

Speranska-Skarga M. A.

**PROFESSIONAL PEDAGOGICAL IMAGE OF PROSPECTIVE LANGUAGE
TEACHERS (COGNITIVE COMPONENT FORMATION)**

Current social, economic, and cultural agenda in Ukraine suggests the urgency of prospective teachers' professional culture development, which is connected to the development of the world outlook and professional motivation, as well as the image-making of the prospective teachers in the context of improving their professional culture. Professional image-making of the prospective teacher as a means of self-identification is currently considered one of the topical issues of the modern pedagogy. Theoretical and methodological principles of image study are presented in the works by V. Dylan, P. Guryevich, O. Perelyghina, Y. Palekha, A. Panasyuk, G. Pocheptsov, A. Kholod, V. Shepel, G. Shchokin, et al. Expert and applied research into the image phenomenon is featured in the works of the following foreign authors: P. Baird, L. Brown, D. Carnegie, A. Pease et al., techniques of personal image management – E. Zmanovs'ka, A. Panasyuk, M. Spilleyn, et al. [1, 2]. Philosophical and anthropological dimensions of individual image are presented in the researches of U. Nekrasova, sociological aspects are studied by E. Bryantseva, psychological – by I. Veretennikova, V. Zazykin, E. Emelyanova, W. Lippmann, A. Panasyuk, A. Petrova, et al.

The role of image as a publicity phenomenon is revealed by T. Lebedeva, V. Shepel, the essence of personal image as an interpersonal interaction phenomenon is addressed by O. Perelygina

M Apraksina, M. Vardanyan, A. Derkach, G. Kodzhaspirova, O. Petrova, L. Popova, N. Tarasenko, V. Cherepanova, et al. devoted their works to the formation of teachers' image. Image of the teacher is considered to be a measure of the culture of pedagogical activity by V. Benin, I. Zyazyun, L. Sokolova, as a professional attribute

of the teacher – by O. Abdullina, E. Bondarevs'ka, N. Kuz'mina, A. Hazman, V. Slastyonin, et al. Theoretical and practical aspects of pedagogical imagology that studies the process of pedagogical image formation in the context of professional socialization of educators were studied by A. Kalyuzhny, V. Cherepanova.

Various aspects of teacher's image formation were presented in the dissertations by such scholars as: A. Kalyuzhny, A. Kononenko, M. Apraksina, A. Beketov, V. Cherepanov, N. Vardanyan, V. Kulakov, V. Isachenko, S. Amintayeva, et al. [3, 4, 5]. However, the problem of professional pedagogical image formation of the prospective language teachers remains understudied.

The analysis of the theory and practice of the problem under examination allowed us to detect a contradiction between: society, students, parents and teaching staff's demand for an improvement of the teacher's image and an inadequate to this demand and the call of the times existing professional image of the modern teacher; society's objective need for teachers with a high level of pedagogical culture and personal professional image as opposed to the underdevelopment of the professional image of university graduates; the need to improve the process of image-making of prospective teachers in extracurricular activities and the lack of the pedagogical conditions for its realization in higher educational establishments.

The urgency of the afore-mentioned contradictions determined the choice of the subject of our research: formation of the professional pedagogical image of the prospective language teachers during extracurricular activities. Language teachers need tailor-made system of measures, aimed at the formation of their world outlook, self-analyses skills, and content search activity.

The objective of the article is to review the key features of the gradual formation of the cognitive component of the professional pedagogical image of prospective language teachers.

The formation of professional pedagogical image of prospective language teachers was carried out during a pedagogical experiment and entailed the creation, improvement, and refinement of the main components of the phenomenon, namely, its motivational, cognitive, and reflexive components.

The goal of our experiment was to test a set of *pedagogical conditions*, determined during the research: the professional and pedagogical image-making of prospective language teachers in extracurricular activities is most effective if the professional pedagogical motivation of prospective teachers has been formed, educational environment aimed at the creation of the image as well as the formation of professional knowledge and skills has been established, and prospective specialists are highly reflective and self-organized in educational activities.

The experiment spanned four years (2006 – 2010) and was conducted on the basis of Luhansk Taras Shevchenko National University, Kharkiv National Pedagogical University named after Hryhoriy Skovoroda, and Slavyansk State Pedagogical University. Structurally, the pedagogical experiment contained three *stages: observation, formation, and testing*.

