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**TÍTULO:** Imagen de un profesor de educación superior: encuesta analítica sobre el juicio de valor de las actividades de educación.

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**RESUMEN:** El artículo aborda el problema de la imagen del maestro de educación superior. Teniendo en cuenta los estándares de los tiempos modernos y las opiniones de innovación de los jóvenes estudiantes, los autores propusieron temas de procesos educativos (maestros y estudiantes) para expresar sus ideas sobre la imagen de un maestro moderno. El cuestionario "Imagen del profesor" creado por los autores se publicó en las redes sociales Facebook y se les permitió interrogar a un gran número de profesores y estudiantes de forma anónima. Las preguntas del cuestionario fueron tanto sobre la apariencia personal como la competencia profesional. Los encuestados también mencionaron cinco características de imagen positiva y negativa de un maestro.

**PALABRAS CLAVES:** imagen del profesor de educación superior; competencia profesional; cualidades profesionales.

**TITLE:** Image of a higher education teacher: analytical survey of value judgement of educational activities subjects.

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**ABSTRACT:** The article deals with the problem of a higher education teacher's image. Taking into consideration the standards of modern time and innovation views of student youth, the authors proposed educational process subjects (teachers and students) to express their ideas about a modern teacher's image. The questionnaire "Teacher's Image" created by the authors was posted in social media Facebook and allowed to question a big number of teachers and students anonymously. The questions of the questionnaire were both about personal appearance and professional competence. The respondents named five characteristics of positive and negative image of a teacher as well.

**KEY WORDS:** higher education teacher's image; professional competence; professional qualities.

## **INTRODUCTION.**

In educational research literature of recent years foreign and Ukrainian scientists demonstrate strengthening of interest towards the problem of a higher education teachers' image. It can be explained by the fact that education is understood by the society as one of the life values, it is an effective investment in the future and because of this the importance of a higher education teacher's professional activity and its being in demand in the market of educational service grows. Professional training of the specialists in different fields in any country of the world depends exactly on a teacher's personality and professionalism.

A modern teacher's mission is not limited only by organizing educational process well and high level of students' preparation. A teacher must perform a model function which means his/her professional image (perfect appearance, personal and professional culture, innovational creative way of thinking, responsible attitude towards professional duties and so on) must serve as a model of positive image for the future specialists.

## **Literature Review.**

The analysis of academic papers dealing with the topic under discussion points out that the problem of a higher education teacher's image found various implementations in works of domestic and foreign representatives of psychology and pedagogics.

The problem of a teacher's image was studied by such representatives of Russian science as T. Busygina, L. Donskaya, O.Syisoeva, A.Tarakanova and others, who concentrated mostly on psychological aspects of a teacher's image and peculiarities of its dynamics in the process of professional formation, which is happening under the close attention of "image audience" or in other words students, teachers and the authorities of an educational establishment.

L. Donskaya considers a teacher's image as an integral characteristic which is presented by a complex of external and internal individual, personal, specific and professional qualities of a teacher and a teacher's activity on creating personal image is conscious and such that cannot happen without self analysis. At the same time an ideal teacher, in the scientist's opinion, possesses such qualities: 1) professional sphere – solid knowledge of the subject taught, the ability to make students interested in this subject, presentation of the material masterly and clearly and high order of intelligence; 2) personal sphere – demanding, responsible, strong interpersonal skill, decency; 3) look – good manners, emphatic speech, charm, being fit (Donskaya L.J., 2004, p. 147).

T. Busyigina says that such image characteristics as “a teacher's own attitude, professional knowledge, skills, abilities, personal characteristics, emotional-volitional and moral potential of a personality and etc., integrating and forming unified image structure, respond to adjustment to changeable outer circumstances and distinguish themselves with students' perception about the teacher at the different stages of their educational process” (Busyigina T.A., 2004).

A. Tarakanova expresses an idea about changeable character of image and its dependence on the external environment: “The dynamic characteristic of a teacher's image reveals in the ability to transform under the influence of two factors: a teacher oneself, one's personal and professional qualities change with time and at the same time the students, colleagues and authorities' expectations ....”. The analysis of image scientific explanations done by A. Tarakanova allowed her claiming that this is a really multi-dimension phenomenon which includes features contradicting each other from the first sight; for example, image is defined by dynamics and stability at the same time.

