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THEORY, METHODOLOGY AND PRACTICE OF USING INTERACTIVE TECHNOLOGIES IN THE FORMATION OF THE PROFESSIONAL IMAGE OF APPLICANTS

The authors of the article have proved the importance of forming a professional image of students. The approaches of Ukrainian and foreign scholars to understand the scientific definition of "professional image" have been analyzed. The attention has been focused on analyzing the essence of the professional image of a future educator of a preschool educational institution. It has been found that professional image contributes to the manifestation of her internal attitudes, personal qualities, life positions, it affects the organization of interpersonal interaction and the implementation of professional functions by a specialist working in preschool educational institution. The external signs of professional image are appearance, behaviour, peculiarities of verbal and non-verbal communication, specificity of design of man-made preschool environment.

In order to form a professional image of future educators, we propose to actively use interactive technologies. Interactive technologies involve the organization of an educational environment based on effective communication in a dialogue mode of parity of relations between all participants, which allows to establish mutual understanding and establish an active search for a common solution of educational tasks related to image. The authors have analysed the purpose, defined the tasks and characterized the main features of interactive technologies. Among the wide range of interactive technologies, the main emphasis has been placed on the usage of trainings in the course of image-making. The training has been considered as a multifunctional method of group work aimed at developing personal changes in the process of image development. We have considered the methodological aspects of organising training activities (classification of trainings, tasks, principles of organising work during the training). In the course of practical activity, authors have developed a training programme "Image-making of future educators' professional activity", which involves the usage of the method of analysis of specific practical situations, group discussion, brainstorming, and practical exercises.

Keywords: *image; professional image; professional training; educational process; future educators; interactive technologies.*
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ТЕОРІЯ, МЕТОДИКА ТА ПРАКТИКА ВИКОРИСТАННЯ ІНТЕРАКТИВНИХ ТЕХНОЛОГІЙ У ФОРМУВАННІ ПРОФЕСІЙНОГО ІМІДЖУ ЗДОБУВАЧІВ ОСВІТИ

У статті доведено вагомість формування професійного іміджу для здобувачів освіти. Проаналізовано підходи українських та зарубіжних науковців до розуміння наукової дефініції "професійний імідж". Зосереджено увагу на аналізі сутності професійного іміджу майбутнього вихователя закладу дошкільної освіти. З'ясовано, що професійний імідж сприяє прояву її внутрішніх установок, особистісних якостей, життєвих позицій, впливає на організацію між-особистісної взаємодії та реалізацію професійних функцій фахівцем, що працює в дошкільній освіті. Зовнішніми ознаками професійного іміджу є зовнішній вигляд, поведінка, особливості вербального і невербального спілкування, специфіка оформлення рукотворного дошкільного середовища.

Ключові слова: *імідж; професійний імідж; професійна підготовка; освітній процес; майбутні вихователі; інтерактивні технології.*

Introduction. A significant increase of the offer in the service market and intensification of competition requires a targeted search for means that would help to emphasise the identity and competence

of future professionals. Under such conditions, professional image becomes an important tool for effective self-presentation of a specialist and ultimately serves as a real guarantee of effective professional realisation. This

phenomenon can be explained by the fact that professional image has a positive impact on self-development, self-improvement in the profession, and is an important element of competitiveness of a future specialist in the labour market.

From the psychological and pedagogical point of view, professional image is a significant personal tool that facilitates the establishment of contacts with all subjects of professional interaction and has a psychotherapeutic effect. A well-formed professional image positively stimulates the personal development of a specialist and has a positive impact on the formation of a professional career. It should be emphasised that in foreign scientific literature, the synonym for the scientific definition of “professional image formation” is “image-making” [1]. The desire to create one’s own and unique professional image is a powerful internal motivator that encourages a future specialist to work on himself/herself purposefully and systematically in the field of image-making. This happens because a professional image is based on a formed system of feelings and value orientations that are necessary for the competent performance of the entire range of professional duties, helps to reduce professional stress, and prevents the occurrence of professional conflicts and the development of negative complexes.

According to the above mentioned facts, it has become advisable to form a professional image of students of all specialities, and the main emphasis should be placed on the introduction of innovative educational technologies based on the usage of interactive image-making.

Literature review. First of all, it should be noted that image in English means “image, picture, imprint” [2]. It has been found that in the historical context, the term “image” was actively used by the inhabitants of Ancient Rome, where the image was called the statues of creatures that were similar to the gods and possessed ideal characteristics. According to I. Nicolaescu, the image in the Roman Empire was an element of culture based on the moral qualities of a person and was an integral part of the rituals [3, 88].

