

# Professional foreign languages teacher image in universities of Ukraine

## Imagen profesional del profesor de lenguas extranjeras en las universidades de Ucrania

PRUS, Nataliya O.<sup>1</sup>  
 SAVYTSKA Larysa V.<sup>2</sup>  
 BEZUGLA Iryna V.<sup>3</sup>  
 MASHCHENKO Maryna A.<sup>4</sup>

### Abstract

The article deals with the problem of forming professional foreign languages teacher image in universities of Ukraine. The nature and structure of the professional foreign language teacher image are investigated, justified and developed. The influence of pedagogical conditions on forming professional foreign language teacher image at master's course is theoretically justified and experimentally verified.

**key words:** personality image, professional image, foreign language teacher image, pedagogic conditions, master's degree, master's course

### Resumen

El artículo aborda el problema de la formación de la imagen profesional del profesor de lenguas extranjeras en las universidades de Ucrania. Se ha investigado, justificado y desarrollado el carácter y la estructura de la imagen profesional del profesor de lenguas extranjeras. Se ha justificado teóricamente y se ha verificado de modo experimental la influencia de las condiciones pedagógicas para la formación de la imagen profesional del profesor de lenguas extranjeras en el curso de maestría.

**Palabras clave:** imagen personal, imagen profesional, imagen del profesor de lenguas extranjeras, condiciones pedagógicas, título de máster, curso de maestría

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## 1. Introduction

The significant changes caused by the integration of Ukraine into the European space result in increased requirements for foreign language competence of specialists in different industries, the intensive forming occurs during their professional preparation. In this context, great responsibility relays on the subject of foreign language training – a teacher of foreign languages of a higher education institution, able to adapt to new educational conditions, meet educational needs and requirements of the consumers of educational services. Thereby, the necessity to develop professional image of the foreign language teacher who seeks constant

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<sup>1</sup> PhD in Pedagogical sciences, associate professor of the department of foreign languages and cross-cultural communication. Department of foreign languages and cross-cultural communication. Simon Kuznets Kharkiv National University of Economics. prysnat@gmail.com

<sup>2</sup> PhD in Philology, associate professor, chair of the department of foreign languages and cross-cultural communication. Department of foreign languages and cross-cultural communication. Simon Kuznets Kharkiv National University of Economics. larisavickaya@hotmail.com

<sup>3</sup> Senior lecture of the department of foreign languages and cross-cultural communication. Department of foreign languages and cross-cultural communication. Simon Kuznets Kharkiv National University of Economics. iravb@ukr.net

<sup>4</sup> PhD in Economics, associate professor, chair of the department of Economic theory and Economic policy. Department of Economic theory and Economic policy. Simon Kuznets Kharkiv National University of Economics. mmashchenko@ukr.net

professional self-development, self-improvement, capable to establish effective interaction and organize successful educational process becomes especially relevant.

The main tasks related to the educational policy on foreign language learning and training of future specialists are determined by the laws of Ukraine (*On Education: Law of Ukraine, 2017; On Higher Education: Law of Ukraine, 2014*) and the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (*CEFR, 2001*). These regulations pay great attention to the professional competence of teachers, their ability to use new forms and methods of teaching, their desire to grow professionally and ensure the European quality of education.

The concept of image has a multidisciplinary character – it is considered from the standpoint of many humanities. Thus, within the framework of philosophical anthropology, the image is analysed as a form of vital expression of the personality. For social psychology, the image is a kind of image that arises in the process of social cognition in the real social group. Its main task – is to form a psychological positive attitude of the audience towards the image carrier. Sociology associates image with social self-identification, social adaptation and prestige. In pedagogy, image is seen as a tool to help a teacher build relationships for professional success. Gradually, the problem of image creation is gaining importance and is being separated into an independent field of knowledge in imageology and applied science, which studies the problems of image forming and functioning. Concepts such as image-making (professional activity to create the necessary image), image-making (the art of creating image), image-maker (a person professionally engaged in creating and transforming the image) appear.

Research into scientific literature has proved the position of imageology (Cunningham, 1992; Shepel, 2002; Kapustyanskaya et al., 2016), pedagogical imageology (Lebrun, 2010; Devineau, 2019, Fournier, 2019, and others), theoretical principals of forming the teacher professionalism and his professional readiness (Redmond, 2014, Gerd Bräuer, 2001; Andrews & Lewis, 2002, and others); theoretical principals as for preparing foreign language teachers (Madrid, 2004; Sercu, 2006; Vasyliēva, 2003) theoretical and methodological principals as for forming pedagogical image (Rodríguez-Pérez, 2012).