Dynamics, mobility and flexibility of image are expressed in its ability to adjust and transform with time and change of given external circumstances, demands forwarded to the holder and inner changes of a personality. Its stability is expressed in independence from the situational and one

moment factors. For example, appearance (hair dress, good dress sense and etc.) of people with well-established image does not depend on the latest changeable fashion (Tarakanova A.A, 2012, p. 71).

O. Syisoeva agrees with A. Tarakanova's idea about the dynamic nature of image and that a teacher's image changes with time under the influence of two main factors, such as: the teacher oneself changes, one's personal and professional qualities (personal and professional strain can happen) and students can change, their intellectual abilities and demands, personal psychological peculiarities. The author comments rightly that students' social expectations are based on a certain stereotype of understanding a "higher education teacher" profession formed in the society. At the same time each group and each student has own specific understanding, own orientation, own model stereotypes about existing and necessary features in a teacher's image. So, studying image, as Syisoeva believes, must be done in the context of social psychological peculiarities of student audience (Syisoeva E.J., 2017, p. 212).

In Ukraine such scientists as N. Butenko, O. Hreilikh, T. Dovga, G. Yevtushenko, V. Isachenko, O. Marchenko, N. Prus, O. Romanovska, T. Turkot, S. Fatalchuk and others studied different aspects of a teacher's image. As a result of conducted researches the science of our country enriched with different approaches to studying the essence and structure of a higher education teacher's image, methods of its formation and development.

The researcher V. Isachenko divides professional pedagogic image of a higher education teacher according to emotional criteria into two types: positive which causes interest and trust, high rate and confidence in choice; negative which is formed spontaneously. With that the positive image mostly promotes growing prestige and reputation together with authority and relevant emotional-volition influence of a higher education teacher's personality upon student audience (Isachenko V.V., 2007, p.12).

T. Turkot singles out the following components of a teacher's image: 1) professionalism and competence; 2) knowledge; 3) creative energy; 4) high level of general and pedagogical culture; 5) personal psychological qualities (empathy, sympathy, reflexivity, kindness, ability to prevent conflicts); 6) good mental and physical health; 7) pleasant appearance (perfect neatness, proper clothes, make up, accessories, motion, posture, friendly smile, facial expression) (Turkot T.I., 2011, p. 486-487).

O. Romanovska thinks that a higher education teacher's image can be defined as dynamic image presenting the set of external (attractive appearance, verbal and non-verbal communication standards), professional (professional culture) and internal (personal qualities, moral and ethic norms and etc.) characteristics and formed as a result of their direct perception in the process of cooperation between a teacher and other participants of the pedagogical process or indirectly via other people's opinion. The image does not always fully reflect the personality of its holder, but regardless of this the image can incur either positive or negative attitude (Romanovska O.O., 2016, p.144-145).

The group of researchers think that a modern teacher's image is formed by the system of elements and complex unit of them can provide the formation of positive effect on the students and successful teaching activity, for instance: a person's audiovisual culture, in other words verbal intelligence, manners, mode of dress and proper clothes depending on the situation, ability to act before public, present information to certain audience; teacher's behavior in different aspects (behavior in professional environment among students and colleagues, ability to control own emotional state and find ways of communication, find understanding with different types of people); teacher's system of moral and ethic values (view of life, attitude towards own profession and students); teacher's status and self-evaluation (appropriate definition of one's role in educational process, own pedagogical abilities and professional qualities); complex of personal qualities

(tolerance, respect towards other people, sense of humor, kindness) (Yevtushenko G.V., Baboshko A.I. & Bushlia D.I., 2016, p. 632).

N. Prus describes specific character of a foreign language teacher's image and define it as a dynamic, integral and complete image which is characterized by multicultural nature, openness, focus on foreign language communication and formed in consciousness of student and colleague audience during professional pedagogical activity. Multicultural nature of image is caused by mediation function of a teacher as a medium of culture-through-language-studies potential which reflects on the intellect, mental outlook, appearance, communication manner and etc. (Prus N.O., 2017, p. 7).

In many surveys a teacher's positive image is shown as an effective method of his/her professional activity in higher educational process. For example, S. Fatalchuk and S. Yakushchenko admit that the main goal of any higher education teacher is the interest of the students in studying this teacher's subject, good results, full understanding of the material. A teacher's positive professional image assists in establishing contacts with student audience, strengthening of a teacher as an authoritative source of information and as a personality who with own example, knowledge and behavior can positively influence the youth (Fatalchuk S.D. & Yakushchenko S.I., 2017, p.120).

