



## ANDRAGOGY АНДРАГОГІКА

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### PROFESSIONAL IMAGE OF TEACHING EMPLOYEES INSTITUTIONS OF PROFESSIONAL HIGHER EDUCATION: CATEGORICAL ANALYSIS OF BASIC CONCEPTS OF PROBLEMS

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*The article deals with the problem of the professional image of teaching staff of institutions of vocational pre-higher education. The socio-cultural essence of the professional-pedagogical image, which has passed the way from its origin as a social phenomenon to the implementation of specific steps by the educational sector regarding the formation of the image of educators in the system of professional training, is outlined. Based on the analysis of state documents and theoretical sources on the researched topic, the interdisciplinary and special status of the problem of professional-pedagogical image was emphasized, which determined the need for a detailed analysis of the categorical apparatus of this issue. For a categorical analysis of the conceptual space of the above-mentioned problem, the "umbrella method" is proposed, the use of which is carried out according to the following algorithm: 1) selection and justification of the "umbrella concept" – the core concept that determines the general context of the research; 2) selection within the scope of the research problem of a complex of concepts that expand, deepen or clarify the content context of the research topic (basic, clarifying, auxiliary); 3) establishing, displaying and substantiating relationships for selected concepts based on the "umbrella" concept.*

*The basic categories of the problem under discussion ("image", "educators", "professional-pedagogical image", "institution of vocational pre-higher education", "professional image of educators of institutions of vocational pre-higher education", "dress code", "capsule wardrobe", the educator's image") are highlighted. Their place in the conceptual space of the study was established by determining the rank characteristics of each concept: superordinate (characteristics indicating the concepts of a higher rank), subordinate (characteristics indicating the concepts of a lower rank), coordinate (characteristics indicating the concepts of the same rank). The digital application Power Point was used for the graphic representation of the outlined system of "umbrella concepts" from a number of well-known ones (MS Word, Power Point, Paint 3D, Excel).*

*Based on the analysis of the basic categories and the generalization of their content characteristics, the author's concept of "professional image of an educator of institutions of vocational pre-higher education" was identified as "a complex of established internal and external characteristics (emotionally colored stereotype of the perception of the subject's image in the consciousness of a certain group, as well as in the mass consciousness; a kind of human toolkit that helps to build*

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relationships with the surrounding world; not only a visual image, but also a way of thinking, actions, deeds, the ability to communicate; the art of speaking and, especially, listening), which ensure the inner harmony of the teacher, optimize interaction with the participants of the educational process, contribute to increasing the efficiency of the professional training of the applicants, activate the personal and business qualities of the applicants for their professional and personal self-affirmation".

Based on the generalization of the obtained results, the necessity of developing a model of the professional image of the educators of institutions of vocational pre-higher education, as well as expanding the arsenal of practice-oriented approaches to the formation of the professional image of pedagogical workers during their professional training, has been proven.

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**Keywords:** image, pedagogical workers, professional-pedagogical image, vocational pre-higher education institution, professional image of pedagogical workers of vocational pre-higher education institutions, dress code, capsule wardrobe, teacher's image.

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## **ПРОФЕСІЙНИЙ ІМІДЖ ПЕДАГОГІЧНИХ ПРАЦІВНИКІВ ЗАКЛАДІВ ФАХОВОЇ ПЕРЕДВИЩОЇ ОСВІТИ: КАТЕГОРІАЛЬНИЙ АНАЛІЗ БАЗОВИХ ПОНЯТЬ ПРОБЛЕМИ**

