

A study of the level of professional image of future foreign language teachers in Ukrainian universities

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ABSTRACT. The article addresses the problem of development of the professional image of a foreign language teacher in Ukraine. The present study was contemplated to ascertain the attitude of university students in Ukraine towards the studied notion and reveal the level of its formation. The structure of the professional image of future foreign language teachers consist of several underlying constructs which have been described in the paper: cognitive, axiological and operational components. Results show that Ukrainian teachers-to-be held different perceptions to the notion of professional image of a foreign language teacher. The purpose of this survey is to provide suggestion of organizational, personal and pedagogical conditions to facilitate the development of professional image of future foreign language teachers in Ukrainian higher education institutions.

Keywords: Professional Image, Foreign Language Teacher, Student, Teacher's Professional Image Component, Level.

Un estudio del nivel de imagen profesional de futuros profesores de idiomas extranjeros en universidades de Ucrania

RESUMEN. El artículo aborda el problema del desarrollo de la imagen profesional de un profesor de lenguas extranjeras en Ucrania. El propósito de este estudio fue determinar la actitud de los estudiantes de las universidades ucranianas hacia el concepto estudiado e identificar el nivel de su formación. La estructura de la imagen profesional de los futuros profesores de lenguas extranjeras consta de varios constructos subyacentes que se han descrito en el artículo: componentes cognitivos, axiológicos y operativos. Los resultados muestran que los futuros profesores de Ucrania tenían diferentes percepciones de la noción de imagen profesional de un profesor de lengua extranjera. El propósito de esta encuesta es proporcionar sugerencias sobre las condiciones organizativas, personales y pedagógicas para facilitar el desarrollo de la imagen profesional de los futuros profesores de lenguas extranjeras en las instituciones de educación superior de Ucrania.

Palabras clave: Imagen Profesional, Profesor de Lengua Extranjera, Alumno, Componente de Imagen Profesional del Profesor, Nivel.

Pesquisa do nível de imagem profissional de futuros professores de língua estrangeira em universidades ucranianas

RESUMO. O artigo aborda o problema do desenvolvimento da imagem profissional de um professor de línguas estrangeiras na Ucrânia. O objetivo deste estudo foi determinar a atitude de estudantes de universidades ucranianas em relação ao conceito estudado e identificar o nível de sua formação. A estrutura da imagem profissional dos futuros professores de línguas estrangeiras consiste em vários construtos subjacentes que foram descritos no artigo: componentes cognitivos, axiológicos e operacionais. Os resultados mostram que os futuros professores ucranianos têm percepções diferentes quanto à noção de imagem profissional do professor de línguas estrangeiras. O objetivo deste inquérito é fornecer sugestões de condições organizacionais, pessoais e pedagógicas para facilitar o desenvolvimento da imagem profissional dos futuros professores de línguas estrangeiras em instituições de ensino superior ucranianas.

Palavras-chave: Imagem Profissional, Professor de Língua Estrangeira, Aluno, Componente da Imagem Profissional do Professor, Nível.

Introduction

Fundamental changes that happen at an unprecedented speed in the education system put the improvement of higher professional education, in particular in the aspect of ensuring high requirements of society to the teacher's personality in the forefront of current educational practice. The social demand for a future foreign language teacher in higher education institutions - a competent, tolerant specialist in the field of intercultural communication, competitive in the labor market, striving for personal and professional self-improvement - emphasizes the importance of a teachers' personal potential and formation of his/her professional image.

The notion of image has different interpretations, since "image" is an interdisciplinary notion and is implied in various fields of knowledge, including professional pedagogy. Despite the growing interest in pedagogical imageology, various issues of professional image formation of future foreign language teachers still need more in-depth research.

Design/methodology

The research was carried out using a quantitative methodology, based on the authors' experimental questionnaire

"Teacher's professional image", filled in by 346 students – future teachers of foreign language, personal interviews and direct and indirect observations of faculty members as data collection tools. During the survey, anonymity and traditional written filling technique were provided. The research methodology is non-experimental, as we did not explore the causes of the revealed levels of a foreign language teacher's professional image and factors that impact on the process of its formation, but only made a comparative analysis of the specific perceptions of the studied phenomenon by the teachers-to-be and the levels of its formation; from this point of view, our research is a comparative study. The statistical analysis was performed.