O. Marchenko thinks that a teacher must be a standard model in formation of the image in students: "Teacher's profession is special talent, possession of the set of prominent abilities to communication, artistic imagination, body movement, charming speech. To be a personality designer and form students professional personal image, build living abilities technique, a person must have strong spiritual energy, huge amount of knowledge and skills. During work a teacher must pay special attention to the systematic learning of a student's personality, understanding of own inner experience, workability of using the knowledge and so on" (Marchenko O., 2015, p. 196).

In educational research literature particular characteristics of a teacher which are indicators of external (visual) image receive wide coverage. Usually they are ability to dress prettily, stay clear, speak distinctly, move gracefully, follow ethics of pedagogical communication, successfully conduct educational process and etc. Personal professional features of a teacher (culture, being organized, responsibility, identity and etc.) are not left without attention of researchers. There are some works authors of which study the connection of image with pedagogical skill and professional competence of a higher education teacher.

This way N. Butenko pays attention to the extremes which are used by some teachers who choose certain mode of dress and manners in higher educational establishments: “Sometimes trying to get interest of the audience a teacher consciously chooses outfit for this audience not to change the perception stereotypes of this audience. For example, a teacher who wants to underline his/her youth and democratic views wears clothes of “student style”: jeans set, trendy leather belt and so on. Absolute indifference to the clothes and appearance can be interpreted as self advertising: I am not interested in external form; I am above it. At the same time, it is important to be able to keep certain measure, because it is absolutely natural that for getting the success in pedagogical cooperation even a young teacher must keep certain social distance with the students” (Butenko N., 2005, p.100).

O. Hreilikh underlines the importance of professional language for a teacher’s activity: “Language is a very important tool in a teacher’s hands. To reach mutual understanding with the students one must avoid (do not demonstrate in words, tone and intonation) skepticism, temper, lack of trust or doubt in positive qualities of children even if they study badly and misconduct. A teacher is one of the most significant, reputable people for parents and their children, his/her marks and forward-looking comments are very important for them. That is why his/her words must express both vision of positive qualities of a student and optimistic scenario of the future. At the same time it should be kept in mind that neurosis (nervous breakdown, hysteria, phrenasthenia), psycho disorders (anxiety,

low self-esteem, different syndromes), moral distress and exhaustion of a student is a result of uneducated and low ethics, verbal culture of a teacher” (Hreilikh O. O., 2012, p. 28).

There are some works, authors of which look at a teacher’s image in the context of his/her professional competence components. Thus, T. Dovga thinks a teacher’s competence is a significant image characteristic in time, because time is an important factor of getting education. The above mentioned competence is a precondition of successful cooperation of a teacher with social surrounding and educational environment of a university, it helps a person to develop constructive life style, skills of self organization and self management, determined by the specific nature of a teacher’s activity (Dovga T. Y, 2012, p.100).

Scientists S. Kostanjevec, F. Lovšin Kozina & M. Erjavšek in their research put accent on the importance of a teacher professional competence and self-improvement during teaching activity. They say: «During their studies and in the process of life-long learning, teachers acquire professional and didactic skills, which significantly influence their professional development and competence for teaching contents foreseen in the curriculum of a particular school subject. Irrelevant education and insufficient professional competencies of a teacher who teaches Home Economics may reduce the quality of teaching and influence her or his self-perceived competence to teach Home Economics contents» (S. Kostanjevec, F. Lovšin Kozina & M. Erjavšek, 2018).

Other scientists (E. Stranovská, M. Lalinská & I. Boboňova) point out that a teacher’s motivation must be the key one in his/her professional activity: «A relevant field of research in teacher’s professional competence assessment is taking the factor of motivation into account, as this enables teachers to differentiate between, i. e. to be aware of the significance of the individual professional competences and their development through their assessment» (E. Stranovská, M. Lalinská & I. Boboňova, 2018). As we think, it can be said about a teacher’s image, because without motivation there will not be any professional growth and effective teaching in a university.