The concept of "image" is particularly important in the conceptual and terminological field of pedagogical science, in particular, professional pedagogy. After all, image plays a big role in the process of feeling like a professional. As the current conditions of society development place new demands on the teacher's competence and professionalism, the ability to adapt to all socio-economic changes, and reforming the education system requires the implementation of the personality-oriented approach, the personality of the teacher becomes the main basis to improve the efficiency of the educational process (Oxford, 1990). The problem of forming the image of the real specialist is becoming more urgent. A new direction of pedagogy is emerging – it is pedagogical imageology, which studies the patterns of formation, functioning and management of the image of the teacher. The professional teacher's image is purposefully formed in the course of professional activity, and the basis for its creation is the image of personality – the image that is formed under the influence of many factors in the process of interpersonal interaction.

Thus, the nature of the image as a psychological and pedagogical characteristic lies in its ability to influence the emotions of the audience, adapting to its expectations, highlighting and emphasizing the main features and qualities of its medium (Buitrón & Navarrete Talavera, 2008). Positive image makes a person more attractive, increases his / her self-esteem and overall emotional state, helps to establish communication, forms a positive impression about him, contributes not only to effective resolution of personal issues, but also becomes the main guarantee of success in the professional field. Therefore, image creation is of great importance for the professions that belong to the subject-subject interaction category, where the person is the main subject of professional activity.

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## 2. Methodology

In the current research the following methods have been applied: *theoretical and descriptive-comparative* – to analyse theoretical material on forming professional foreign languages teacher image in order to identify the research level of the problem and to define the basic conceptual definitions ("personality image", "professional image", "pedagogical image", "professional image of the foreign languages teacher"), to clarify pedagogical conditions of forming professional foreign languages teacher image; *empirical-diagnostic* (discussions, questionnaire, testing, pedagogical observation, expert questionnaire) – to conduct pedagogical experiment in order to check the effectiveness of pedagogical conditions to form professional foreign languages teacher image; *methods of mathematical statistics* – to analyse and process the results of experimental research.

Analysis of factors which influence the process of forming professional foreign languages teacher image, pedagogic paradigms and methodological approaches have been revealed in the "Result" section of the manuscript as our work is both theoretical methodological and practical in character.

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## 3. Results

In the conditions of transforming the educational system, the leading direction of which is building effective partnership between students and teachers, forming the high school teacher image becomes more and more important. After all, the quality of the educational process and communication of the teacher-student depends on the degree to which the student is ready to perceive the information provided by the particular teacher. The law of Ukraine "On High Education" emphasizes that it is necessary to create such conditions of education that would provide the possibility of intellectual, moral, spiritual, aesthetic and physical development of the student, which contributes to the formation of professionally experienced and educated personality (*On Higher Education: Law of Ukraine, 2014*). Thus, the role and importance of the teacher's personality, his / her professionalism, level of education and building professional teacher image becomes one of the necessary conditions that will help to establish contact with the audience, gain authority and create positive reputation to ensure the efficiency of the educational process.

Different factors influence on forming teacher's professional image. It should be noted that the basis is the teacher's personality, his moral qualities, character. Firstly, in the professional activity, the teacher relies on specific requirements, solves specific goals, tasks that society and the educational system set before him: to form a system of scientific knowledge, student's skills; in the process of studying the discipline form the future specialist as a complete personality capable for self-realization. Secondly, the teacher must have a clear understanding of the requirements, expectations of the student audience, and of society as a whole. Thirdly, as a representative of a particular professional group, teaching staff, the teacher must meet the requirements imposed on him by colleagues. Thus, the demands of the society, professional group, collective, student audience as external, objectively existing, are imposed on the personal characteristics of the teacher and, in the absence of conflict and contradictions between them, together form the basis for the formation of a positive professional image.

Most researchers (Gerd Bräuer, 2001; Madrid, 2004; Devineau, 2019) identify three components of pedagogical image. In their opinion, the basis of the professional teacher image is professional component (quality of work, rating, reputation), which is complemented by visual (appearance, subject environment, features of the kinetic system of non-verbal behaviour) and audio (communicative, public speaking, other).