Research sample

A total sample of 346 respondents (n=346) were questioned in three higher education institutions in Ukraine: Bohdan Khmelnytsky Cherkasy National University (Educational and Scientific Institute of Foreign Languages), Oleksandr Dovzhenko Hlukhiv National Pedagogical University (Faculty of Philology and History), Cherkasy State Technological University (Department of Romano-Germanic Philology and Translation). The

majority of respondents 237 (66.49%) comprised of female students, the remaining 109 (31.5%) were male students. The age of respondents ranged from 18 to 23 years. Out of total 346 bachelor program students, 76 (21.96%) were freshmen, 94 (27.17%) – the second year of study students, 85 (24.57%) – the third year of study students, 91 (26.3%) – undergraduates. The sample reproduces the general set of the studied phenomenon by the main qualitative characteristics and control features and meets the basic requirements: representativeness, reliability and randomness.

Theoretical foundation

In imageology image is interpreted as a certain synthetic image, which is formed in the minds of people in relation to a particular person, contains a large amount of emotionally colored information about the object of perception and encourages certain social behavior (Nenko, 2018).

According to Greilich (2010) professional image of a teacher is an emotionally colored stereotype of perception of a teacher in the minds of students, colleagues, social environment and mass consciousness.

Much of the research conducted associates image with stereotypes, ideas,

traditions that exist in mass consciousness. It combines generic invariants like personal characteristics, social characteristics, signs of a certain ideology, patterns of behavior, appearance, etc. Image expresses the voluntary willingness of a person to join the system of group roles, as well as the spontaneous orientation of roles and strengthening of such readiness, communication “rules of the game”.

Based on findings of the surveys by Bourgoïn and Harvey (2018), Jónasson (2014), Lin Ch'ing-jiang (1994), Mynbayeva and Yessenova (2016); Serman (2019) it is concluded that the professional image of a teacher is an emotional image, which consists of many formative components. Thus, in the context of current research, the concept of “image” will be interpreted as a complex formation that contains semiotic, cognitive, figurative components and has a number of properties: comparable constancy, dynamism, associativity, schematicity, openness (incompleteness).

Considering the uniqueness of foreign language education in terms of subject matter knowledge, pedagogical knowledge, and socio/affective skills (Ramazani, 2014), professional image of a foreign language teacher needs to be investigated in-depth.

The professional image of a future foreign language teacher is a multifaceted phenomenon that arises in the social environment and functions as a regulator of social relations. It is a set of external visual characteristics and behavioral acts, integration of culturological, linguodidactic, psychological and pedagogical knowledge, skills and abilities of the teacher, individual ability to synthesize external charm and spirituality, for successful social adaptation to professional success.

The professional image has the character of a professional stereotype, the image of a representative of the profession; it is less complicated and should not contain numerous different characteristics. This image can change depending on society, since each social group has its own attitudes and specifics of perception (Yevtushenko, Baboshko & Bushlya, 2016). The efficiency of professional and personal development of a teacher, success of all pedagogical activities as a whole depends on the level of formation of professional image.

By professional image, a teacher demonstrates his/her willingness to join the system of public relations through the acquisition of social roles that meet the social needs and desires; seeks to approach

a professionally attractive image and take a worthy place in the social structure.

The next step of the survey is to characterize in more detail the structure of professional image of future foreign language teachers by its structural elements: cognitive, axiological and operational components.

Cognitive component (knowledge of theory and practice of imageology: the concept of “image” and its functions, “professional image” and theoretical approaches to its formation, structure and types of image; image formation technologies, verbal and nonverbal image, skills of effective communication, image diagnostics; aesthetics of appearance, etiquette, formation of visual appearance, etc.).

Knowledge about the professional image of a teacher of foreign languages, forms of its manifestation in the professional sphere, ways of management of professional image is of paramount importance and allows to optimize the program of self-development of a student's personality aimed at formation of professional image. This component acts as an information base.

The axiological component (manifestation of components of professional image of a teacher of foreign languages in performance of educational

tasks; professional thinking, which helps to overcome stereotypes that have developed in the individual experience regarding behavior in difficult situations of professional pedagogical activities; emotional intelligence, which reflects the learner's adequate self-esteem, self-confidence, ability to manage various emotional states, empathy, compassion, openness, tolerance, ability to manage relationships and one's own mood; positive attitude to self-realization in professional pedagogical activity of a future teacher of foreign languages, initiative, courage, principledness in defending one's opinion in interpersonal communication, defense of personal interests and positions, recognition of the importance of professional self-development (Hoque, 2009) and self-regulation of professional and value orientations, constructive "I-concept").