R. C. Enache, A-M. A. Petrescu, C. Stăiculescu & A. Crișan in their research as for Intercultural communication say: «...professors' concerns should focus primarily on encouraging behaviors, attitudes and values so as to cause the individual to react desirably to fear, anxiety, curiosity, labeling, ethnocentrism etc.; the development of implicit or explicit hierarchical relations between groups and their impact on communication; on exercising the students' competences to perceive time and space, the rapport between them, the system of values and beliefs, the way of feeling and thinking, the types of behavior, that is, the entire habitus that each individual accomplishes by socializing in the determined cultural environment; on the development of identity strategies that participants put into practice to defend themselves against destabilization, to affirm their own identity, to integrate in the group, to make a positive image, to differentiate themselves, to individualize» (R. C. Enache, A-M. A. Petrescu, C. Stăiculescu & A. Crișan, 2019). We agree with the authors as a teacher's image components are behavior, communication, values and etc.

Making emphasis on the necessity of forming Higher order thinking skill (HOTS), scientists H. Retnawati, H. Djidu, Kartianom, E. Apino & Risqa D. Anazifa state: «...Teachers' knowledge about HOTS and its teaching and learning tactics is a key to successful education». Also, the authors underline that «...the teachers' knowledge and skills need to be described more broadly and deeply so that it can be easy to identify any side to improve» (H. Retnawati, H. Djidu, Kartianom, E. Apino & Risqa D. Anazifa, 2018). We absolutely agree with the scientists as the key element of a teacher's image is professional knowledge and skills and continuous self-improvement will upgrade the quality of training.

S. Rogošić & B. Baranović in their research the aim of which is «...research the differences in social background, motivation for selection of program of study and the experience of studying in higher education between pre-service class teachers and pre-service subject teachers», say «that the disregard in teacher profession seems to be an observed problem in contemporary western societies

which can result in a deficit of teachers» (S. Rogošić & B. Baranović, 2018).

Going ahead with the idea of the above mentioned authors, L. Paula & I. Priževoite say: «...While in a number of European countries teaching profession is popular and respected, in many other including Latvia its prestige is rather low». After the research, the scientists came to the conclusion that «... Teachers do not feel adequately assessed according to their contribution, and this is not only a question of financial remuneration. In general, desired positive assessment of teachers' work involves also societal recognition and respect» (L. Paula & I. Priževoite, 2019). We agree with the authors' ideas and think that the formation of a teacher's positive image will help to overcome negative attitude of the society towards teachers and make school leavers choose teaching as a future profession.

## **DEVELOPMENT.**

### **Methodology.**

We got interested in teachers and students' opinion as for a teacher's image in educational process of a higher educational establishment. For that purpose, we prepared a questionnaire using Google Form. The questionnaire was published in social media Facebook. 76 respondents participated in this survey – teachers and students of different higher educational establishments, among them 41 teachers (53,9%) and 35 students (46,1 %). Female - 62 people (81,6%), male – 14 people (18,4%). Age range of the respondents was from 17 to 59 years old. The answers were automatically calculated by Google system.

There were the following questions included into the questionnaire: 1) How important is a teacher's appearance for you? 2) What fashionable elements of clothes and shoes can complement a teacher's everyday outfit? 3) How important for you is following of professional ethics rules by a teacher? 5) Name 5 features which create a teacher's negative image; 6) What do you think about a teacher's

visible tattoos? 7) What communication style in a teacher's professional activity do you prefer? 8) Which aspect of a personality is the most important for a teacher's professional activity? 9) What do you think of posting a teacher's personal life events in social media? 10) What do you think of such a bad teacher's habit as smoking? 11) Grade the following personal characteristics of a teacher in order of descending their importance (10-the most important 1 – not important): neatness, fairness, self-organization, responsibility, discipline, sense of humor, manners, tolerance, hard-working, culture and 12) Grade the following professional characteristics of a teacher in order of ascending their importance (1- not important; 10-the most important): knowledge of the subject taught, culture of professional communication, human treatment of the students, ability to present information clearly, usage of IT technologies, emotionality, individual approach, professional language, appearance, professional behavior.

### **Results and discussion.**

The following answers were given to the question about the importance of a teacher's appearance: very important – 18 people (23,7%), important – 53 (69,7%), not important – 5 (6,6%). It means that the importance of a teacher's appearance is recognized by the majority of respondents.

