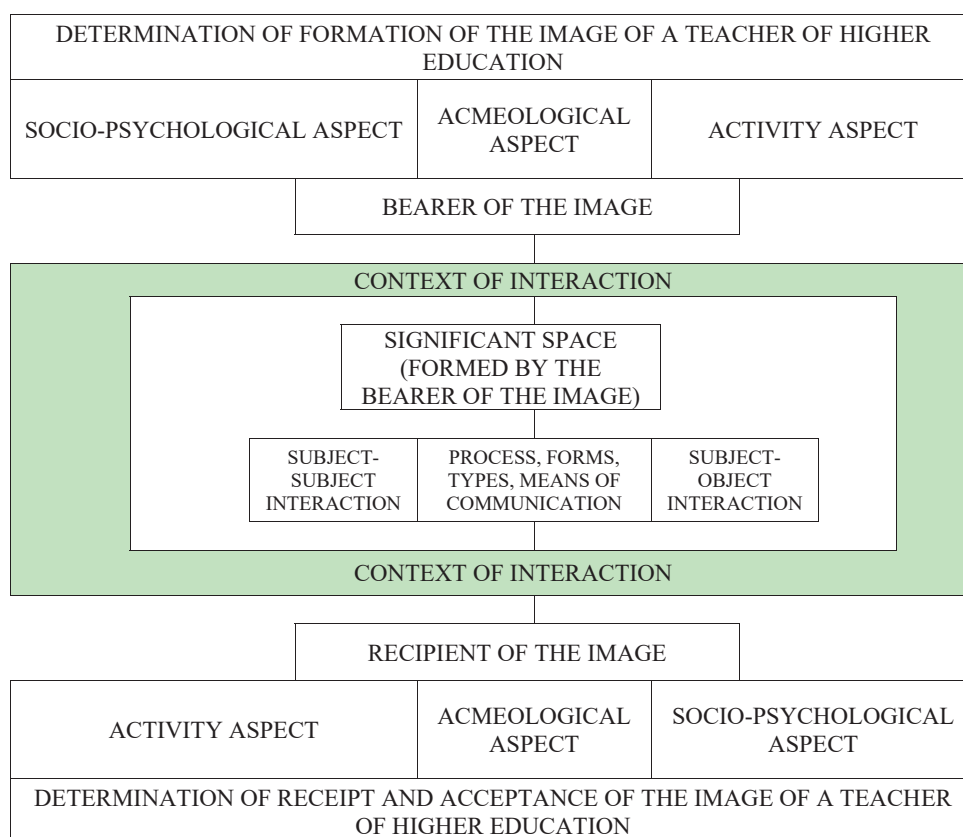


Fig. 1. Graphic ratio of elements of the system description of the image of a high school teacher

4. The content of the elements that form a systematic description of the image of a teacher of higher education

The content of the elements that form a systematic description of the image of a teacher of higher education, we formulate as follows.

Determining the formation of the image of a teacher of higher education – a set of factors of different nature that affect the process and outcome of the formation and functioning of the image of a higher education teacher as a manifestation of professional activity.

From our point of view, based on the analysis of the above literature, first of all it is possible to distinguish: socio-psychological aspect of determining the image of a teacher of higher education, acmeological aspect of determining the image of a teacher of higher education, activity aspect of the image of a teacher of higher education.

Socio-psychological aspect of determining the image of a teacher of higher education, from our point of view, is a consequence of the process and result of interaction of the bearer of the image of a high school teacher with other people, social groups, society as a whole.

Conscious image formation by a high school teacher in this case is motivated by the reflection in the minds of the need for compliance with the values of society.

In our opinion, the acmeological aspect of determining the formation of the image of a teacher of higher education is related to the level of personal maturity achieved by the teacher. Image, thus, becomes a conscious part of self-perceptions, formed under the influence of awareness of the level of personal development, as a result of the degree of awareness of the individual requirements for its level of self-realization. Conscious image formation by the teacher in this case is motivated by reflection in consciousness of necessity of conformity of behavior to a level of representations of itself as the carrier of result of personal development.

