



**PRIVATE INSTITUTION
«HIGHER EDUCATION INSTITUTION
«INTERNATIONAL HUMANITARIAN AND PEDAGOGICAL
INSTITUTE «BEIT-KHANA»**

Department of pedagogy and psychology

**SYLLABUS
of academic discipline
Image of a modern teacher**

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1. Description of the academic discipline

Name of indicators	
Teaching language	Ukrainian
Semester	1-2
Total hours/credits	30
Number of content modules	3
Form of final control	offset

2. The purpose and objectives of the academic discipline

The purpose of teaching the educational discipline «Image of a modern teacher» is the acquisition by future teachers of primary education of knowledge about the theoretical foundations, mechanisms and technologies of the formation, development and correction of a positive business image of a teacher, his role in pedagogical activity, as well as the skills and abilities of effective use of business image for successful the implementation of professional tasks in accordance with the constantly changing requirements for a specialist from society.

The main **objectives** of the discipline «Image of a modern teacher» are:

- acquisition by future primary school teachers of the competencies necessary for creating, developing and correcting their positive professional image in educational institutions of various types;

- mastering by students of higher education the skills of presenting their own business image to all participants of the educational process (students, their parents, colleagues, the public);

- acquisition of knowledge, improvement of skills and abilities to solve professional tasks taking into account the requirements for the personality of the future primary school teacher;

- formation of motivation for constant self-improvement and self-development of a professional capable of competently building a positive image of a specialist.

3. Competencies and planned results of study

Discipline «Image of a modern teacher» ensures that students acquire a number of *competencies*.

Competencies that are formed:

GC-4. Ability to show initiative and resourcefulness.

SC-2. The ability to communicate in academic Ukrainian and foreign languages in oral and written forms, to use different communication strategies, to form a community of students in which everyone feels like a part of it.

SC-7. The ability to create one's own professional image, to self-present the results of one's professional activities, to manage one's own life and career.

Program results of study:

PR-02 To communicate in academic Ukrainian and foreign languages in oral and written form, to use communicative strategies, to form in students the ability for mutual understanding, interpersonal interaction.

PR-10 Create a program of self-development and self-improvement, choose effective tools for self-presentation of the results of one's professional activity, create one's own professional image.

After studying the course «Image of a modern teacher» applicants should *know*:

K-1 conceptual scientific and practical knowledge, critical understanding of theories, principles, methods and concepts in the field of professional activity and/or education;

- the essence, kinds, types and functions of the business image of an elementary school teacher;

- the specificity, place and role of using instrumental means (image attributes) in pedagogical imageology;

- psychological foundations of professional image;

- principles, norms and rules of professional and pedagogical behavior;

- technologies for building one's own positive image;

- the main types of business image of an elementary school teacher, its functions, structural components, technologies of creation, development and correction;

be able:

- to create programs for the introduction and implementation of image attributes of an elementary school teacher, the image of a modern educational institution, business self-image, maintaining a corporate image, modeling professional and pedagogical behavior on a reflective basis;

- analyze and evaluate one's own business image in view of the modern requirements of society for primary school teachers;

- to master different forms of self-presentation;

- strengthen and harmonize external (habitat, verbal, kinetic, subject and environmental elements), internal (knowledge, skills, abilities, values, attitudes, self-esteem, self-concept, etc.) and procedural (communication style, behavior) manifestations of one's own image professional;

- to develop and apply constructive communicative scenarios of interaction, to participate in the creation of effective communication with state institutions, public organizations, commercial structures, and mass media in order to popularize one's own best experience, career growth, and draw society's attention to education problems;

- implement acquired knowledge in the field of pedagogical imageology in the field of professional activity;

communication:

C 1 conveying information, ideas, problems, solutions, own experience and arguments to specialists and non-specialists;

C 2 collection, interpretation and application of data;

C 2 communication on professional issues, including in a foreign language, orally and in writing;

autonomy and responsibility:

AR 3 forming judgments that take into account social, scientific and ethical aspects;

AR 5 ability to continue learning with a significant degree of autonomy;

master:

verbal and non-verbal methods of communication;

different types of speech in creating a personal attractive image, self-presentation skills.