The following items were suggested as fashionable accessories for a teacher's suit: watches, glasses, mobile gadgets, comfortable shoes (shoes without high heels or trainers); casual clothes (T-shirts, jeans); additional items (pashminas, scarves, bright accents; stylish accessories (crotchets, pendants, bracelets) and so on. Respondents accept usage of different mode of dress by a teacher, but warn from using an aggressive, provocative and vulgar one in the image. In general, the answers show that any modern and stylish elements can be added to a teacher's everyday clothes if they bring out one's individuality.

The majority of people in the survey think that a teacher's following the norms of professional ethics is very important (41 people, 61,8%) and 28 people (36,8%) – important. Only 1 person (0,76 %) did not pay attention to this point.

Respondents' answers as for positive features of a teacher's image show various views which admit diverse and holistic nature of image. For example: "Have a command of the state language, have neat appearance, be polite and self-possessed towards the students, be able to ease the situation, have good sense of humor", "Know the subject, be able to use modern gadgets, study during the life, be mobile, be not ashamed to admit own mistakes", "Manners, common sense, love the subject, be politically and ideologically neutral, respect a person of any age and status".

Respondents mentioned the following features of a teacher's positive image which can be roughly divided into such groups: professional features, attitude to the students, appearance, personal qualities and general culture, emotional state.

Such features characterizing a teacher's professional competence were mentioned by the respondents: motivational: wish of teaching; love of one's own subject, real interest in one's own work, ability to interest students in one's own subject, ability to get interest and focus attention on one's own words; actual knowledge and tutorial skills: knowledge of one's own subject, familiarity with modern trends of one's own discipline; ability to make interesting presentation of academic material, special approach to work, awareness of innovational technologies, ability to use pedagogical methods and technology in practice; self-studying demands: intention to self-improvement, willingness to study during the life, professional mobility.

The respondents described attitude to the students in such a way: humanistic orientation, human attitude, compassion, respect to the students and colleagues; attention to the students: understanding, tact, politeness, self-control; fairness and transparency in rating, taking into account individual peculiarities and interests; easiness in communication (absence of arrogance). Respondents think

that characteristics of decent appearance are: neatness, aesthetic appeal, pleasant appearance, elegant look, well-chosen modern clothes, stylish accessories, well-groomed hair, modest make up, appropriate accessories, manicure, nice perfume, ability to be well dressed and personal style.

Such personal characteristics inspire respondents respect: good sense of humor, strong interpersonal skills, tolerance, patience, responsibility, kindness, being self-organized, discipline, reasonableness, manners, culture and speech culture, courtesy. The survey respondents, characterizing emotional sphere of a teacher name: friendly smile, good mood, ability to control emotions, self-control, cheerfulness, positive nature, optimism.

The analysis of the questionnaires allowed making a conclusion that students notice and estimate accordingly negative characteristics of teachers. Such words prove this: “Disregard of students, dirty clothes and shoes, reading of material from the book, rude words during communication”, “Double standards, arrogance, low professional level, formal performance of own duties, failure to present own ideas”, “Lack of trust, arrogance, frightening students, stubbornness, reluctance to help or paying attention after lessons”, “Indifference to students’ problems, formal “reading” of the material, inadequate behavior, not being ready for a lesson, unpunctuality (being late, speaking on the phone, delaying students after lessons)”, “Conservatism, overconfidence, self-admiration, unawareness of the news and innovations, being uninformed”, “Feeling of power and dominance over students, lack of self-confidence, failure to present the material clearly or choose the most important, disrespect to students’ questions, severity on the edge with anger”.

Generalization of the received answers led us to pointing out aspects of a teacher’s activity and behavior which create negative image:

- Inappropriate appearance: untidy appearance (dirty clothes and shoes); lack of taste and own style in clothes; inappropriate clothes; clothes beyond one’s years; far-out clothes; too colorful or colorless clothes; too many details; lack of manicure and hair dress; huge accessories, unpleasant

smell (tobacco).

- Faults in communication: being too talkative, inability to listen, tendency to patterns, dogma and routine; lack of pedagogical proficiency, preachy manner of speaking, black-and-white thinking, bossiness, formality in communication with colleagues and students; aggressiveness towards students, suppression of students' initiatives, familiarity, rudeness, anger, arrogance, indifference.

- Unprofessional teaching: bad command of the material, low skills, old knowledge and methods of teaching, inability to explain the material clearly, unwillingness to share the knowledge, mistakes in speech during material presentation.