Studying foreign language as a professional discipline is not only acquiring knowledge of phonetic structure, grammatical and lexical systems of language, but also acquaintance with the country, its traditions, customs, national peculiarities, specificity of mentality. A foreign language teacher becomes a mediator between two

cultures, and in the process of mastering a foreign language, helps students to understand the other world and broaden their horizons.

During the educational process, the foreign language teacher forms one of the leading competencies of students – communicative, in order to master the skills of spoken and written language, the teacher engages students in different types of speech activity, offers to work with authentic material, step by step mastering the foreign language system to certain conditions, the level of preparation of students, adjusts a favourable psychological climate in the audience.

The professional image of the foreign language teacher is related to the specificity of his / her professional and pedagogical activity, which depends on the particularities of the discipline being taught (Prus, 2017). Therefore, a foreign language teacher is a mediator between different cultures, who implements the following actions:

- 1) engages students to become acquainted with the culture and opportunities of the professional field of foreign language countries, develops linguistic and regional competence and linguistic potential of future specialists;
- 2) has the ability to use foreign sources of information, facilitating the development of research skills of students in the processing of such literature, encourages participation in international student activities of a scientific, cultural nature;
- 3) creates a wide range of interaction with foreign speakers (communication with foreign colleagues, participation in international competitions, internships, conferences, symposia, seminars), initiates and organizes intercultural interaction of students with native speakers;
- 4) promotes communication skills of intercultural communication, students' speaking competence.

Considering that studying foreign language is a constant direct communication between teacher and students, the general opinion of the students from International Economic Relations Faculty of Simon Kuznets Kharkiv National University of Economics was found as for the features of the teacher image of the higher educational institution. After analysing the obtained data, it is defined that students understand the concept of "image" as the teacher image, which appears in their imagination. Almost all students pointed out that the teacher image is, above all, a visual image, which is complemented by demeanour, professional qualities (professional competence, personal style of work, pedagogical skills and skills necessary for professional activity, respect for students, love for professional activity). According to the students, the teacher should work on his appearance, always be neat, restrained, and stylish; adhere to the official style in the clothes; shouldn't be very cheeky, bright, and athletic; should pay attention to hair, accessories and perfume.

As for the professional qualities of the teacher, the respondents distinguished the following professional characteristics: professional competence, knowledge of the subject, ability to explain and motivate, responsibility, sense of professional duty, punctuality, public speaking skills, intelligence, and general erudition; respect for erudition and for students, attentiveness, and wide view. The teacher should not show backslapping and low interest in professional activity, should not be biased, incompetent, irresponsible.

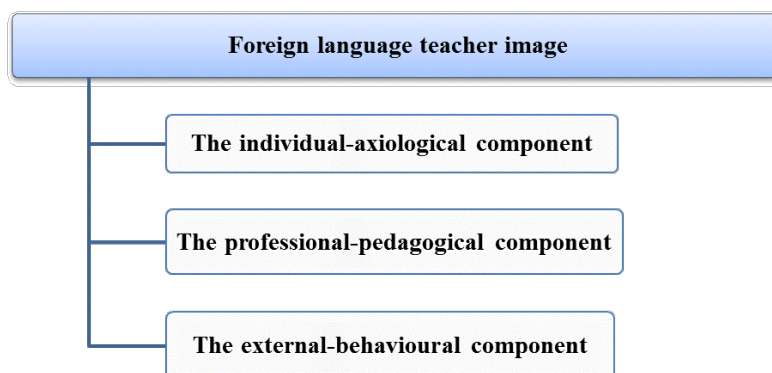
According to students' opinion, the main personal characteristics should be restraint, responsibility, sociability, friendliness, self-control, understanding, patience, kindness, love, sense of humour, responsiveness, balance, compassion, energy, attentiveness, humanity. The following qualities considered incompatible with teaching activity: talkativeness, unbalance, inability to control the emotions, discretion, arrogance, rudeness, anger, conflict, passion, inadequacy, aggressiveness, unpredictability.

The analysis of the concept "teacher image" and revealed features of professional activity of the teacher of foreign languages have allowed defining the professional image of the foreign languages teacher as a dynamic,

integral, holistic image, characterized by multiculturalism, openness, foreign language communicative orientation, and students' professional and pedagogical functions.

According to the scientific literature on the structural components of the professional image of the teacher, taking into account the specifics of his professional activity, based on the structure of the image of the individual, taking into account the students' analysed statements about the teacher image, his professional and personal characteristics, the components of foreign language teacher image were distinguished. The structural components of the foreign language teacher image are developed in Figure 1.