4. Content of the program of academic discipline

CONTENT MODULE 1. Theoretical and methodological foundations of imageology. Philosophy of image

Topic 1. Imageology as a special field of humanitarian knowledge. The image of a specialist. Its types, functions, structural components, specifics (4 hours).

Characteristics of imageology as an independent science and system of practical activity: subject and basic concepts. Pedagogical imageology as a special field of humanitarian knowledge. The connection of imageology with psychology, sociology, conflictology, management, rhetoric. The importance of image-creating components for professional activity. Image as a central category of imageology. The main approaches to defining the concept of «image». Correlation of the concepts of image, ideal, mask, stereotype, reputation, status, prestige. Types of images. Image classification problem. Biological, communicative, social, mythological, professional and contextual components of the image. Image functions.

Literature [3–6; 8–10]

Topic 2. Imagemaking as a technology for forming a specialist's business image. Imaging as a strategy and tactics of the image maker's work (4 hours).

Imagemaking as a special practical branch of imageology. Basic approaches to understanding the concept of "imagemaking". Imagemaking as a communication technology and system. Components of image making (concept of O. Panasyuk). The specifics of the profession of an image maker. Professional guidelines of an image maker. The activity of the image maker and the psychology of image perception. Typology of social perception. The specifics of the process of formation and development of a specialist's business image. Stages of formation of a business image of a specialist. Peculiarities of the presentation of the teacher's business image to the target audience. Imaging is a technology of corrective and educational influence. Group and individual forms of impersonation. Principles of operation of modern image centers. Basic model of imaging technology and its

components. The concept of "I-concept", its place in imaging technology. The structure of the "I-concept" of the individual. The image of the physical "I" in the structure of the "I-concept". Concepts of body diagram and body image. The image maker's work with the physicality of the client. Self-esteem of a person and its role in the formation of a positive image.

Literature [1; 3–6; 8–10]

Topic 3. An image model of the professional activity of a primary school teacher (4 hours).

Humanistic orientation of the education system and the role of the primary school teacher in the educational process. General features of the business image of a primary school teacher. The structure of the primary school teacher's personality image from the point of view of image-creating characteristics. Models of the teacher's professional activity and their relationship with the image. Key competencies. Pedagogical culture and creativity are the basis of the business image of a modern primary school teacher.

Literature [1; 3–10]

Topic 4. The influence of the primary school teacher's image on interpersonal interaction (4 hours).

The role of professional and pedagogical communication in the organization of work of primary school teachers, its features and functions. Structure and styles of pedagogical communication. Skill of a specialist in organizing subject-subject communication. Verbal and non-verbal means of professional and pedagogical communication. The role of image in communication and professional activity of the teacher. Communication difficulties and barriers, methods of influencing the interlocutor.

Literature [3–6; 12]

CONTENT MODULE 2. Methods of forming the image of a primary school teacher. Imaging technologies

Topic 5. Self-presentation in the imaging technology system (6 hours).

Self-presentation as the main socio-psychological method of presenting a business image. Theoretical foundations of self-presentation. Erwin Hoffman's concept of self-presentation in the work «Presentation of Self in Everyday Life». Self-presentation in the system of social interaction. Strategies and tactics of image self-presentation. Factors affecting the effectiveness of self-presentation. Basic motivational models of self-presentation. Structure of self-presentation technology:

- a) development of self-concept (image visualization, communicative mechanics, verbal effect, fluid glow technology);
- b) analysis and consideration of a specific environment and audience needs;
- c) analysis of the context;
- d) creation of message-information about the person.

Literature [1; 3–6; 8–10; 13]

Topic 6. Personal imageology. External manifestation of personality image (4 hours).

Appearance as a biological component of business image. Components of human appearance. Biological and social characteristics of the individual as primary sources of business image and style formation. Fashion and beauty as factors in the formation of the biological component of the image. Habitat image of the individual: technologies of creation. Basics of color psychology. Types of color behavior (the concept of M. Lüscher). Typology of the color image of a person K. Jackson: spring, summer, winter, autumn. The role of clothing and costume in the presentation of a person's image.

Strategies of self-presentation in clothes. Choice of clothing style. Types of styles. Choosing a style according to the criteria:

1. attitude to fashion and traditions;
2. demonstrative motives for choosing clothes;
3. needs in choosing clothes;
4. amount of clothes;
5. parameters of the human constitution.