The experiment involved 405 people, who were divided into several samples that were clustered into experimental and control groups. Control group curriculum was traditional, whereas the experimental group participated in the implementation and verification of the developed structural-functional model.

The purpose of the *observational stage* of the experiment was to determine the role of the university extracurricular activities in the professional pedagogical image-making of prospective language teachers. A student questionnaire served as the principal method of data collection, as well as a tool for determining the level of the formation of the language students' professional image individual components.

Observational stage of the experiment allowed us to generalize information regarding the levels of motivational, cognitive, and reflexive rating criteria of the professional pedagogical image of prospective language teachers.

The development of the cognitive component was addressed in terms of analyzing its individual components. The poll proved that the level of respondents' awareness on matters of nature, structure, components, professional image typology, and history of image-making as a science was low. Only 6,3% of the control group and 7,2% of the experimental group demonstrated sufficient knowledge in pedagogical image-making.

Among common *definitions of professional image*, provided by the students, are the following:

- image is the ability to dress up stylishly;
- image is the ability to please everyone;
- image is a personal beauty; and
- it is difficult to say.

It appears as though the majority of respondents lack the clear understanding of the essence of image in general and professional pedagogical image in particular.

Students were asked a question, "*What attributes constitute the image of a professionally successful teacher?*" Responses were as follow (Table 1).

Table 1

Qualities necessary for the teacher to be professionally successful (percentage)

Qualities	C	E
Professionalism	32	34,5
Ability to manage other people	12,4	11,8
Ability to communicate	21	22,3
Self-confidence	14,2	12,4
Pedagogical experience	56,3	58
Love for children	61	59,3
Modern image	8,3	9,6
Extensive knowledge	10,2	11
Moral stamina	5,2	6

The above data demonstrate inadequate understanding of the essence of teaching as a profession. The majority of respondents choose qualities such as love for children (61% (C); 59,3% (E)) and teaching experience (56,3% (C); 58% (E)), as the ones that ensure efficiency and success of prospective professional activity. However, the respondents neglect the importance of such qualities, as modern image (8,3% (C); 9,6% (E)), extensive knowledge (10,2% (C); 11% (E)), moral stamina

(5,2% (C); 6% (E)), and the ability to manage other people (12,4% (C); 11,8% (E)). Obtained results confirmed the need for the introduction of the activities related to raising the awareness of the essence of professional teaching, laws of social perception, and the role of professional image in the process of professional and personal development.

As for the *professionally important qualities* of the respondents, the following answers were obtained and summarized in Table 2.

Table2

**Professionally important qualities of respondents
(based on self-assessment) (percentage)**

Qualities	C	E
Kindness	12,3	13
Tolerance	10,2	11,1
Adequate exactingness	7,3	7
Elegant appearance	15,2	14,9
Ability to express their own views	9,5	10
Sense of humor	14,5	13,2
Optimism	32,1	34,1
Emotional balance	42,1	44,1
Developed communicative and management skills	18	17,2
Empathy	8,3	9,8

It is obvious, that most of the respondents have not formed the idea about their professional orientation and the need for the formation of professional skills. Thus, only 8,3% of students of the control group and 9,8% of the experimental group indicated empathy among their professional qualities, even though it is generally believed to be an essential component of the professional culture of teachers. Underrated were such professionally meaningful qualities, as tolerance (10,2% (C), 11,1% (E)), ability to express one's own views ((9,5% (C), 10% (E)), and developed communication and management skills (18% (C), 17,2% (E)). These results prove

insufficient development of the cognitive component of the professional image of the prospective teacher in the sphere of the professional culture.

Using self-monitoring scale by M. Snyder, we were able to determine whether the respondents were able to monitor and change behavior in their social relationships, namely the development of the skills of the social perception of students [6]. Diagnostics revealed respondents' inadequate sensitivity to societal cues and relative inability to adjust to the social expectations in their own professional pedagogical image.

The results of the evaluation of the cognitive criterion as an indicator of the development of the professional pedagogical image of prospective teachers are given in Table 3.