The axiological component performs the function of a regulatory (motivational, emotional, reflexive, volitional, existential) basis for a constructive approach to the professional image of a future teacher of foreign languages.

The operational component (developed image strategy, skills and abilities that are components of professional image of a future teacher of foreign languages, namely: follow syllabus

tightly, stick to administrative rules and regulations and teaching techniques, be well-dressed, knowledgeable and sociable (Ghasemi & Hashemi, 2011).

Data analysis and results

The cognitive component of the professional image of a future foreign language teacher

As findings of the authors' questionnaire "Teacher's professional image" (Annex A) indicate, most future teachers of foreign languages (71.6%) are characterized by low motivation for the teaching profession and low interest in formation of their professional image. The vast majority of respondents do not associate their future with work at school; the idea of professional image of a teacher is at the level of indifference.

Only 21.3% of teachers-to-be are satisfied with their image as the one that meets parameters of a future teacher. 10.4% of respondents exposed a strong motivation and desire to form or improve their professional image during learning in a higher education institution.

The medium level (motivation is unstable) was recorded in 45.4% of the learners. Instead, 41.2% of future teachers negatively assess the need to form professional image, do not attach

importance to their appearance, behavior, expressive means, etc.

Furthermore, 13.5% of respondents generally deny the possibility of self-change, do not trust its effectiveness.

The students singled out the following reasons complicating the evolution of their professional image as a foreign language teacher:

- insufficient level of necessary knowledge and skills – 18.6%;
- psychological factors (self-doubt, barriers to communication, shyness, insufficient level of professionally significant qualities, etc.) – 18.6%;
- difficulties of self-determination in profession – 17.2%;
- ignorance of ways and means of forming professional image – 14.4%;
- lack of time – 5.5%;
- uncertainty in the ability to change oneself for the better – 4.8%.

15.8% of respondents stressed the absence of problems with the formation of their own professional image and did not single it out as an independent quality of the teacher's personality, as it creates a holistic view of the teacher.

Interpretation of responses gives grounds to state that the majority of respondents try to maintain their professional image due to their communication skills, namely: to be polite

to students, to be interested in their problems, to be their partners.

Respondents were offered answer options for the purposes of professional image formation, in particular:

- 1) I strive to be an invincible woman that all men fall in love with/I strive to be an unsurpassed man that all women fall in love with;
- 2) I want to have a successful career;
- 3) I seek to arouse sympathy in others;
- 4) I aspire to become a high-class professional;
- 5) I strive to become a confident and independent person;
- 6) I need to like myself;
- 7) I strive to improve relationships with loved ones.

The ranking of answer options is distributed as follows: option 1 was chosen by 26%, which is quite understandable given the gender and age of the respondent. Almost the same number of learners (11.3% and 12.2% respectively) preferred options 2 and 3. 19.1% felt shortage of love for themselves (option 6), which, in our opinion, showed a low self-esteem of respondents. Significant is the fact that only 16.5% preferred the 4th position. This confirms the relevance of the study and creates prospects for the formation of this ability in future teachers.

Finally, the last positions were occupied by options 5 (8.7% of respondents) and 7 (6.2%), which essentially form the analyzed phenomena.

Processing of the survey findings leads to the conclusion about the social immaturity of the learners, their inability to compare the purpose of an individual professional image with the global goals of professional and personal life, and, consequently, about the obvious underestimation of its role in future professional activity.

The results of the diagnosis demonstrated that 69.3% of respondents have no idea of the notion of a foreign language teacher's professional image, ways of his/her self-development and self-expression.

The students singled out the following typical professional image definitions:

- dress well (stylishly, elegantly, etc.);
- behave in accordance with their professional and personal functions;
- be an example for colleagues and/or students.

As indicators of professional image, future foreign language teachers point to expensive, branded and stylish clothes, modern hair, ability to behave confidently, oratory skills. At the same time,

respondents showed interest in communicating with tactful, erudite, empathetic teachers, who have a number of important qualities: competence, “sound languages pedagogy and good curriculum knowledge (depth of knowledge has an impact not only on learning, but also on disposition and attitude)” (Mohamed I Abu-Rahmah, 2008), talent to teach in an interesting manner, accessibly, strong communication and organizational skills, tolerance and reasonable demands, etc.

To sum up it should be mentioned that the majority of the surveyed students (82.5%) did not have a clear idea of the essence of a professional image of a foreign language teacher, the laws of social perception, attached importance to external attributes without linking the individual image with the pedagogical culture of a teacher.