Scientists (N. Barna, L. Danylchuk, A. Kalyuzhnyi, Y. Palekha, O. Skalatska, O. Kholod, T. Khomulenko) founded imageology as a science “about research, development and technologies for implementing the desired (positive and attractive) image of a person, social group or organisation, society (state), idea, ideology, religion into the public consciousness” [4, 22]. It has been found that within the framework of imageology, professional image is considered as a factor of success in a professional career, as well as an important tool for establishing effective relationships in the process of professional and personal communication.

The analysis of the state of practical training of future educators of preschool educational institutions proves that there has been an urgent need to clarify the concept of “professional image”, it has become advisable

to identify and substantiate pedagogical innovations that will ensure the effectiveness of image-making during the professional training of applicants of education in the specialty 012 Preschool Education.

Purpose and objectives of the research. The purpose of the article is to clarify the content characteristics of the scientific definition of “professional image” and to study the potential of interactive technologies in the formation of professional image of future educators of preschool educational institutions.

To achieve this goal, the following tasks have been set:

- 1) to characterise the essence and define the content characteristics of the professional image of a future educator of preschool educational institution;
- 2) to explore the possibilities of interactive technologies in the formation of professional image of students;
- 3) to characterise the theoretical, methodological and practical aspects of using trainings in the process of image-making.

Materials and methods. During the writing of the article, the author has carried out a systematic and structural analysis and systematised philosophical, sociological, psychological and pedagogical developments that highlight the essence of the scientific terms “image”, “professional image”, “interactive technologies”. A comparative analysis based on the usage of deduction, induction, classification and generalisation has been carried out to clarify the typological characteristics of “professional image” as a scientific definition. The methods of abstraction and concretisation have been applied at the stage of highlighting the essential features of interactive technologies in the formation of professional image in future educators. While conducting the research, the content analysis of scientific publications was of particular importance; systematisation and generalisation of theoretical, methodological and practical information reflected in the publications of Ukrainian and foreign authors during the organisation of the process of image-making (formation of professional image) based on the usage of interactive technologies.

Research results and their discussion. First of all, we should note that the analysis of publications by V. Bondarenko [5] made it possible to state that a positive professional image of a personality helps to establish mutual understanding, arouses sympathy and trust. For the sake of completeness of the scientific research, we would like to present some of the most significant interpretations of the essence of the scientific definition of “professional image”. For example, we consider the approaches of O. Romanenko [6] to be creative, as he considers professional image as a factor of career success and an important tool for building relationships that contributes to success in professional activities and helps to form professionalism. According to O. Mezheryska [7], professional image is “a form of self-expression of an individual holistic image of a personality as

a realiser of the needs of micro- and macro-society, which reveals the most expressive business and personal qualities” [7 29]. In the research of R. Kravets, professional image is considered as “a complex phenomenon that involves the creation of an image of a particular profession. This is a set of ideas about how a person of a certain profession (politician, businessman, teacher, doctor, etc.) should look and behave” [8, 54]. In N. Savchenko’s publication, professional image is interpreted as “a generalised emotionally coloured image of a typical representative of the profession, which has a symbolic nature, is characterised by suggestion and has a psychological impact on others” [9, 56].

We would like to note that we fully share the position of scientists S. Kalaur and O. Soroka [10] that professional image is a multifaceted and ambiguous concept, as it is directly aimed at a harmonious combination of the requirements that are imposed on a specialist within a particular profession. In this context, it means compliance with a specific image standard in the performance of professional duties, while at the same time, the personal image of a specialist should correlate with this standard. From this perspective, professional image is viewed by scholars as “an image-stereotype and a “business” image of a person in professional activity” [10, 107].

In the context of modern requirements, T. Mareieva [11] considers the professional image of an educator of preschool educational institution as a qualitative characteristic of a personality that contributes to the manifestation of his/her internal attitudes, personal qualities, life positions, knowledge and professionalism through external expressions – appearance, behaviour, features of verbal and non-verbal communication, specificity of design of the man-made environment, which significantly affect the organisation of interpersonal interaction and the implementation of professional functions of a specialist. A similar position is declared by T. Makeeva [12], who believes that the professional image of an educator is a qualitative characteristic that contributes to the manifestation of internal attitudes, personal qualities, life positions, knowledge and professionalism through such external manifestations as appearance, behaviour, verbal and non-verbal communication, which affect the implementation of professional functions of a specialist.

In view of the declared tasks, we will focus on the analysis of the components of the professional image of future educators. Thus, S. Popychenko, analysing the structure of the image of an educator of a preschool educational institution, identifies the following components: appearance, internal image and professional and pedagogical communication. The author emphasises that appearance is not only the style of clothing, but also the manner of self-presentation, the ability to demonstrate one’s intelligence, professional skills and abilities, and to show love for children. The inner image is the tea-

cher’s culture, attitudes, values, character, and emotional attitude to reality. The third component is professional and pedagogical communication, which forms the proper basis for educational influence, “allowing for the purposeful implementation of a set of activities for students, the final goal of which is the formation of a harmoniously developed personality” [13, 55]. According to N. Trofaia [14], the professional image of a future educator of preschool educational institution requires a specialist to have thorough knowledge of pedagogy and psychology of preschool age, mastery of professional methods and technologies, communication competencies, skills of observation, analysis, mediation and facilitation, readiness to constantly improve their skills, work on their appearance, love for children and their profession, humanity, tact, responsibility.