**Figure 1**  
Structural components of the  
foreign language teacher image



The individual-axiological component, in our opinion, is the foundation of the professional image, reflects the individual qualities of the teacher's personality, his inner world. The individual-axiological component consists of: self-esteem, which becomes the main tool of forming of "I-concept" in professional activity; a system of values that determines the teacher's attitude to his professional activity; individual psychological (temperament, character, interests, intellectual abilities) and moral qualities manifested in the culture of behaviour; life installations; general erudition. These individual-value characteristics help to build and harmonize relationships with others and are the main foundation for creating an image.

The professional-pedagogical component characterizes the teacher as the specialist, capable of building effectively the educational process, constantly improving his own professional knowledge and skills. As for the specific professional activity of foreign language teacher, one of the leading elements of the professional and pedagogical component of the image is its foreign language competence and ability to use it for didactic purposes. After all, developing the skills of foreign language communication of future specialists during the performance of various types of the speech activity, the teacher should be fluent in foreign language, clearly and clearly express his own thoughts, be able to explain the material, ensure its assimilation, etc. The success of such a communication process depends on the teacher's ability to organize didactic communication, his or her communication skills and abilities, and the level of communicative culture. The professional-pedagogical component is a complex formation that provides various professionally important elements of pedagogical activity: foreign language competence, professional-pedagogical competence, pedagogical culture, ability for pedagogical reflection. Thanks to this element, the student audience is formed of the idea of a teacher as a professional of their own business, capable not only of foreign language communication, but also to ensure mastering it by others.

The external behavioural component of the foreign language teacher image implies the presentability of the appearance – a complete visual image, which is formed by the external data of the teacher, clothing, hairstyle, makeup, physique and complement verbal (accuracy, logic, richness, expressiveness, relevance), gestures, facial expressions, intonation, timbre, tone) means of communication, communicative behaviour (reactions, exposure,

style of communication). The external behavioural component acts as an external manifestation of individual-axiological and professional-pedagogical components, providing the first impression of the teacher and consolidating his authority, helps to establish positive contact with the audience and fruitful interaction (Brudermann & Pélissier, 2008).

The carried out scientific analysis give the possibility to conclude that building positive self-image, professional qualities, inner world, position become the basis to establish contact with the subjects of pedagogical interaction, help to gain authority, determine the success of the teacher's professional activity. That is why the foreign language teacher professional image as an integral characteristic of a real specialist becomes an instrument by which his / her individual properties are revealed; professionally significant qualities are developed and manifested.

The qualities and values formed in the personality of a foreign language teacher, as an individual axiological component, serve as a basis to identify external characteristics using verbal and non-verbal means during foreign language communication with students and colleagues in the educational process. The professional-pedagogical component of the image, which is imposed on the individual-axiological, is manifested as external-behavioural while performing the professional-pedagogical functions.

In order to check the effectiveness of pedagogical conditions that contribute to forming the professional foreign language teacher image, an experimental work was conducted. It consists of three main blocks:

- 1) identification of the existing level to form professional foreign language teacher image;
- 2) introduction of the pedagogical conditions to form professional foreign language teacher image;
- 3) identification of the changes that occurred after introducing the proposed pedagogical conditions to form professional foreign language teacher image.

The pedagogical experiment was conducted in three stages and aimed to find out the effectiveness of pedagogical conditions to form professional foreign language teacher image.

The first stage – is ascertaining which was aimed at the following tasks:

- 1) identifying criteria, indicators and levels of professional future foreign language teacher image;
- 2) selecting and using special diagnostics to analyze the level of communicative and organizational competence and foreign language competence, the level of forming professional motivation and pedagogical reflection, determining the specificity of the internal state, psychological characteristics of the personality, establishing the level of self-esteem and forming "I-concept".

The second stage – is building, where the experimental verification of pedagogical conditions of forming the professional foreign language teacher image in the experimental groups was conducted. The introduction of pedagogical conditions was carried out during the study of professional disciplines in a foreign language, in the extracurricular activities of students (curatorial hours, extracurricular work), in the course of passing pedagogical practice in a higher educational institution.