- Negative features of character and behavior: bad manners, faultfinding, lack of sense of humor, dishonesty, vulgarity, diffusion, unfriendliness, mood swings, rudeness, hostility, hypocrisy, lack of organization, lack of self-discipline.

- Bad habits: smoking, coarse language, aggressiveness, propensity toward conflicts.

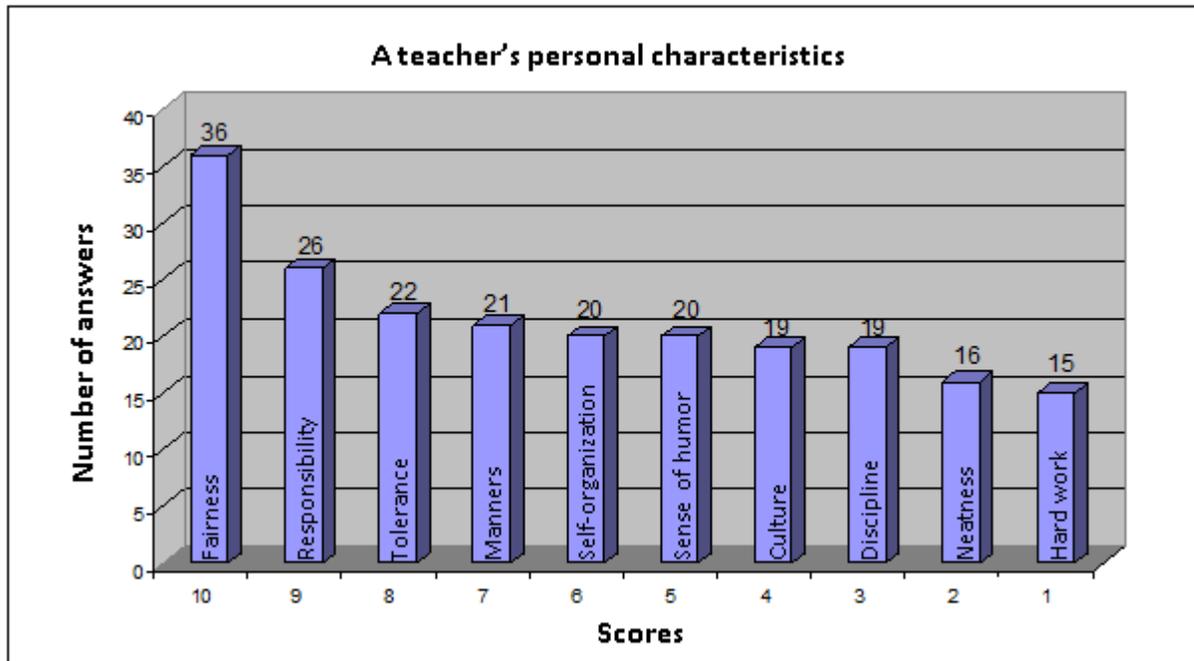
Respondents' attitude to a teacher's visible tattoos is like this: 49 people (64,5%) answered it does not matter, 7 people (9,2%) have positive attitude to visible tattoos and negative attitude – 20 people (26,3%). As for communication style in a teacher's professional activity respondents preferred: informal style – 43 people (56,6%), and formal style - 33 people (43,4%).

Answering the question “Which of the personal aspects is more important for a teacher's professional activity?”, almost all respondents (69 people, 90,8%) preferred a teacher's inner world and only 7 respondents (9,2%) - appearance.

As for the posting a teacher's personal life events in social media, 30 people (39,5%) were indifferent, negative attitude – 7 (9,2%), positive – 24 people (31,6%). The rest of respondents expressed their own understanding, for example: “it is necessary to post in social media only the facts which will help moral transformation of students”; “it is interesting to form full image of a personality, but some aspects of life must stay private”; “too good is not good too”; “everyone has

the right for private life and everyone can decide what can be posted and what cannot be”; “a teacher should have common sense and should not forget the manners”; “a teacher should understand own public exposure when sharing private information about oneself and colleagues in social media”; “private life” is a broad notion and I have positive attitude if posted aspects are connected with professional activity”; “everything must be in moderation as a teacher is a human being, but intimate details should not be revealed”; “if one posts travelling, participation in conferences, important life events, hobbies and others I have positive attitude” and so on.

A teacher’s smoking is treated in a negative way by 36 people (47,4%), positive by 1 person (1,3%) and with indifference – 39 people (51,3%). A teacher’s personal characteristics were rated in descending order of importance by respondents in such a way (Figure (1)). The chart below shows the majority of scores about each element.