Thus, we can state that the professional image of an educator of preschool educational institution is a rather complex characteristic that should be formed in applicants during their studies. Furthermore, interactive technologies have a significant potential during image-making.

Let us dwell on these issues in more detail. In our research, we have taken into account N. Volkova’s vision that interactivity “implies: dialogue, coverage and analysis of each problem from a different point of view, rejection of stereotypes and templates” [15, 9], and interactive technologies include “a set of methods, means and forms of organising education that ensure the active nature of interaction between participants of the educational process on the basis of cooperation and co-creation and aimed at achieving the set didactic goals” [15, 14]. In our opinion, interactive technologies provide such an organisation of the educational environment, which is based on effective communication in a dialogue mode of parity of relations of all participants, which allows to establish mutual understanding and establish an active search for a common solution of educational tasks related to image-making.

According to foreign scientists (J. Brown [16], P. Ertmer [17], M. Pierson) [18]), in the methodological sphere, interactive technologies are closely related to the technology of dialogue learning, personality-oriented learning and the technology of organising group learning activities.

The purpose of using interactive technologies in the formation of professional image of future educators of preschool educational institutions is aimed at creating comfortable conditions for image-making, in which each student will be able to feel his/her professional success. Based on the analysis of publications by L. Zdanevych and L. Melnyk, the main tasks which should be solved by interactive technologies in the course of image-making activities are identified, namely:

- increasing students’ interest in active work on creating their own professional image;
- bringing the educational process closer to the real practical activities of a specialist in a preschool educational institution where this image will be used;

- development of communicative skills and abilities based on the active usage of image-making techniques and methods during the application of interactive technologies in seminars and practical classes;

- mastering special methods and techniques (restructuring of the motivational sphere and self-awareness, modelling of the situation of success, rehearsals and correction of image behaviour, etc.); forming a professional image based on interactions.

We should emphasise that interactive technologies have positive features that are important during the formation of a professional image. In particular, the significant features of interactive technologies that we will use in the course of image-making are that they “activate cognitive processes, increase the speed of collecting and processing information; develop the ability to analyse problems; form the basis for making competent decisions” [15, 23].

From a methodological point of view, we believe that the main potential of interactive technologies in the process of forming a professional image of future educators has the following features:

- motivation and connection with real needs for the formation of a professional image of an educator;

- joint activities of the teacher and students based on the systematic usage of various interactive tools and communicative methods and techniques for effective organisation of cooperation;

- optimisation of the system of evaluation of the process and results of cooperative activities, development of skills of self-analysis and self-control of individual and group activities during image-making.

There are various approaches to the classification of interactive technologies in the scientific literature. We support the views of N. Volkova [15] in this matter, who has distinguished the following seven groups: 1) dialogue and discussion learning technologies (dialogue, conversation, debate, discussion, brainstorming); 2) technologies of situation analysis (analysis of specific situations, situational exercises, situational learning, case analysis method, incident method); 3) gaming learning technologies (role-playing method, business game, role-playing game, interactive game, simulation game) 4) collaborative learning technologies (group work, project method, method of collective creative education); 5) training technologies (pedagogical training, educational training, social training); 6) facilitation learning technologies (pedagogical facilitation, dynamic facilitation, graphic facilitation, learning from the experience of others, web quest); 7) information and communication technologies; gamification (teleconference, webinar, computer games). Among the presented range of interactive technologies that have a positive impact on the process of forming the professional image of future educators, in this article we will focus on the training technology.

Training technologies during image-making provide a harmonious combination of theory and practice. In a relaxed atmosphere, training enriches reflection, improves communication skills, and develops personal characteristics and qualities. From the theoretical point of view, we consider training as a process of qualitative modification (change) of relations, improvement of knowledge and practical skills of students through the acquisition of practical experience based on interactivity. In other words, training is a multifunctional method of group work aimed at developing appropriate personal changes in the process of image development.