Table 3

Cognitive criterion components development (as diagnosed during the observational stage) (percentage)

Levels					
High		Medium		Low	
C	E	C	E	C	E
14,2	13,9	35,1	33,5	50,7	52,6

Upon completion of the primary experiment, we went on to form the professional pedagogical image of prospective language teachers. The main objective of the *formation stage* of the experiment was to introduce the model of the image-making process of prospective language teachers. According to the developed educational conditions, three key directions of professional pedagogical image-making were selected:

- 1) Motivation of prospective language teachers for professional educational activities;
- 2) Creation of the educational environment aimed at the development of image-making knowledge and skills of the prospective teachers; and

3) Reflexive activation and self-organization of an individual in the educational activities.

Formation of the cognitive component of professional pedagogical image of language teachers, that was associated with the creation of educational environments aimed at the development of the image-making knowledge and skills of prospective teachers, took place during the formation stage of the experiment. Image-making skills and knowledge of prospective language teachers are developed along the following lines: development of professional competence and knowledge of prospective teachers, pedagogical reflection, pedagogical goal-setting, pedagogical thinking and improvisation, and pedagogical communication as integral components of professional pedagogical image; development of professionally significant personal qualities of prospective professionals, as well as formation and development of pedagogical skills of the prospective language teachers in the context of professional pedagogical status formation.

Formation of self-image-making knowledge and skills took place during the elective course "Professional pedagogical image of the language teacher". It was held in the form of dialogues, seminars, lectures, workshops, round table discussions, business games and role-playing, brainstorming, professional trials and projects. Development of the cognitive component of professional pedagogical image, as reflected in the elective course syllabus, includes the following thematic areas:

1) Image as a psychological and pedagogical phenomenon.

2) Essential features of professional pedagogical image (components and structure).

3) Functions of professional pedagogical image of the prospective language teacher.

4) Pedagogical imagology within the Liberal Arts curriculum [7].

Therefore, the primary task of the formation stage of the experiment was to form and develop such qualities of prospective teachers, as professional competence, pedagogical goal-setting, thinking, as well as pedagogical communication as the main components of professional pedagogical image.

To determine the level of the development of certain components of students' professional and pedagogical culture, we used a set of diagnostic tools to supplement the principal questionnaire. Thus, the most meaningful results were obtained with the help of the questionnaire "Perfect teacher", which allowed us to identify the most important qualities that a teacher should possess, questionnaire "What lowers your self-esteem?", which helped to improve students' self-assessment skills, confidence test, self-test "Professional skills of the teacher", and test "What type of speaker are you?"

The elective course afforded students the knowledge on the cultural components of teaching, means of self-knowledge and self-affirmation. The program included lectures and seminars on the major aspects of professional image-making. They revealed the structure of teacher's image, typology and components of the phenomenon, history of imagology and pedagogical imagology in the system of pedagogical sciences. During the seminars, workshops, and round table discussions, substantive matters of imagology and essence of teaching competence were discussed.

The development of pedagogical competence was coupled with the formation of the necessary personal and professional qualities constituting professional pedagogical image. It should be noted that one of the tasks of pedagogical image-making is to ensure harmony between the personal and the professional in the future professional activity, as well as the formation of professional consciousness of the teacher, which is a driving force for further development and a tool for social perception in the relationship teacher-society.

Low level of social perception, revealed during the observational stage, necessitated a set of trainings aimed at the skills of determining viability, consistency, sequence, careful planning, context focus of educational activities.

Empathy skills of prospective teachers are related to social perception. Empathy deficiencies, expressed in the difficulties of social cues interpretation, empathy, and adjustment of behavior, which hinder the successful formation of professional image and impression management, required the introduction of the

complex measures to improve empathy skills of students. To address this, trainings, targeted at effective image-making through practicing positive attitude, improving personal image, training impression management as the most important element in the process of creating teacher's image, were conducted.

As the impression management is one of the most important aspects of the effective professional image-making, special attention within the elective course was given to the development of the afore-mentioned skills. Matters discussed and elaborated during the classes, revolved around the following thematic areas:

1. Communication management.

- Communication process content management. How to sense the mood of the partner. How to choose topic of conversation.

- Partner's reaction management. How to interpret the reaction based on external clues. How to ask questions directly and indirectly. How to phrase a question to get a certain response.

- Communication results management. How to make conclusions. How to influence decision-making.

2. Classification of partner's reactions and influence techniques.

- Communication barriers.

- Suggestion techniques. Search for common ground.

- Proof techniques.