In our opinion, *the activity aspect of determining the image formation of a teacher of higher education* is connected with the peculiarities of the level of development of professional reflection and self-reflection. Conscious formation of the image by the teacher of higher school in this case is motivated by reflection in

consciousness of necessity of conformity of behavior to needs of professional activity.

The bearer of the image of a teacher of higher education – a person engaged in pedagogical activities, included in the interaction with the educational environment as a subject in connection with the need to fulfill its social role.

The main characteristics of *the bearer of the image of a teacher of higher education*, influencing the process of formation, development and presentation of the image of a high school teacher from our point of view are: formed in the individual complex of age, biological, psychological and social characteristics, experience, functional status, the recipient of the image.

This set of properties is reflected in the characteristics of the sign space organized by the bearer of the image of the teacher of higher education, namely, in those systems by which it is possible to organize the impact on the recipient of the image. These are: system of verbal manifestations, system of nonverbal manifestations, system of «habit», system of «suit», system of «smell», system of «environment».

The recipient of the image of a teacher of higher education is a person who is included in the educational environment as a subject and object of interaction, and, due to this involvement, falls under the influence of the image of the teacher, which leads to certain internal changes and changes in behavior.

The main characteristics of the recipient of the image of a teacher of higher education, influencing the process and result of image, from our point of view are: age, biological, psychological, social characteristics of the recipient, experience, functional status, attitude to the image bearer and the situation of interaction with him.

The interaction between the bearer of the image of a teacher of higher education and the recipient of the image of a teacher of higher education is included in a certain context and has a subject-subject or subject-object nature, colored by the nature of communication.

The context of the interaction between the bearer and the recipient of the image of a teacher of higher education, from our point of view, can be described in broad and narrow terms. A broad plan to describe the context of interaction includes the whole set of social and socio-psychological phenomena associated with the interaction between participants (eg, state policy

in the field of education, characteristics of the educational environment, educational institution, competition, etc.). A narrow plan for describing the context of interaction specifies the range of phenomena limited by a particular form of communication (for example, a personal meeting in the absence of other participants is characterized by one limited context, while in the presence of someone else).

Subject-subject interaction of the bearer of the image of a teacher of higher education and the recipient of the image of a teacher of higher education is characterized by mutual orientation of participants to each other as significant persons, characterized by penetration into the inner world of another and experience of joint interaction within the pedagogical process. In the process of subject-subject interaction the interpenetration of mental and sensory spheres of participants of interaction is created thanks to what there is a possibility of deep understanding of each other and cooperation.

Subject-object interaction of the bearer of the image of a teacher of higher education and the recipient of the image of a teacher of higher education has different characteristics from the subject-subject interaction. In this case, the bearer of the image of a teacher of higher education acts as a subject of interaction, is the active side of interaction, and the recipient of the image acts as a passive side (appears as an object of influence), his opportunities to penetrate the inner world of the bearer goals and procedure of interaction. One-way communication is formed: from the bearer of the image to its recipient, as a result of which the degree of freedom of behavior of the recipient of the image can be significantly limited, which is a characteristic feature of reproductive learning.

The interaction between the image bearer and the recipient of the image of a teacher of higher education can be described as a communication process with all its components: the initiator of the message (image bearer), image message, type of message (verbal image message / nonverbal image message), message channel (natural in personal meetings, artificial when using technical means), noise, interference, message recipient (image recipient), feedback.

The sent image message (image of the carrier), from our point of view, has the opportunity to be received (or not received) by the recipient of the image of a teacher of higher education and accepted (or not

accepted) by the recipient of the image of a teacher of higher education.

The effectiveness of receiving / not receiving, accepting / not accepting the image of a teacher of higher education is due, in our view, the functioning of the recipient of the image of a certain determination of obtaining and accepting the image of a teacher of higher education.

Determination of obtaining and accepting the image of a teacher of higher education, in our opinion, is a set of factors that determine the focus of the recipient of the image of a teacher of higher education on the perception of the image of the bearer, forming a positive attitude to the image bearer and involvement.

These are the phenomena that affect the intensity of involvement of the recipient of the image of a teacher of higher education in the situation of interaction with the carrier, the nature of interactions between them, the result of communication.