The conversations revealed that 60.3% of Ukrainian learners have serious problems with self-reflection and visualization of themselves by other participants of communicative interaction (teachers, classmates, etc.): a lack of attention or partial attention to the manner of dressing and creating an attractive image; difficulties in assessing and self-assessing one's own behavior. 25.8% of respondents experience similar difficulties from time to time. Only 13.9% had a high

level of self-esteem skills and demonstrated the ability to reflect on the situation of interaction, to see themselves through the eyes of the interlocutor.

Only 22.6% of respondents were able to distinguish the qualities necessary for their future professional activity as a teacher of foreign languages. In addition, 20.8% of teachers-to-be have never practiced self-knowledge, 37.4% used tests for self-knowledge, 14.8% kept diary entries, and 40.8% tried to analyze their actions for success in self-improvement and self-realization.

The majority of future teachers (77.2%) considered their teachers a role model, sought to adopt their style (communication, clothing, appearance, smells of cosmetics, workplace, behavioral manners) to identify the image of a successful teacher. 6.9% of the learners, choosing a model of professional image, focused on cinema heroes or literary characters.

The axiological component of professional image of a future foreign language teacher

The axiological component of the professional image of future foreign language teachers is analyzed by means of personal interviews and faculty members observations, which allowed to characterize the level of formation of the

studied phenomenon from the standpoint of imageology, namely: active life; interesting job; cognition (the possibility of expanding knowledge, worldview, general culture, intellectual development); financial security in life (absence of financial complications); independence in actions and deeds; presence of true friends; love (spiritual and physical intimacy with a loved one); happy family life, beauty of nature and art; health (physical and mental); self-confidence (absence of internal doubts and contradictions); creativity (possibility of creative activity). These positions are evaluated for their significance.

Based on the data obtained, it was concluded that the majority of respondents (89.6%) had an idea of socially and personally significant values, were focused on the values of personal life (marital status, material and financial well-being, health, will, attitude to employment). Professional self-realization (interesting work, professional self-development, creativity, etc.) was in the focus of attention of 10.4% of people.

Meanwhile, universal, humanistic values (life, people, beauty, work, homeland) were close to 96.6% of the learners, however, they did not dominate the hierarchy of personal values of freshmen. Their choice of profession was

due to external motives: the need to obtain higher education, coincidence or prestige of studying in a particular institution (11.4% and 2.5% respectively). Prestige was seen in the opportunity to find a job after graduation rather than in a professional image.

The ability of future foreign language teachers to form a professional image, focusing on socially established requirements of employers, personal and professionally significant values, was assessed in the process of pedagogical observation. Faculty members were experts who assessed the image of future teachers.

The following abilities and skills of teachers-to-be were subjects to expert assessment: ability to look elegantly (clothes, hair, makeup, accessories), which allows to maintain some status in the eyes of students; ability to speak clearly, and concisely, keep and maintain a dialogue, discussion, possess means of non-verbal communication (body language, gestures, mime); ability to prevent conflict situations and overcome them, establish dialogical relationships, demonstrate such qualities as sensitivity, tact, friendliness, demanding, tolerance to the participants of interaction.

Assessing the communicative skills of respondents (verbal and nonverbal communication), the experts drew attention to excessive rigidity (or, conversely,

impulsiveness), low communicative activity, insufficient language culture (small vocabulary, language defects, insufficient intonation and emotional expression).

The pedagogical observation allowed us to conclude that only 45.2% of the learners are able to model their behavior in accordance with socially acceptable norms and features of pedagogical activities of teachers, taking into account individual characteristics of communicative partners. These skills were assessed as underdeveloped in 54.8% of respondents.

49.6% of future teachers experienced serious difficulties in establishing dialog relationships, 20.8% of these difficulties were situational (especially when solving communicative and pedagogical situations).

According to experts, creation of an external image on the basis of individual features and peculiarities of social perception was difficult for 67.8% of future foreign language teachers. Respondents either did not pay attention to the peculiarities of pedagogical activity, or focused on building an external image on the stereotypes that were engraved from school, had insufficient motivation to form an image, did not recognize the feasibility of its establishment in the teaching profession.

The ability of future foreign language teachers to choose ways to create a personal professional image (*operational component*) is characterized by personal interviews and faculty member's observations.

The researchers made an attempt to figure out how important is professional image as a tool of pedagogical activity in the structure of motivation for educational activity of future foreign language teachers.