- Acceptance techniques. Building up a positive emotional reaction.

- Communication for desired action.

3. Styles of communicative interaction

- Linguistic and behavioral components of the individual communicative style
- analysis of strengths and weaknesses of each participant of the course.

- Productive and nonproductive strategies and tactics of communication.

4. Impression management.

- Components of the impression of success.

- Social perception mechanisms.

- Impression management tools: praise, affiliation, increased self-worth, emotional contagion techniques.

- Communicative promotion and positioning of the results of professional activities.

Students of the experimental group confirmed that the impression management training became the essential step in the system of forming the cognitive component of the pedagogical image, which enhanced creative self-presentation, self-affirmation, professional and personal qualities in the context of future professional activity. Experiment participants acknowledged the value of the training in terms of their new skills to fighting their fears and contradictions and improving their self-presentation skills.

Personal qualities formation (communicative, humanitarian, and psychological) was combined with the improvement of professionally significant qualities of prospective language teachers. Our trainings and workshops were aimed at the development of creativity, general linguistic competence, design and adaptability skills of students.

In particular, we used the *method of group short stories* (by S. Hippius). Participants were expected to improvise and pronounce, one after another, preferably interrelated sentences, such as, "Rain was pouring"; "Thunder was heard"; "Night was approaching". The teacher-facilitator's task was only to help direct the narration and provide useful advice during the training. Thus, students were asked to picture themselves in a fictional world and, through the willful effort, to visualize the pronounced sentence and keep the story moving. The goal of the training was to promote the development of speech and improvisational skills, as well as training of fantasy and imagination, which are part of the successful image of the prospective language teacher. Of no lesser importance was the development of the ability to visualize, which is seen as a component of professional creativity of the teacher.

Role playing and business games were used as a means of the development of teaching skills, empathy, and skills to conduct a dialogue. They also facilitated the mastery of pedagogical methods of conflicts prevention, etc. The experimental group

poll demonstrated the efficiency of the applied techniques. Many participants of this group emphasized the relevance and importance of social techniques, namely, techniques of conflict prevention and resolution, interpersonal communication, as well as simulation of the situations of the future professional activity.

Business games addressed the following topics and situations:

- 1) Teacher's communication style in the professional environment;
- 2) Teacher's image in collaboration with parents;
- 3) Teacher's leadership style;
- 4) Personal and professional qualities of prospective teachers.

During business games students were provided with consulting and methodological assistance; professors acted as facilitators and consultants.

The elective course "Professional pedagogical image of the language teacher" also was to provide students with the opportunities for the practical implementation of their professional skills by means of professional trials. This form of extracurricular work allowed students to try hand at teaching activities and to make sure that the choice of professional identity of correct. Following forms of professional trials were chosen: pedagogical skills contests "Culture of speech", "Creativity competition", "Pedagogical essay", "Teacher of the future portrait", "Image of the perfect teacher"; pedagogical situations and mini lessons staging; presentations to parents and colleagues; designing commercials, writing fairy tales, etc. Creative approach and diversity of forms ensured success and active participation.

To complete the work on the formation of the cognitive component of the professional pedagogical image, experiment participants were asked to develop a creative module report. Students were free to choose methods to implement their ideas and opted for those means of creative expression that allowed them to demonstrate their erudition, specialness, personal and professional qualities contributing to the creation of the appealing atmosphere of trust, creativity, and positive attitude.