Literature [1; 3–6; 8–10; 13–14]

Topic 7. Creating the image of an educational institution (corporate image): basic requirements and factors of formation (4 hours).

Components of the image of an educational institution. General features of the image of an educational institution. Leading areas of corporate image formation (PR, advertising, corporate style, corporate culture, etc.). The main parameters of the organization's image.

Literature [1–3; 8–10]

5. Individual educational-research and scientific-research tasks

Essay topic:

1. Training programs as the basis of corporate image
2. Style as the basis of image
3. Psychological features in creating a business image
4. Image as a basic category of corporate culture

Subjects of group projects with subsequent defense of presentations (up to 15 minutes) in the auditorium

1. Self-monitoring and its goals
2. Techniques for creating a bright image
3. Habitat image and its features
4. Fashion through the prism of image creation
5. Etiquette of business relationships
6. Office design as a component of the company's image
7. Internal PR of the institution of general secondary education and its features

Coursework subjects

1. Formation of a new type of personality of the primary school teacher
2. Model of the professional image of a primary school teacher
3. Professional image as a type of group image
4. The professional image of the future teacher is a component of the culture of pedagogical activity, a system of personal and professional qualities.
5. Colors as one of the important components of image symbolism
6. Corporate culture and its influence on the development of a modern school
7. Personal image management strategies
8. The place of the environmental image in the integral structure of the image of the primary school teacher
9. Features of building the audio component of the primary school teacher's image
10. The importance of professional communication for creating a positive image of a primary school teacher

6. Teaching methods:

General:

1. **Verbal** teaching methods: story, lecture, instruction, work with a textbook; lectures-discussions, lectures-visualizations, conversation, discussion.
2. **Visual** teaching methods: illustration, demonstration, self-observation.
3. **Practical** teaching methods: exercises, practical work.
4. **Active** teaching methods: conversation, discussion, case-study (method of situations).

By the nature of cognitive activity:

1. Explanatory-illustrative (educational lecture, lecture-presentation).
2. Interactive (brainstorming, work in small groups, discussion, syncway).
3. Partial search (conversation).
4. Research (work with scientific sources).

7. Control methods

- assessment of the solution of typical tasks;
- tests for separate discipline sections;
- written test papers;
- oral questioning during classes;
- remote control;
- final test/offset.

8. Criteria and procedure for assessing the results of training

Rating Scale: National and ECTS

The amount of points for all types of educational activities	ECTS Rating	National scale assessment	
		for examination, course project (work), practice	for offset
90-100	A	perfectly	enrolled
83-89	B	good	
75-82	C		
68-74	D	satisfactory	
60-67	E		
35-59	FX	unsatisfactory with possibility of retaking	not enrolled with possibility of retaking
0-34	F	unsatisfactory with mandatory restudy of the discipline	not enrolled with mandatory restudy of the discipline

CRITERIA FOR ASSESSING KNOWLEDGE AND SKILLS:

National scale	100-point scale	On a scale of ECTS
Perfectly	90-100	A

is applied, if the applicant:

- thorough and full reproduces of the studied material;
- shows a complete understanding of the material, justifies their thoughts, applies knowledge in practice, gives the necessary examples not only in the textbook, but also independently compiled;
- reports the material consistently and correctly in terms of the norms of the literary language.
- can apply it to solve specific professional problems.

The assessment «perfectly» is applied to applicants who have learned the relation between the basic concepts of discipline and profession, which they acquire, discovered creative abilities and use them during the study of educational and software material. An excellent level corresponds to the correct and exhaustive answer to the question posed, in which the applicant showed a comprehensive systemic knowledge of the software; mastering the basic and additional literature; clear command of the conceptual apparatus, methods, techniques and tools, the study of which is provided by the programs of disciplines; the ability to argue their attitude to the relevant categories, dependencies and phenomena.

National scale	100-point scale	On a scale of ECTS
Good	83-89	B
	75-82	C

is applied if the applicant gives an answer that satisfies the same requirements as the assessment «5», but makes some mistakes that they corrects after the comment of the teacher, and single shortcomings in the sequence of presentation of the material and speech design.

