

Structural and functional model of the higher educational institution image formation in the master's training process

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Abstract. The article analyzes the main approaches to the classification of the “image” concept. The types of image proposed by various scientists are studied, it is outlined structural components and it is proved that the image is a complex informative category that exists in within society, which determines its essence, the direction that the image is formed for solving specific tasks, has its own structure and is characterized by activity, symbolism, communicative orientation. Influencing consciousness, emotions, activities of individuals and groups, the image always remains active and dynamic. The article also reveals the structural and functional components of the higher educational institution image and finds that it is a fairly static formation, and a variable element, which includes external appearance, style of behavior, social role. The author concludes that the higher educational institution image is of great importance for self-identification, becoming a professional and cultural, helps to succeed in professional life.

Keywords: structural, functional model, features, higher educational institution, image, creating, master's training process.

Introduction. At the present stage of society development competitive personality training becomes one of the priority levers of modernization and successful development of economic, political, educational systems. Due to the emergence of new standards, the problem of forming a professional image is becoming increasingly important individuals and organizations. After all, it is an effective, positive, manageable image that can influence public opinion, helps to achieve specific business and professional goals. So, the effective positive image of the politician allows him to win the election, the image brand or company allows to maintain a leading position in the market of goods and services and to influence the level of sales, and accordingly income, the public figure image ensures its popularity and recognition. Thus, the image concept becomes interdisciplinary and studied in the categorical field of many sciences: philosophy, political science, psychology, sociology, pedagogy. So, correctly formed higher educational institution image will increase its prestige, authority and reputation, will encourage self-realization and constant self-improvement, will help successfully solve the tasks and will be the key to effective professional activity.

Analysis of latest researches and publications. In the conditions of transformational changes that taking place in modern society, new demands are made on professional and personal qualities of specialists. Thus, the problems of personal and professional image, ways of its formation become more and more relevant and are being studied by many scientists: the essence of the image concept revealed in their works V. Shepel, L. Brown, P. Byrd, G. Pocheptsov; problems of professional image were studied by F. Kuzin, O. Popova, L. Mitina, A. Kalyuzhny, M. Skrypyk; psychological principles of personality image formation are covered in the works of R. Burns, K. Rogers, L. Mitina, O. Perelygina, S. Nikitina, V. Cherepanova. In the research of modern scientists is addressed attention to the complexity and social orientation of the image concept – necessary characteristic personality in public and professional life. Thus, structural and functional components of the higher educational institution image are not covered enough.

The aim of the article. To conduct a comprehensive

research analysis of structural and functional model features of the higher educational institution image creating in the master's training process.

Research Methods: Solving the highlighted aim, a set of methods of scientific research adequate to them were used, theoretical: a comparative analysis of the scientific definitions of the structural and functional model features of the higher educational institution image creating in the master's training process.

Results. The image of a higher education institution is not a prime subject in the scientific research, even though the general concept of image is widely analyzed, especially the image of organizations.

The concept of “image” in recent years has become firmly entrenched in the lexicon of a modern man. It originated from the Latin word *imago* – “image” and is associated with another word – *imitate*, “imitate”, “reproduce” [4; 6]. The first concept is used in a broad sense – as an idea of a man. Image is a purposefully formed image, a multifaceted message addressed to different people, a mutually enriching dialogue, diverse, stereotypical or personal [3; 6].

Thus, by image it is meant not only the visually perceived appearance, but also the person's way of thinking, but also actions and deeds. This means that the concept can be interpreted as follows: the man's assessment and vision, his style of behavior, actions and deeds with other people.

Commonly, image is described as an attitude regarding a specific object created in the mind of an individual or a group, based on all visually and verbally received information [1].

Image is a method of psychological influence on the individual, a way of self-regulation and self-suggestion, the most important element of pre-start training, a necessary attribute of various achievements. It reflects a set of both real and expected qualities. The image success influence is due to the spectrum of personal and figurative transformations [6].

Well-known teacher, Professor A. Kalyuzhny identified the following basic approaches to the image [8]:

- the first, functional, in which its types are distinguished on the basis of different functions;

- the second, contextual, in which these types of operation are in different contexts of implementation;
- the third – a comparison in which similar in importance images are compared.

Imageology operates with the concept of “personal image”, which is defined as a combination of personality’s external and internal components. These characteristics led to the following types of images, which are shown in the Figure 1.

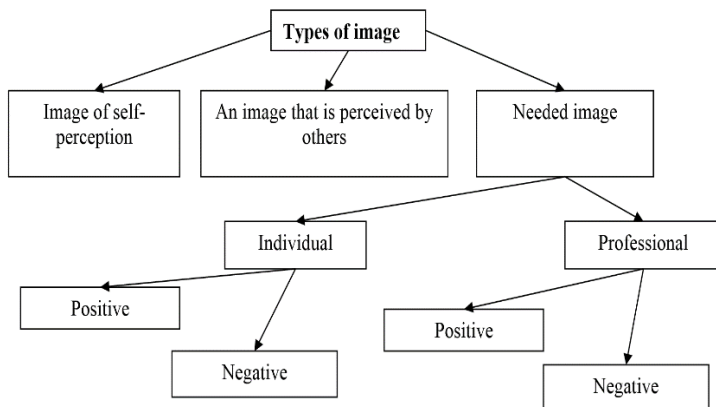


Fig.1. Types of pedagogical image according to M. Skrypnik and A. Kalyuzhny

Ukrainian scientist N. Guziy proposes to consider the concept of pedagogical image as a polysemantic category that characterizes the style of professional and pedagogical activities, manner of communication, the ability to individualize their image, to give it aesthetic expression. The pedagogical image should be as if the whole world is interested in your good mood, excellent appearance, good health and success. External individuality is very important, which must be preserved or created without harming the profession [7; 9].