The third stage – is controlling to provide the solution of the following tasks:

- 1) analyzing the results obtained during checking professional foreign language teacher image;
- 2) comparing the results obtained during the verification of the testing groups with the results of the experimental groups in order to reveal the influence of the proposed and theoretically substantiated pedagogical conditions to form professional foreign language teacher image.

The pedagogical experiment was conducted during the 2017-2019 academic years on the basis of Simon Kuznets Kharkiv National University of Economics.

In the experiment, during which the hypothesis was tested, 15 teachers and 109 students of the Faculty of International Economic Relations of Simon Kuznets Kharkiv National University of Economics participated in the training on the master educational and qualification level.

In order to carry out the ascertaining stage of the experiment, two experimental groups were created. Testing group where pedagogical conditions to form professional foreign language teacher image were introduced and controlling group where special work wasn't conducted to form professional foreign language teacher image.

The total number of testing group is 62 people, among them: 55 master degree students of full-time and part-time forms of study of the Faculty of International Economic Relations of Simon Kuznets Kharkiv National University of Economics and 7 teachers.

The total number of controlling group is 62 people, among them: 54 master degree students of full-time and part-time forms of study of the Faculty of International Economic Relations of Simon Kuznets Kharkiv National University of Economics and 8 teachers.

The results of the analysis of the level of forming professional teacher image in testing group were used to compare with the results and changes in controlling group.

Taking into account the components of the professional foreign language teacher image (individual-axiological, professional-pedagogical, and external-behavioural), the criteria and indicators of its evaluation are determined.

Thus, according to the external-behavioural component, the criterion for its evaluation was the external criterion, which indicators are habitual culture, communicative style of behaviour and speech culture.

Indicator "habitual culture" includes the following characteristics: external data, clothing, hairstyle, shoes, accessories, makeup.

Indicator "communicative style of behaviour" characterizes the peculiarities and specifics of usage non-verbal means of communication (gestures, facial expressions, poses, gait).

The indicator "speech culture" reveals verbal means of communication (accuracy, logic, literacy, correct use of lexical units, expressiveness, and appropriateness of intonation colour).

The professional and pedagogical component meets the professional criterion, which is analyzed by the following indicators: communicative-organizational competence, foreign-language competence, motivation for professional activity, pedagogical reflection.

The individual-axiological component of the image corresponds to the inter-personal criterion; the indicators of determining the level of forming are peculiarities of the internal state, the level of self-esteem and the forming "I-concept", the culture of behavior.

The criteria, indicators, and methods of diagnosing the level of formation of each indicator are developed in Table 1.

The criteria and accordingly the indicators of forming professional image can be analysed in three levels: low, medium, high.

Tables 2, 3, 4 provide a detailed list and the characteristics of the indicators by level of training.

**Table 1**  
Criteria and indicators of the professional foreign language teacher image

Criteria	Indicators	Diagnostic methods
External	Habitual culture; Communicative style of behaviour; Speech culture (verbal communication)	Questioning of teachers in order to determine their opinion on the appearance of master degree students; Discussion with tutors and teachers on professional disciplines on the communicative style of behaviour and features of the speech culture of master degree students;
Professional	Communicative and organizational competence; Foreign language competence; Professional motivation; Pedagogical reflection	Test "Diagnosis of communicative and organizational skills"; Discussion with teachers on professional disciplines; K. K. Zamfir's technique "Motivation of professional activity" in modification of A. Rean; Determining the level of forming reflectivity (based on V. V. Ponomareva's methodology)
Interpersonal	Features of the internal state; Self-esteem and forming «I-concepts» Culture of behaviour	Diagnosis of the internal state by the Knobloch-Falconetta method; Determining the «I-concept» formation according to the method of S.A. Budassi Observing student behaviour; Method "Assessment of ways of responding in a conflict situation" by K. N. Thomas