**Н. Г. Сидорчук**

У статті актуалізовано проблему професійного іміджу педагогічних працівників закладів фахової передвищої освіти. Окреслено соціокультурний характер професійно-педагогічного іміджу, що пройшов шлях від зародження як соціального явища до реалізації освітньою галуззю конкретних кроків щодо формування іміджу педагогів у системі професійної підготовки. На основі аналізу державних документів та теоретичних джерел за темою дослідження наголошено на міждисциплінарному та спеціальному статусі проблеми професійно-педагогічного іміджу, що й визначило потребу у проведенні детального аналізу категоріального апарату актуалізованої проблеми. Для категоріального аналізу понятійного простору проблеми дослідження запропоновано "метод парасольки", використання якого здійснено за таким алгоритмом: 1) виділення та обґрунтування "парасолькового поняття" – стрижневого, що визначає загальний контекст дослідження; 2) виділення у межах проблеми дослідження комплексу понять, що розширюють, поглиблюють або уточнюють змістовий контекст теми дослідження (основні, уточнюючі, допоміжні); 3) встановлення, відображення та обґрунтування взаємозв'язків для виділених понять з опорою на "парасолькове" поняття.

Виділено базові категорії актуалізованої проблеми ("імідж", "педагогічні працівники", "професійно-педагогічний імідж", "заклад фахової передвищої освіти", "професійний імідж педагогічних працівників закладів фахової передвищої освіти", "дрес-код", "капсульний гардероб", "зовнішній вигляд педагога"). Встановлено їх місце у понятійному просторі дослідження шляхом визначення рангової характеристики кожного поняття: суперординатні (характеристики, що вказують на поняття вищого рангу), субординатні (характеристики, що вказують на поняття нижчого рангу), координатні (характеристики, що вказують на поняття одного ряду). Для графічного зображення окресленої системи парасолькових понять із ряду відомих (MS Word, Power Point, Paint 3D, Excel) використано цифровий застосунок Power Point.

На основі аналізу базових категорій, узагальнення їх змістових характеристик сконструйовано авторське поняття "професійний імідж педагогічних працівників закладів фахової передвищої освіти" – комплекс усталених внутрішніх і зовнішніх характеристик (емоційно забарвлений стереотип сприймання образу суб'єкта у свідомості певної групи, а також у масовій свідомості; своєрідний людський інструментарій, що допомагає вибудовувати взаємини з навколишнім світом; не тільки візуальний образ, але й спосіб мислення, дії, учинків, уміння спілкуватися; мистецтво говорити й, особливо, слухати), що забезпечують внутрішню гармонію педагога, оптимізують взаємодію з учасниками освітнього процесу, сприяють підвищенню ефективності професійної підготовки здобувачів, активують особистісно-ділові якості здобувачів для їх професійного й особистісного самоутвердження.

На основі узагальнення отриманих результатів доведено необхідність розробки моделі професійного іміджу педагогічних працівників закладів фахової передвищої освіти, а також розширення арсеналу практико орієнтованих підходів формування професійного іміджу педагогічних працівників у ході їх професійної підготовки.

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**Ключові слова:** "імідж", "педагогічні працівники", "професійно-педагогічний імідж", "заклад фахової передвищої освіти", "професійний імідж педагогічних працівників закладів фахової передвищої освіти", "дрес-код", "капсульний гардероб", "зовнішній вигляд педагога".

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**Introduction of the issue.** On the path of modernization of the modern system of professional training of the educators for institutions of vocational pre-higher education, a significant place is given not only to increasing the effectiveness of their general performance (professional and methodical), but also to issues of an applied nature, including the culture of the "image of a modern teacher". Thus, this concept performs a special function, acting as a kind of educational standard, a model for students to follow in both moral and ethical aspects.

The updated problem is considered in the field of professional image and is regulated by a number of state documents (Resolution of the Cabinet of Ministers of Ukraine "On the approval of the State Program for Ensuring a Positive International Image of Ukraine for 2003-2006 (2003) [9], "Concept of the State Target Program for the Formation of a Positive International Image of Ukraine on 2008-2011 (2007) [10].