**Figure 1. A teacher’s personal characteristics.**

A teacher’s professional characteristics in ascending order are rated by respondents in such a way (Figure 2). The chart below shows the biggest number of scores for each element.

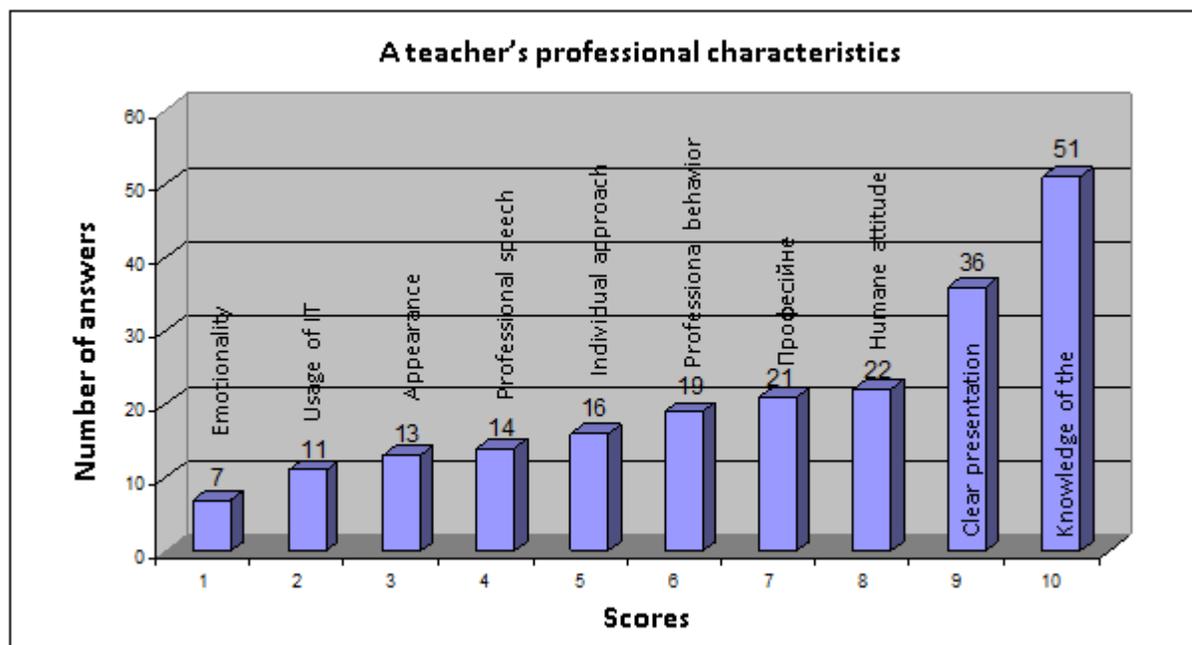


Figure 2. A teacher's professional characteristics.

Respondents' answers gave us a chance to draw following conclusions.

## CONCLUSIONS.

Modern changes, powerful information environment in particular, demand from a personality and especially a teacher continuous self-improvement. Rapid development of the world, student youth's innovational views of life motivated us to conduct this survey. It was a surprise for us that a teacher's appearance does not matter for the majority of students. A modern student prefers professionalism, interpersonal skill and humanism.

In opinion of the respondents who participated in the survey the following features of a teacher's image create condemnation and considerably reduce quality of educational process:

- Absence of subject-subject cooperation between a teacher and a student.
- Absence of tailored approach to the students.
- Absence of taste in clothes, creation of own style.
- Absence of sense of humor.

- Authoritarian (or liberal) style of activity.
- Low level of professional culture.
- Lack of emotional and general state control.
- Inability to predict and settle conflicts.

Taking into account that the majority of respondents pay attention to a teacher's inner world, the last one needs continuous self-development, both personal and professional.

We see perspectives of further researches in development and implementation of methodological recommendations for higher education teachers as for the formation of their positive image.

### **Acknowledgement.**

We express our thanks to everybody who took part in the survey and answered the questions of our questionnaire. Your sincere answers helped us to analyze modern views of students and teachers as for a teacher's external and internal characteristics and in future this will give us an opportunity to prepare recommendations aimed at formation of a higher education teacher's positive image.

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