**Table 2**  
High Level and indicators of forming professional foreign languages teacher image

Level	Indicators
High	<b>External criterion:</b> <i>habitual culture</i> (charm, style, originality, restraint, neatness in clothes, ability to pick accessories and combine colours, taste, ability to choose clothes according to the situation); <i>communicative style</i> of behaviour (a clear understanding of how to behave in different situations, a charming smile, expressive facial expressions, proper posture and appropriate use of gestures); <i>speech culture</i> (distinguished by high literacy, accuracy, logic in teaching, correct use of linguistic units, expressiveness – tone, correct pronunciation, appropriateness of intonation colour – pauses, stresses, rhythm).
	<b>Professional criterion:</b> <i>communicative and organizational competence</i> (ability to clearly formulate one's own thoughts, dialogue and monologue skills, ability to choose and use appropriate language tools); <i>foreign language competence</i> (fluency in a foreign language, ability to have unprepared foreign language communication regardless of topic and situation, language is characterized by a wealth of lexical units, use of various grammatical constructions); <i>professional motivation</i> (the student seeks to master professional knowledge, constantly develops professional qualities, has a desire to improve himself in order to improve his professional results); <i>pedagogical reflection</i> (master degree students are able to see the pedagogical problem and find ways to solve it, are able to analyze pedagogical situations of conflict character, to draw the right conclusions).
	<b>Intra-personal criterion:</b> <i>peculiarities of internal state</i> (self-confidence, balance of desires, aspirations, inner peace); <i>culture of behaviour</i> (students adhere to generally accepted norms and rules of behaviour, differ in intelligence, are able to control their own emotional state); <i>level of self-esteem and forming self-concept</i> (students have adequate self-esteem, carry out constant work on self-improvement and self-development, understand the importance of forming their own professional image).



**Table 3**  
Medium Level and indicators of forming professional foreign languages teacher image

Level	Indicators
Medium	<b>External criterion:</b> <i>habitual culture</i> (neat appearance, elegance, ability to choose clothes according to the situation, sense of style, taste); <i>communicative style of behaviour</i> (moderate gesture, sincere smile, moderate expressive facial expressions, fairly correct posture); <i>speech culture</i> (characterized by literacy, accuracy, logic in teaching material, not always correctly use linguistic units, have sufficient expressiveness and relevance of intonation colour – pauses, stresses, rhythm).
	<b>Professional criterion:</b> <i>communicative and organizational competence</i> (master degree students are able to formulate their own thoughts, are able to choose and use the means of language); <i>foreign language competence</i> (master degree students have a medium level of command of a foreign language, are capable of unprepared foreign language communication on certain topics, their language is different in a variety of lexical units and grammatical constructions); <i>professional motivation</i> (sufficient motivation to master professional knowledge and develop professional skills, have a desire to improve itself in order to improve professional results); <i>pedagogical reflection</i> (master degree students are able to find ways to solve the problem, if noticed, able to analyze pedagogical situations and draw conclusions).
	<b>Intra-personal criterion:</b> <i>peculiarities of the internal state</i> (students are quite self-confident, but their desires and aspirations are not always balanced, sometimes they lose their inner peace and emotional balance); <i>culture of behaviour</i> (almost always students adhere to generally accepted norms and rules of behaviour, are intelligent enough, almost always control their own emotional state); <i>level of self-esteem and forming self-concept</i> (master degree students have adequate self-esteem, self-development and self-improvement skills, but not everyone is aware of the importance of developing a positive professional image during training).

**Table 4**  
Low Level and indicators of forming professional foreign languages teacher image

Level	Indicators
Low	<b>External criterion:</b> <i>habitual culture</i> (sloppiness and sloppiness of appearance, lack of conformity of business style requirements, lack of sense of measure in the use of makeup and accessories, lack of taste and harmonious combination of colour scale); <i>communicative style of behaviour</i> (excessive gesture, sombre expression, disingenuous smile, uncertainty of movements); <i>speech culture</i> (low literacy, no accuracy, logic in teaching material, correct use of language units, may be characterized by expressiveness and intonation – pauses, stresses, but they are not always relevant in the pedagogical process).
	<b>Professional criterion:</b> <i>communicative and organizational competence</i> (master degree students are not able to formulate their own thoughts, are not always able to choose and use the language, are not able or unwilling to organize teamwork); <i>foreign language competence</i> (master degree students have a low level of command of a foreign language, incapable of unprepared foreign language communication, their language is quite primitive and differs in variety of grammatical constructions); <i>professional motivation</i> (lack of motivation for mastering professional knowledge and developing professional skills); <i>pedagogical reflection</i> (master degree students are unable to find solutions to a pedagogical problem or pedagogical situation and to draw conclusions or have no desire).
	<b>Intra-personal criterion:</b> <i>peculiarities of the internal state</i> (master degree students may be too confident or not at all confident in themselves, but their desires and aspirations are not balanced, sometimes they lose their inner peace and spiritual equilibrium); <i>culture of behaviour</i> (not always masters adhere to generally accepted norms and rules of behaviour, they cannot always control their own negative emotions); <i>level of self-esteem and forming self-concept</i> (masters degree students have inadequate self-esteem (high or low), do not seek self-development and self-improvement, do not understand the importance of forming professional image).