**Current state of the issue.** The theoretical aspects of the problem of the culture of the teacher's image are studied through the prism of the analysis of the nature of the concept of "image" itself, its structure, specifics (V. Andrushchenko, L. Danylchuk, V. Korolko, S. Krapyvenskyi, Yu Palekha, H. Pocheptsov, etc.), its social psychological aspects (I. Nikolaescu, T. Skrypachenko). The conclusions of domestic scientists agree with the works of foreign authors on the issue of creating a public image and PR (P. Bird, L. Brown, G. Broome, M. Woodcock, F. Jeffkins, S. Cutlip, R. Polborn, E. Sampson, M. Spillane, D. Francis, A. Center).

As I. Volynets emphasizes, the concept of "image" in the education system gained relevance during the period of independence of Ukraine and rethinking of approaches to the educational process [1]. The analysis of scientific research in

recent years shows attention to the problem of the professional image of pedagogical workers: higher school teacher (V. Isachenko, O. Kovaleva, L. Kovalchuk), a teacher of a general secondary education institution (I. Volynets), a primary school teacher (I. Razmolodchikova, N. Cavchenko), philologist teacher (M. Speranska-Skarha) and others.

Despite the wide range of available research, the issue of improving the training of future teaching staff of institutions of higher professional education in the field of professional image formation needs to be studied from the standpoint of theory and practice.

**Aim of research.** The problem of the professional-personal image of pedagogical workers is interdisciplinary (philosophy, psychology, sociology, ethics, aesthetics, public relations, imageology, etc.), and its specificity (the use of a number of terms of foreign origin) requires a categorical analysis of the basic concepts of the study.

**Results and discussion.** At all stages the problem of the positive image of the pedagogical workers was considered through the prism of the professional (educational component) and external (clothing, hairstyle, etc.) context, which was determined and resolved in accordance with the specific socio-cultural situation, passed the way from the emergence of the image as a social phenomenon to the awareness of the educational branch of the need to form the image of teachers in the system of professional training [3].

Relying on the principles of systematicity, continuity, non-contradiction and the substantive characteristics of the basic concepts of the problem under investigation, we will outline their interdependence based on the application of the "umbrella method" (H. Onkovich) – a certain systematization of categories with a graphic display of the

relationships between them (construction of block diagrams or mental maps, etc. (T. Buzen, V. Shatalov)).

The peculiarities of the application of the "umbrella method" are outlined by the following algorithm: 1) selection and justification of the so-called "umbrella concept" – the core concept, which defines the general context of the study; 2) selection within the scope of the research problem of a complex of concepts that expand, deepen or clarify the content context of the research topic (basic, clarifying, auxiliary); 3) establishing, displaying and substantiating relationships for selected concepts based on the "umbrella" concept – under the "umbrella concept".

This method is used, first of all, to organize concepts in the presence of a significant number of them within the scope of the research topic, and also ensures the logic and transparency of experimental work.

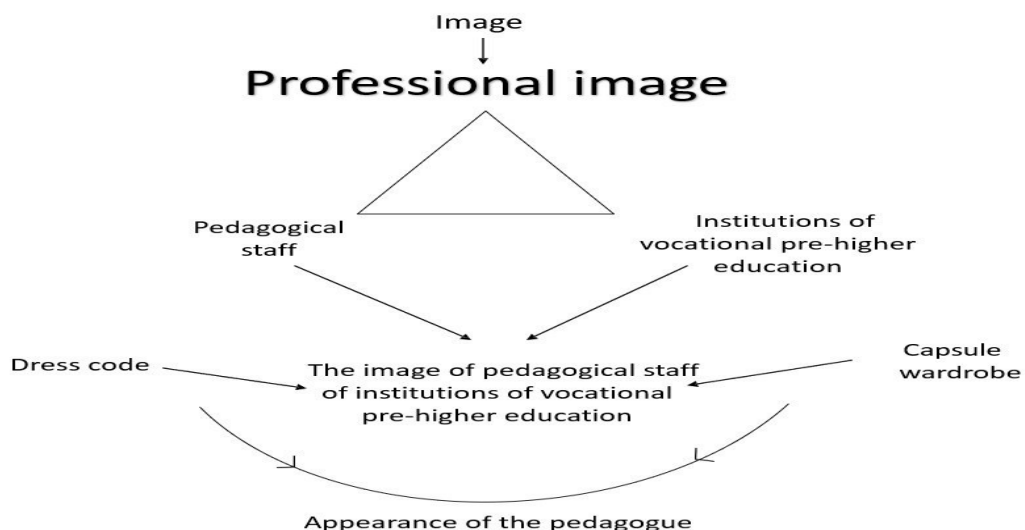
Thus, we define "professional image" as an "umbrella" concept (paragraph 1 of the algorithm). The conceptual space of the study includes the categories "image", "pedagogical workers", "professional-pedagogical image", "institution of