Obtaining and accepting the image of a teacher of higher education is mediated by experience, the functional state of the recipient of the image, the attitude to the bearer of the image and the situation of interaction with him. *The resulting image* is a message that draws the attention of the recipient of the image to the bearer of the image. Refusal to obtain an image is associated, in our opinion, with the shift of attention to other elements of the situation of interaction (including the formation of mental operations and actions not related to the situation of interaction and image-carrier).

The accepted image of a teacher of higher education is characterized by the formation of a positive attitude towards the bearer of the image of a teacher of higher education and the focus on interaction with him. Refusal to accept the image is characterized by the formation of negative emotional states in relation to the bearer of the image, naturally affects the formation of barriers to communication.

In determining the acquisition and acceptance of the image of the image of a teacher of higher education, we distinguish three main aspects: activity aspect, acmeological aspect, socio-psychological aspect.

The activity aspect of obtaining and accepting the image of a teacher of higher education, from our point of view, is associated with the selection as a hypothetical special type of internal activity – image acquisition and acceptance, which is characterized

by a certain functioning of motivational, cognitive, emotional processes. Among the components of this complex: motivational derivatives (needs, interests, inclinations, attitudes, demands of the recipient of the image of the teacher), cognitive states, operations, actions, focus, focus on image carriers, completion of a holistic image based on perceived signs, image constancy, removal from the memory of information, comparison of the perceived with existing experience, inference about the significance of the perceived, etc.), emotional reactions (joy, fear, hatred, anger, disgust, etc.). The result of this activity is the acceptance / rejection of the image, the desire for further interaction with the image carrier or refusal to interact with him.

The acmeological aspect of determining of obtaining and accepting the image of a teacher of higher education is related to the characteristics of the level of development of the recipient of the image. In our opinion, the idea of oneself as a subject of development, which is characterized by a certain level of self-relation and self-actualization, forms a certain attitude to the information received, associated with the development of filters that determine the nature of acceptance or rejection. A high level of understanding of their characteristics as a subject of development is associated with a developed idea of the nature of their needs and acceptable ways to meet them. Acceptance / non-acceptance of the image, thus, depends on the result of awareness of the need for an image carrier for the recipient as such or as a means, a way to meet their needs.

Socio-psychological aspect of determining of obtaining and accepting the image of a teacher of higher education will be a set of factors that are formed as a result of generalization of influences from society, social groups, reference media. Sharing experiences with others and about others in the course of communication forms social ideas and social stereotypes, participation in the performance of certain roles creates skills for recognizing the characteristics of role performance. The influence of the media forms a certain attitude towards iconic and status social figures. Under the influence of these and other external influences, an unconscious idea of the «ideal» bearer of image – a representative of a particular experience, a social group, organization, which functions as

a comparative image in interaction with the image of perception, influencing the process and result of determining.

5. Conclusions

We believe that the systematic description of the image of a teacher of higher education, formulated by us allows us to specify the areas of research of the image of a teacher of higher education. In the nearest approximation, these are the following directions: research of determination of formation of image of the teacher of higher school (features of displays of social and psychological, acmeological, activity determination of formation of the image of a teacher of higher education); research of character of influence of features of the bearer of the image of a teacher of higher education (age, biological, psychological, social properties of the bearer of image, experience, functional condition, the formed relation to the recipient of image and to a situation of interaction with it) on process and result of image formation; research of the process and result of the influences of the context of interaction of the bearer of the image of the teacher of higher education and the recipient of the image on the formation of the image of the teacher of higher education; research of characteristics of sign spaces which are formed by the carrier of image of the teacher of higher school; research of the influence of subject-subject and subject-object interaction on the process and results of forming the image of a teacher of higher education; research of influence of communicative processes on formation and functioning of the image of a teacher of higher education; research of influence of features of the recipient of the image of a teacher of higher education on formation of image; study of the determination of obtaining and accepting the image of a teacher of higher education (the impact of activity determination, acmeological determination, socio-psychological determination on the result of the functioning of the image).

Further development of research in this area will clarify the model of systematic description of the image of a teacher of higher education.

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