Diagnosis of the level of forming professional foreign language teacher image at the *ascertaining stage* showed that the majority of master degree students are not aware of the fact that forming their own professional image, which is based on a harmonious combination of both external and internal components, is already necessary for the student. This attitude to the problem of forming one's own professional image is conditioned by the possibility of choosing another type of professional activity (reference, translation, etc.).

*The building stage* of the experiment was aimed at introducing the pedagogical conditions of forming professional foreign language teacher image in the educational process of the experimental groups. Adequate forms and methods of working with students were chosen to implement each pedagogical condition.

*At the controlling stage* of the experiment verification of the effectiveness of introducing pedagogical conditions by comparing the results obtained after *the building stage* of the experimental work with the results of *the ascertaining stage*, as well as comparing the results of the *testing* and *controlling* groups is organized.

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## 4. Conclusions

Based on the analysis of the scientific literature, it is found that the image of the individual is a multidisciplinary concept, represented in the categorical apparatus of many sciences. In view of this, the definition of the concept of scientists reflected those characteristics that are of interest to a particular science (philosophy, sociology, psychology, pedagogy).

The carried out analysis of scientific sources give the possibility to define the personality image as a cumulative subjective image, the idea that emerges in others about a certain person on the basic external and internal characteristics and forms a certain attitude to it. The basis to build positive personality image is the "I-concept" (the system of ideas of the individual about himself), on the basis of which a person forms an attitude to himself and builds relationships with others.

The components of personality image are defined: an external component that forms the appearance, verbal and non-verbal means of communication and an internal component (personal and moral qualities, value orientations, motives, attitudes, creative potential, interests, and emotions).

The personality image serves as the basis to build professional image, which is characterized as a complex formation, conditioned by peculiarities of professional activity and social roles that the personality perform; an image that is formed in the process of professional activity and acquires professional characteristics, its success depends on meeting the expectations of society and the professional group.

Taking into account the characteristics of pedagogical activity as a profession and the requirements to its representative at the present stage, the image of the teacher as an integral image, combining the inner world, appearance and professionally important characteristics; it is formed in the minds of the subjects of pedagogical interaction during carrying out professional and pedagogical functions and provides an individual style of professional pedagogical activity.

In the current research it is defined that the professional foreign language teacher image is conditioned by the specificity of his / her professional-pedagogical activity, which depends on the peculiarities of the discipline being taught: the foreign language teacher is a mediator between different cultures, which engages students to become familiar with the culture and opportunities of the professional field linguistic competence and linguistic potential of future specialists. He / she has the opportunity to use foreign sources of information, facilitating the development of students' research skills in processing the scientific literature. He / she encourages students to participate in international scientific, cultural events, creates a wide range of interaction with foreign speakers (communication with foreign colleagues, participation in international competitions, internships, conferences,

symposia, seminars), initiates and organizes intercultural students' interaction with native speakers, promotes intercultural communication skills and students' speaking competence.

The conducted analysis of the key concepts and revealed peculiarities of the professional activity of the foreign language teacher allow defining the professional foreign language teacher image as dynamic, integral, holistic image, characterized by multiculturalism, openness and oriented on foreign language communication. The closely related structural components of the professional foreign language teacher image are identified and characterized: individual-axiological, professional and pedagogical and external behavioral.

Pedagogical conditions to form professional foreign language teacher image were experimentally tested and theoretically justified. Used forms and methods aimed at increasing students' interest in the professional foreign language teacher image and students' awareness of the professional and personal characteristics; forming students' interest to work with an audience, which is managed by his professional activity, taking into account his / her own positive ideas students' awareness of the professional success of their positive image and forming positive attitude. Students' attitude to careful work is ensured by positive motivation to form components of the professional foreign language teacher image.

Directing the content of the master degree course to the theoretical support of the process to form the professional foreign languages teacher image is implemented by introducing into the content of the professional, psychological and pedagogical disciplines of master degree course topics in pedagogical imageology as well as developing special course to form students' coherent systematic representation about the nature and components of the professional foreign language teacher image.

Systematic work on introducing interactive forms, methods of working with students while organizing educational, independent, research and educational activities ensures to form gradually students' professional foreign language teacher image.

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