vocational higher education", "professional image of pedagogical workers of institutions of vocational higher education", "dress code", "capsule wardrobe", "the teacher's appearance" (paragraph 2 of the algorithm).

To fulfill stage 3 of the algorithm, we will determine the place of each of the selected concepts in the conceptual space of the study by determining the rank characteristics of each of them (N. Sydoruk, 2014): superordinate (characteristics indicating concepts of a higher rank), subordinate (characteristics indicating concepts of lower rank), coordinate (characteristics indicating the concept of one series) [15: 50-55].

We offer a number of digital applications to perform the given task: a graphic image in the MS Word editor, the Canva graphic design platform (Templates tab – in the search order "Intelligence card"; Lucidchart; MindMaster; MindMeister; Mindomo; Miro [8].

To build a system of "umbrella" concepts within the scope of the study, a Power Point digital application was used (see Fig. 1).



**Fig. 1. Professional image of a teacher: a system of "umbrella" concepts**

The graphic representation of the system of basic research concepts is based on their content characteristics.

Thus, the concept of "professional

image" ("umbrella", superordinate in connection) is coordinate with the concepts of "professional" and "image".

In general, the image is considered as

a simulated multi-component representation, the appearance of someone or something; a sign of a socialized personality, which ensures the effectiveness of its activity and favorably distinguishes it from others [5].

Referring to the multi-component analysis of the concept of "image" carried out by L. Danylchuk, we note that "image" includes a complex of generic and species characteristics: an emotionally colored stereotype of the perception of the subject's image in the consciousness of a certain group, as well as in the mass consciousness; a kind of human toolkit that helps to build relationships with the surrounding world; not only the visual image, but also the way of thinking, actions, deeds, the ability to communicate; the art of speaking and, especially, listening [3: 12-15].

Depending on the subject of the application, certain types of images are distinguished: personal, corporate and commercial.

The term "professional" is directly related to the concept of profession (lat. *Professio* – officially indicated occupation, specialty) – a type of labor activity (occupation) of a person who possesses a complex of special theoretical knowledge and practical skills obtained as a result of special training, experience and length of service [12], and the application of a professional approach to characterizing the image allows us to introduce the concept of professional image, which N. Savchenko, for example, considers as "a complex social-psychological and pedagogical phenomenon that involves the creation of an image of a specific profession" [14].

According to R. Kravets, the professional image (the image of a specialist, professional) is "an image of a person as a representative of a certain profession; an impression created around a specific person with the aim of popularizing him as a specialist or professional, exerting an emotional and psychological influence on the opinion of others (management, colleagues, partners, etc.)" [7].

According to the conclusions of

N. Savchenko, the image of a teacher is "an integral, purposefully formed, dynamic quality, determined by the correspondence and intertwining of internal and external, personal and individual qualities of a teacher, designed to ensure his/her harmonious interaction with him/herself and the participants of the educational process and such that allows to implement pedagogical activity through the formation of a positive opinion" [13].