The assessment «very good» (83-89 points, B) - above average with several mistakes - is applied to applicants who fully mastered the teaching and programming material, successfully completed the tasks provided by the program, learned the basic literature, which is recommended by the program. The assessment of «very good» is exhibited to applicants who show the systematic nature of knowledge of the discipline and are able to independently replenish their knowledge throughout the training;

The assessment «good» (75-82 points, C) - is applied to applicants who have mastered the teaching and programming material, successfully completed the tasks provided by the program, learned the basic literature recommended by the program; thus, the work of the applicants is done, but with a certain number of mistakes.

National scale	100-point scale	On a scale of ECTS
Satisfactory	68-74	D
	60-67	E

is applied if the applicant discovers knowledge and understanding of the main provisions of the topic, but:

- reproduces the material not fully enough and makes mistakes in the formulation of rules;
- does not know how to deeply and convincingly justify their thoughts and experiences difficulties in the selection of examples;
- reproduces the material inconsistently and makes mistakes in speech design.

The assessment «satisfactory» (68-74 points, D) – is applied to applicants who know the main teaching and programming material in the amount necessary for further training and use it in the future profession, perform the task well, but with a significant number of errors, familiar with the basic literature, which is recommended by the program. Satisfactory level generally equals to the correct answer to the question asked (task), if the applicant showed a sufficient level of knowledge of the basic software material, but failed to convincingly argue his answer, made a mistake in using the conceptual apparatus, showed insufficient knowledge of literary sources. The assessment is «satisfactory» to applicants who made mistakes during the execution of tasks, but under the guidance of the teacher, they find ways to overcome them.

The assessment «enough» (60-67 points, E) - is applied to applicants who know the main educational and program material in the amount necessary for further training and use it in the future profession, and the fulfillment of tasks satisfies the minimum criteria.

National scale	100-point scale	On a scale of ECTS
Unsatisfactory with possibility of retaking	35-59	FX
Unsatisfactory with mandatory restudy	0-34	F

is applied if the applicant proves ignorance of most of the studied material in accordance with the part, makes mistakes in formulating the rules that distorts their content, inconsistently and incrementally reports the material.

9. Forms of current and final control of the success of training

Forms of current control: oral survey, written survey, essay, individual project, tests

Final control form: offset.

List of questions for the test

1. Concept of image and imageology.
2. General classification of human image.
3. Concept of pedagogical image and pedagogical imageology. The connection of pedagogical imageology with other sciences (social, natural, psychological and pedagogical).
4. The concept of the image of a primary school teacher. The importance of image for the professional activity of a primary school teacher.
5. Attributes of the primary school teacher's image as a type of professional image.
6. Kinds of professional image of a primary school teacher.
7. Approaches to distinguishing the functions of the primary school teacher's image.
8. Structural components of a positive professional image of a primary school teacher and their content.
9. Correlation between the personal and professional structure of the teacher's image
10. Basic requirements for the professional image of a primary school teacher from all participants in the educational process.
11. Image making as a field of activity aimed at creating the desired image
12. The unity of the subjects of the professional image of the primary school teacher: subject-receptive, subject-translating, subject-forming.
13. The content of the teacher's professional activity in the field of image making.
14. Strategy and technologies of forming a holistic professional image.
15. Prerequisites for the formation of the professional image of a primary school teacher
16. Objective and subjective factors of the formation of a productive image of a professional.

17. Stages of formation and indicators of an effective professional image.
18. Principles of building a positive image of a teacher.
19. Peculiarities of using the toolkit of applied imageology and PR technologies in creating, developing and correcting a positive professional image of a primary school teacher.
20. The specifics of the presentation of the created professional image to all participants of the educational process.
21. Self-presentation strategies: visualization, communicative mechanics, verbal design, fluid radiation. Their application in the professional activity of a primary school teacher.
22. Designing business letters, invitations, applications, business cards, press releases, booklets as advertising products of the teacher.
23. Requirements for the teacher's appearance.
24. The olfactory component of the primary school teacher's visual image.
25. Non-verbal means of communication as a component of the primary school teacher's visual image.
26. Congruence of verbal and non-verbal means of communication.
27. Mutual complementarity of the subject and environmental components of the teacher's image.
28. The place of the subject and environmental image in the structure of the image of the primary school teacher, their relationship with other components of the professional image of the teacher.
29. Audio image, its essence. Principles of forming a positive audio image of a primary school teacher.
30. Personal qualities of a primary school teacher, their significance for creating a positive professional image.
31. Teacher competence as a component of a positive professional image.
32. Quality of work, experience, reputation as indicators of professionalism and positive image of a teacher.
33. The place of professional communication of a primary school teacher in his positive image.
34. Taking into account the norms of professional ethics in the process of creating a positive professional image of a primary school teacher.
35. The essence of the teacher improvement process is the creation, development and correction of his positive professional image. Its place is in the professional and pedagogical self-improvement of the teacher.
36. Structural components of the teacher improvement process of creating, developing and correcting a positive professional image: motives, goals, tasks and directions, means, results
37. Professional self-education, professional self-education and professional self-actualization as means of improving the skills of building, developing and correcting a positive professional image of a primary school teacher.
38. Stages, methods and methods of improving the skills of creating, developing and correcting a positive professional image of a primary school teacher.