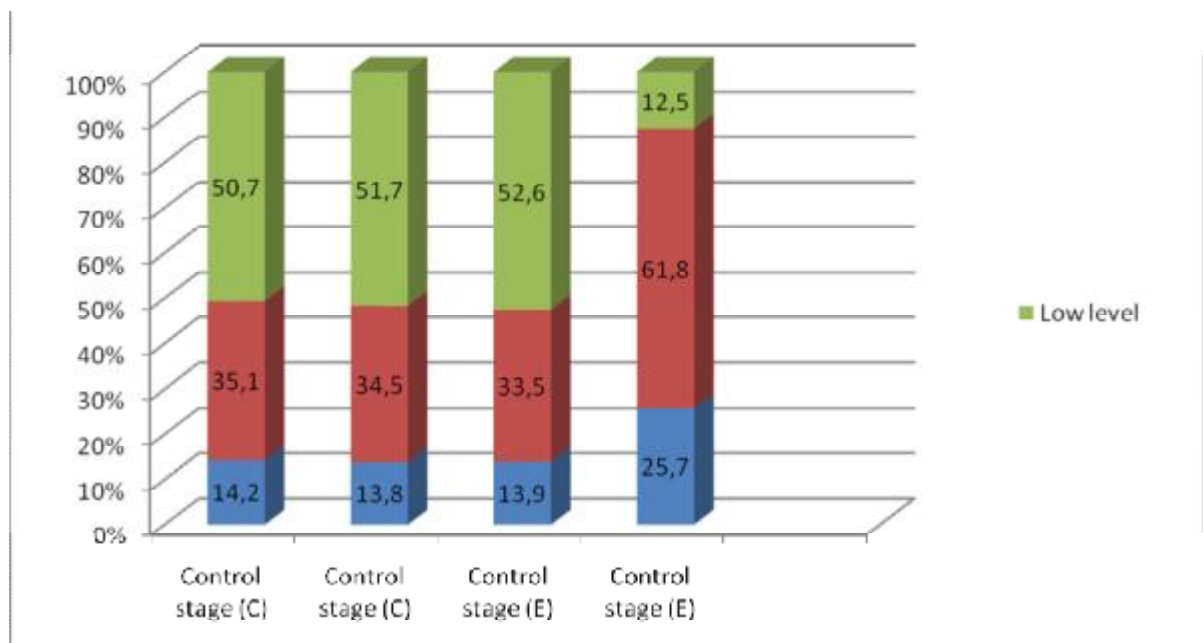
The effectiveness of the implemented measures was monitored throughout the experiment and, then, at the test stage, with special attention to the results of the introduction of the pedagogical conditions of the professional and pedagogical image cognitive component.

Statistically proved results demonstrated significant progress in the understanding of the nature of pedagogical activity in the experimental group at the test stage of the experiment. Lectures, workshops, trainings, focus groups, as well as professional trials devoted to the theoretical and practical aspects of the professional image of the teacher provided students with the necessary knowledge and gave momentum to their further initiatives in information search. The priorities with regard to professional and educational skills important for the success in their teaching career were placed as follows. During the testing stage, the experimental group rated professionalism the highest – 31,2% (C) and 48,6% (E), ability to communicate - 20% (C) and 44,1% (E), pedagogical experience - 56% (C) and 61,4% (E), and extensive knowledge - 11% (C) and 43,3% (E). It is remarkable that 87,4% of the experimental group and only 8,6% of the control group acknowledged the importance of the image being up-to-date to achieve professional success.

The proposed extracurricular activities created an enabling environment for professional identification, self-development, and realization of the professional potential. Many students of the experimental group discovered the nature and means of the formation and evaluation of the professional image.

It is important to mention that the quantity of selection of the major parameters among the experimental group increased significantly, as opposed to that in the control group. According to the self-evaluation results in the experimental group, the following professional and personal qualities were marked as adequately developed: kindness (34%), ability to express their own views (31,9%), emotional balance (45,8%), communicative and management skills (52%), and empathy (32,4%). Many participants in the experimental group (43,7%) experienced a significant improvement in their looks in the context of their agreement with the needs of modern times, professional stereotypes, and personal preferences.

The estimation of the effectiveness of the experimental work on the formation of the cognitive component of the professional image of the teacher leads to the conclusion that both faculty and students of the experimental group experienced considerable changes in the approaches to the explanation and demonstration of pedagogical culture components in general and the image of the teacher as its constituent part in particular. Importance of professional consciousness of the teacher was proved to be a driving force for self-improvement and development. Impression management and self-presentation skills, as the major image-making tools, have also advanced. Picture 1 graphically represents the dynamics of cognitive criterion indexes.



1. Cognitive criteria indexes comparison

It is obvious that evaluative stage of the experiment demonstrated significant improvements in the students' attitude to their prospective profession, their awareness of the approaches to the professional image-making and overcoming psychological and competence challenges on the way to the development of general and professional culture, as well as the availability of the content search skills for the implementation of professional tasks and reflection on their actions.

The following conclusions can be made on the basis of the experimental results:

1. Effective formation of the professional pedagogical image is subject to the activation of motivational, cognitive, and reflexive culture of prospective professionals.