The study deals with the preparation of university graduates for teaching activities in institutions of vocational pre-higher education. Taking into account the specifics of the activities of the selected types of vocational education institutions, we emphasize that vocational colleges (institutions of vocational pre-higher education), as a rule, ensure the acquisition of specialized secondary education of professional and academic direction based on the acquisition of basic general secondary education by student youth [11], who are mostly young people willing to master skills, abilities and knowledge related to future employment, as well as building a future life trajectory. The success of their professional career, as noted by R. Kravets, largely depends "on the ability to consciously build a professional image that corresponds to the tasks and specifics of the profession" [7].

According to the previously stated logical conclusion, it should be emphasized that the solution of such a responsible task (building a successful career) depends on the pedagogical staff of vocational colleges. In the specified context, an important conclusion regarding the implementation of the scientific analysis of the research topic is the need to update professional image issues while training future educators to work in vocational pre-higher education institutions.

The obtained conclusions are also confirmed by the research of O. Horovenko, who emphasizes the importance of the social features of the image of a teacher/future teacher. According to the author, the image of a

teacher is considered in the sphere of personal qualities (a teacher as an average citizen performing a certain professional activity) and in the sphere of social perception (a teacher as an "image" model for a successful professional future student through the perception, understanding and evaluation of the student's personal image of the teacher) [2].

Subordinate concepts to the "professional image" are a dress code, a capsule wardrobe, and a teacher's appearance.

Thus, the dress code is a form of clothing required when attending certain events, organizations, institutions and solemn events; conformity of a person's appearance to a certain surrounding situation; the requirement to dress in certain places may vary. Dress code (German: *Kleiderordnung*, French: *code vestimentaire*) is an unwritten rule, a regulation in clothing that shows a person's belonging to a certain professional or social group [4]. In such an interpretation, the specified concept clarifies the limits of the application of image rules, including those of pedagogical workers: classroom, workshop, leisure activities, sports ground, field trips to production, etc.), which determines the "correctness" of a specific image of a teacher [4].

In the modern media, the term "capsule wardrobe" is often used. The concept of a capsule wardrobe was popularized by American blogger Caroline Joy. In her blog, she conducted an experiment: instead of many cheap things, she left only 37 high-quality clothes in her wardrobe. As part of the experiment, Caroline created a planner that gives advice on how to start putting together a capsule wardrobe.

Usually, a capsule wardrobe is a set of carefully selected and high-quality items, items of clothing (from 6 to 12) that are perfectly combined in style, color, and texture, from which 0-15 sets for 4 seasons can be made. Selected items are put into capsules – clothing sets in which individual items of clothing can be

combined with each other.

As a rule, a capsule wardrobe is an optimal set of clothes, which helps to save on the purchase of things and helps to eradicate the "shopaholic syndrome" [6]. We consider the "capsule" in the teaching profession as a means of forming the professional image.

Summarizing, we consider the professional image of pedagogical workers of institutions of vocational pre-higher education as a set of established internal and external characteristics (emotionally colored stereotype of the perception of the image of the subject in the consciousness of a certain group, as well as in the mass consciousness; a kind of human toolkit that helps to build relationships with the environment the world; not only the visual image, but also the way of thinking, actions, deeds, the ability to communicate; the art of speaking and, especially, listening), which ensure the inner harmony of the teacher, optimize interaction with the participants of the educational process, contribute to increasing the effectiveness of the professional training of students, activate personal-business qualities of applicants for their professional and personal self-affirmation.

**Conclusions and research perspectives.** Thus, we conclude that the professional image an educator of institutions of vocational pre-higher education is a complex concept, which ensures not only the optimization of the educational process, but also through the activation of the personal-business qualities of the graduates determines the sustainable development of all spheres of the economy and economy.

Prospects for further research are determined by the need to develop a model of the professional image of pedagogical workers of vocational pre-higher education institutions in the context of its modernization, expanding the arsenal of practically oriented approaches to the formation of the professional image of pedagogical workers during their professional training.

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