39. Taking into account and strengthening the positive aspects of the individual professional image of the teacher and minimizing its shortcomings during its development and correction.

10. Methodological support

- 1) syllabus of educational discipline;
- 2) the working curriculum of the discipline;
- 3) lecture notes;
- 4) information and methodological support of practices and seminars;
- 5) information and methodological support of independent work of applicants.

11. Recommended literature

Main

1. Барна Н. В., Уланова С. І. Естетика іміджмейкінгу : монографія. Київ : Слово, 2012. 176 с.
2. Дяченко Т. О., Скібицька Л. І. Організаційна культура та корпоративний імідж підприємства : навч. посіб. для студ. вищ. навч. закл. реком. МОНУ. Київ : Освіта України, 2011. 248 с.
3. Суценко Л. О. Діловий імідж менеджера закладу освіти : навчальний посібник для здобувачів ступеня вищої освіти магістра спеціальностей «Дошкільна освіта», «Початкова освіта» освітньо-професійних програм «Дошкільна освіта», «Початкова освіта». Запоріжжя : ЗНУ, 2021. 155 с.

Subsidiary

4. Бондаренко І. С. Іміджологія: імідж особистості : навчально-методичний посібник для студентів освітньо-кваліфікаційного рівня «бакалавр» напрямку підготовки «Реклама і зв'язки з громадськістю». Запоріжжя : ЗНУ, 2014. 126 с.
5. Бондаренко І. С. Іміджологія у системі гуманітарних знань: культурно-освітні стратегії : монографія. Запоріжжя : ЗНУ, 2016. 304 с.
6. Бондаренко І. С. Іміджологія : психологія іміджу : навчально-методичний посібник для студентів освітньо-кваліфікаційного рівня «бакалавр» напрямку підготовки «Реклама і зв'язки з громадськістю». Запоріжжя : ЗНУ, 2014. 124 с.
7. Корнієнко В. О., Денисюк С. Г. Імідж політичного лідера: проблеми формування та практичної реалізації : монографія. Вінниця : УНІВЕРСУМ-Вінниця, 2009. 144 с.
8. Почепцов Г. Г. Іміджологія : теорія і практика. Київ, 2010. 224 с.
9. Хавкіна Л. М. Іміджологія : навчально-методичний посібник. Харків : ХНУ імені В. Н. Каразіна, 2013. 64 с.

10. Хомуленко Т. Б., Падафет Ю. Г., Скориніна О. В. Теоретичні та практичні аспекти дослідження іміджу : монографія. Харків : ВД «ІНЖЕК», 2005. 272 с.

Information resources

11. Національна бібліотека України імені В. І. Вернадського. URL: <http://www.nbuv.gov.ua/>

12. Дрозденко Н. М., Дрозденко В. М. Психолого-педагогічні аспекти формування іміджу сучасного вчителя. Вісник Чернігівського національного педагогічного університету. Серія: Педагогічні науки. 2014. № 120. С. 112–115.

13. Волошко Л. Особистісно-професійний імідж майбутніх фахівців соціономічної сфери як наукова категорія професійної педагогіки. Молодь і ринок. 2016. № 1. С. 103–107. URL: http://nbuv.gov.ua/UJRN/Mir_2016_1_22

14. Фадеева М. В. Технологія формування позитивного іміджу. URL: <http://vuzlib.com/content/view/1044/94/>