In the above typology, the image concept is considered through the prism of different projections: oneself, others’ perception, desires and realities.

The teacher’s individual image is his personality projection – the presence of a personal face and the sum of individual characteristics that make it unique. The individual has a pronounced life position, worldview, which came to through painstaking and conscious work on oneself. It is characterized by independence of thought, will-power, desire for development, self-improvement, mobility, adequacy of self-esteem, understanding of one’s own strengths, potential and self-esteem.

Individual pedagogical image can be positive or negative, and depends on the correct and skillful choice of influencing means of the pedagogical activity subjects and the teacher’s wishes.

In fact, a positive image largely depends on the man’s inner essence: the system of values, beliefs, positions, which is reflected in appearance.

Teachers with a negative image work according to a pattern, are emotionally constrained, have a high level of anxiety, use disciplinary means of influence, do not take into account the student’s personality, or are selective. Such teachers have the authority of depression, distance, meticulousness and indifference. But it should be remembered that gestures and facial expressions help to demonstrate the mental state, complement information about the

person, his desires and attitudes, ensure the commitment of the interlocutor [10, 5].

In the functional approach, there are several image types, which are schematically presented in the Figure 2.

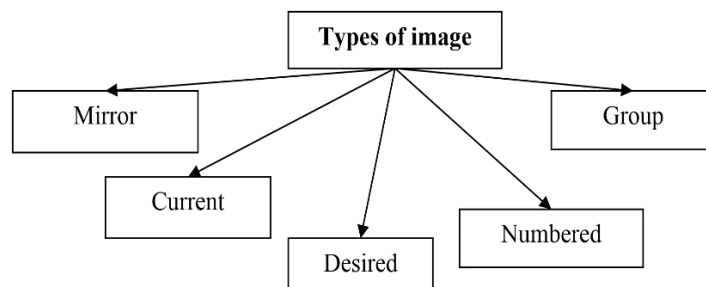


Fig. 2. Types of image by A. Kalyuzhny [8].

The teacher must be able to read “body language” and facial features in order to know how to behave properly with others, to feel them. Therefore, the teacher needs to have the art of communication, which is revealed not only in language but also in etiquette and good manners. By etiquette it is meant means of communication and a form of behavior and a sign system kind that a teacher must know and be able to use. These include: the culture of communication, the art of conversation, verbal forms of greeting; appropriate use of gestures, facial expressions, looks, facial expressions; ability to choose clothes and look aesthetically [2].

There are different approaches to determining the structural components of the pedagogical image, which were proposed by psychologists L. Mitina, A. Panasyuk, theorist G. Pocheptsov and philosopher V. Shepel. For example, L. Mitina proposes to consider the professional image in the relationship of the following components, as shown in Figure 3.

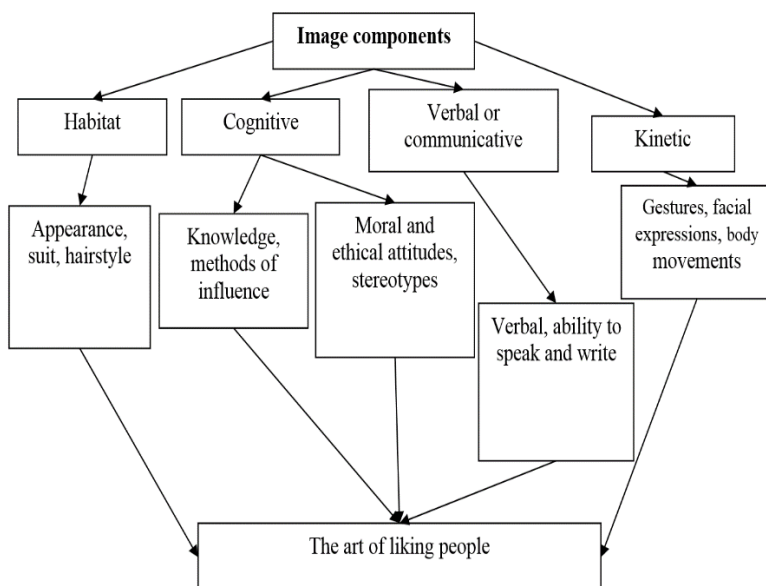


Fig. 3. Image structural components

Image performs a number of different functions: adaptive, social, developmental, psychological protection and symbolic cognition. It is a mechanism for successful socialization of the individual in the modern world.

The pedagogical image has the following structural components defined by L. Mitina: cognitive, habitual, kinetic, verbal or communicative.

On the basis of the created model by L. Mitina, work on a habitual image is carried out in the image stylization; the kinetic image involves the transmission of feelings through body movements, plasticity, gestures and behaviors; the cognitive image – is revealed through the provision of knowledge, use of methods of influence, as well as the formation of moral and ethical attitudes and stereotypes during seminars, educational classes, conferences. Interesting work on the verbal image of games with students to change the voice, intonation, manner.

Conclusions. In conclusion, based on the analysis of the scientific literature it is researched that the higher educational institution image has its own structure and

functional features, characterized by symbolism, communicative orientation, at the same time depends on qualities of both the higher educational institution and the specifics of others, is formed to address specific goals and requires special efforts on the part of the carrier. Influencing emotions, activities individuals and whole groups, the image always remains active and dynamic.

In further scientific research it is planned to determine the specifics of the structural elements of the image of the higher educational institution, to outline the main stages of its formation, to justify the importance of creating positive image to succeed in professional activities.

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