Based on the generalisation of information presented in the publications of A. Akaimova [19] and N. Volkova [15], it has been recommended to use the following types of training in the process of forming a professional image, such as:

- communication training (develops active listening techniques; helps to develop interpersonal and contact skills; promotes the development of adequate self-esteem of participants and actualises personal resources during image-making);

- personal growth training (helps to rethink life values and to accept and understand oneself; provides an effective search for new forms of self-realisation; allows to consciously use effective strategies for developing a professional image);

- sensitivity training (develops the ability to understand others; builds empathy and activity; improves self-perception of the need to form an adequate professional image);

- creativity training (unlocks creative potential; ensures rejection of stereotypes; increases self-esteem, activity during the planning of practical image-making actions);

- self-organisation training (influences the development of skills of optimal usage of time during image-making; improves the ability of self-control and self-regulation in the process of forming a professional image);

- autotraining (involves psychological correction through the use of special “tuning” techniques and is based on relaxation and meditation in the process of image development);

- social and psychological training (based on group work, it helps students improve their practical skills of professional communication; provides an opportunity for personal development and correction of professional image, forms the ability to effectively solve psychological problems);

- practical and professional training (deepens professional knowledge for professional activity; aims to master the methods of professional activity in group work through the usage of problem situations and gaming activities that model the future profession).

From a practical point of view, based on the generalisation of theoretical information presented in the

publication by R. Ohanian [20], we have considered to develop and implement in the educational process a training aimed at developing the professional image of future educators of preschool educational institutions. Moreover, we proceed from the fact that in the methodological aspect, the training should have common features of three types of training: communicative, socio-psychological and practical-professional.

Let's consider the practical aspects that have been taken into account during the organisation and conduct of the training programme "Image-making of the future educator's professional activity" (5 training sessions of 1.5 hours each). Thus, the main goal of the training programme is to activate the personal potential of students majoring in 012 Preschool Education in the field of image development using training technologies. During the development of the training, the following practical tasks have been set:

- to teach students to be aware of themselves in the system of future professional activity in preschool educational institutions, to stimulate positive thinking based on the goals of image;

- to improve interpersonal communication and develop communication competence based on expanding the range of constructive ways of image;

- acquaintance with existing techniques and methods of image-making;

- encouraging future educators to create a self-development programme for their professional image.

The training "image-making of the professional activity of a future educator" has been based on the following principles:

- development of students' creative position (implies that the disclosure of creative potential based on the awareness of their own capabilities during participation in the training);

- students' activity in common training activities (involvement of everybody in group activities);

- establishing feedback (implies that active awareness of image-making is carried out through ensuring effective feedback between all participants of the training);

- partnership communication (involves taking into account the feelings and emotions of all participants, as well as recognising and understanding the right to make mistakes).

The training programme we have developed focuses on the usage of interactive methods and techniques. The most promising methods include the method of analysing specific practical situations, group discussion, brainstorming, and the method of practical exercises. In particular, during the training, future educators took part in group discussions ("Dialogue about the profession of educator", "Packing a suitcase for work in a preschool educational institution"); performed practical exercises ("Envelope of frankness", "Barrier"); analysed practical situations ("Iron Alibi", "Confession Chair"); engaged in brainstorming sessions ("Commercial", "Associative

Series"); performed interactive exercises ("Self-Promotion", "I am a Confident Educator"). It should be noted that all interactive methods and techniques used during the training have been aimed at raising awareness of the practical value of image by future educators, as well as at developing their communicative skills and improving personal traits and character qualities that are necessary for a teacher to work effectively in a preschool educational institution. In order to expand the cognitive knowledge of image-making, students have been given mini-lectures ("Professional image of a modern educator", "Image and charisma: common and different", "Basic image-making techniques"). During the training, we have placed a significant emphasis on improving the ability to conduct professional communication in accordance with the chosen professional image, taking into account the aesthetic and ethical standards of the profession of educator of preschool educational institutions.

Therefore, from a practical point of view, we expect that the theoretical knowledge and practical skills developed during the training will allow students to expand the cognitive and conative sphere of image, help future educators to effectively carry out self-presentation, establish verbal and non-verbal communication with all participants of the educational process in preschool educational institutions.

Conclusions. Based on the generalisation of scientific literature, we can state that from the psychological and pedagogical point of view, professional image is a specification of business image within a particular profession. The main features of the professional image of future educators include integrity, brightness, attractiveness and interest for pupils of preschool education institutions. A properly formed professional image will significantly increase the authority of the educator and improve his/her professional activity. For high-quality activities on the formation of professional image with students of speciality 012 Preschool Education, we consider it appropriate to actively use interactive technologies. We have studied the theoretical and methodological aspects of using training technologies in the process of image-making. From a practical point of view, we have developed a training course for future educators "Image of the Future Educator's Professional Activity".

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“Ідеї правлять світом і викликають у ньому потрясіння. Увесь соціальний механізм спирається у кінцевому підсумку на думку людей”.

Огюст Конт
французький філософ

“Чітка мета – перший крок до будь-якого досягнення”.

Вільям Клімент Стоун
американський бізнесмен, меценат

“Багато чого не зробиш, поки не вивчишся. Але багато треба зробити, щоб навчитись”.

Конфуцій
давньокитайський філософ