2. Introduction of specially organized extracurricular activities into the educational process is the key to raising the level of culture and professional competence, as well as improvement of the individual image of prospective teachers.

3. Efficiency of the research tools employed in the experiment is proved by the comparison of the developmental levels of each criteria of the image cognitive component.

4. Personality development of each student offers unlimited opportunities for the harmonious and natural development of professional image components.

Further research in this area is associated with the development of methodological programs devoted to the growth of the motivational and reflexive components of the professional pedagogical image of the prospective language teacher, which ensure professional development, growth, and self-evaluation.

References

1. **Панасюк А. Ю.** Вам нужен имиджмейкер? Или о том, как создавать свой имидж / А. Ю. Панасюк. – 3-е изд. – М. : Дело, 2001. – 240 с.

2. **Шепель В. М.** Имиджелогия : секреты личного обаяния / В. М. Шепель. – М. : Юнити, 1997. – 320 с.

3. **Калюжный А. А.** Психология формирования имиджа учителя / А. А. Калюжный. – М. : ВЛАДОС, 2004. – 222 с.

4. **Варданян М. А.** Имидж педагога с позиции сбережения здоровья субъектов образовательного процесса / М. А. Варданян // PR в образовании. – 2006. – № 3. – С. 56 – 74.

5. **Ісаченко В. В.** Формування професійно-педагогічного іміджу майбутніх викладачів вищої школи : дис. ... канд. пед. наук : 13.00.04 / Ісаченко Вікторія Володимирівна. – О., 2004. – 215 с.

6. **Snyder M.** Social perception and interpersonal behavior: On the self-fulfilling nature of social stereotypes / M. Snyder, E. D. Tanke, E. Berscheid // Journal of Personality and Social Psychology. – 1977. – № 35. – P. 656 – 666.

7. **Сперанська-Скарга М. А.** Формування професійно-педагогічного іміджу майбутніх учителів філологічних спеціальностей у позанавчальній діяльності : дис. ... канд. пед. наук : 13.00.04 / Сперанська-Скарга Марія Андріївна. – Луганськ, 2011. – 266 с.

Sperans'ka-Skarga M. A. Professional Pedagogical Image of Prospective Language Teachers (Cognitive Component Formation)

The article outlines the key features of the prospective language teachers' professional image cognitive component formation. The peculiarities of the process of the cognitive component formation were revealed during the pedagogical experiment, which introduced a set of extracurricular activities aimed at the advancement of the knowledge in imagology and skills of self-image-making. According to the results of the experimental work, the syllabus of the extracurricular course "Professional pedagogical image of prospective language teachers" was developed.

Key words: professional pedagogical image, cognitive component of the image, prospective language teachers, extracurricular work.

Сперанська-Скарга М. А. Професійно-педагогічний імідж майбутніх учителів філологічних спеціальностей (проблеми формування когнітивного компоненту)

У статті розглядаються особливості формування когнітивного компоненту професійно-педагогічного іміджу майбутнього вчителя філологічних спеціальностей. Особливості процесу формування когнітивного

компоненту були з'ясовані протягом педагогічного експерименту, що передбачав проведення комплексу позанавчальних заходів, спрямованих на покращення знань з іміджології та навичок самоіміджування. За результатами експериментальної роботи було розроблено програму факультативу «Професійно-педагогічний імідж учителя-філолога».

Ключові слова: професійно-педагогічний імідж, когнітивний компонент іміджу, майбутні вчителі-філологи, позанавчальна діяльність.

Сперанская-Скарга М. А. Профессионально-педагогический имидж будущих учителей филологических специальностей (проблемы формирования когнитивного компонента)

В статье рассматриваются особенности формирования когнитивного компонента профессионально-педагогического имиджа будущего учителя филологических специальностей. Особенности процесса формирования когнитивного компонента были установлены в ходе педагогического эксперимента, который предусматривал проведение комплекса внеучебных мероприятий, направленных на улучшение знаний имиджологии и навыков самоимиджирования. По результатам экспериментальной работы была разработана программа факультатива «Профессионально-педагогический имидж учителя-филолога».

Ключевые слова: профессионально-педагогический имидж, когнитивный компонент имиджа, будущие учителя-филологи, внеучебная деятельность.

The article was received by the Editorial Office on 28. 03. 2012

The article was put into print on 25. 05 2012