The obtained from the interview results and evaluation by experts revealed that 58.7% of respondents acknowledge close connection between professional image and the success of professional activity of a foreign language teacher. 61.7% of respondents understand the necessity of a professional image of a teacher and are aware of the importance of this phenomenon (question "Is it necessary to form a professional image of a foreign language teacher"?). At the same time, 38,3% of respondents do not attach importance to this phenomenon.

Respondents also pointed to the need to create a special educational environment that encourages the formation of professional image. The students, however, note that neither in the process of teaching psychological and pedagogical disciplines, nor during various types of pedagogical

practice teachers do not pay appropriate attention to the formation of professional image of students. Hence, most of the students do not recognize professional image as a quality on which the teacher's success depends.

The answers to the question "Do you enjoy the image of the person with whom you start a subjective or multi-subject interaction?" demonstrated that only 12.2% of future teachers pay attention to professional image. 53.0% were characterized by situational positive emotions, which depended on the students' success, on motivation to self-change and self-improvement. 34.8% of the learners were indifferent to their appearance and teaching.

"Who could I work for if I had a good professional image?" Participants' answers are grouped by areas of activity (multiple choice was allowed): foreign language teacher (75.2%); private teacher (67.8%); high school teacher (35.01%); translator (30.1%); guide (12.9%); work in creative sphere (10.9%).

The information obtained shows that future foreign language teachers are aware that mastering basic and subject competencies allows them to be in demand in the educational market in various areas of professional activity.

Continuation of the sentence “My teacher’s image corresponds to the established standards, because I...” facilitated to assess the respondents’ perception of the professional image “here and now”. Respondents identified professional image as a synthesized image of a professional, formed not only individually but also due to surrounding people - teachers, educators, politicians, artists - real people whose image is important for career growth or for self-esteem. The obtained results expanded the range of ideas about intellectual, psychological, emotional-aesthetic, moral qualities of future foreign language teachers in the context of the studied quality.

For self-reflection and understanding of how other participants of interaction perceive a person, each participant in the experimental study had to write about 10 characteristics that he/she heard about himself/herself from friends, relatives or teachers.

Analysis of the data obtained proves that the largest number of evaluative characteristics concerns intellectual sphere (63.7% of the total number of answers), followed by characteristics of language culture and behavior (23.4%) and finally appearance (12.9%).

In the course of scientific research, it is important to figure out how the students’ answers correlate with the structure of professional image of a future foreign language teacher (cognitive, axiological and operational components). It becomes obvious that respondents have no complete idea the about professional image of a foreign language teacher as a dynamic model of self-improvement based on the interdependence of all its components.

Implication of different approaches to assessing basic ideas and knowledge about the possibilities of individual realization in profession, professional image of a future foreign language teacher, analysis of the learners’ understanding of the importance of professional image for successful professional activity leads to the conclusion that such knowledge and ideas are formed spontaneously and the level of formation of a foreign language teacher’s professional image is mostly low or intermediate.

Characteristics of levels of formation of professional image of future foreign language teachers

Based on the obtained data, the characteristics of high, sufficient, intermediate and low levels of formation of professional image of future teachers are given.

High level: thorough knowledge of the notion of professional image of a future foreign language teacher and image-forming components; high motivation to develop professional image of a teacher, signs of the formed desired professional image – a set of personal qualities (knowledge, skills, abilities, experience and values that the specialist seeks to have).

Sufficient level: incomplete knowledge about professional image of a future teacher of foreign languages, available motivation to acquire necessary skills to develop professional image of a future teacher of a foreign language, sufficient self-esteem, not formed personal qualities to develop the desired professional image.

Intermediate level: fragmentary knowledge about the professional image of the future foreign language teacher, unstable motivation to develop professional image of a future foreign language teacher, average self-assessment of knowledge about professional image; ideas formation of professional image are formed spontaneously.

Low level: general ideas about professional image of a future teacher of foreign language that were formed spontaneously at the household level; low motivation to develop professional image,

high self-esteem; intuitive behavior and lack of ability to regulate one's own behavior in view of the patterns.

Recommendations

It was determined in the course of research that the formation of professional image of a foreign language teacher is a conscious and purposeful process, which requires strict self-discipline and self-management and continuous self-improvement.

However, findings brought to fore the need for reasoning the external and internal factors that exert influence on a teacher's professional image formation, as well as to substantiate organizational, personal and pedagogical conditions that would contribute to the formation of future foreign language teachers' professional image.

Based on generalization of theoretical knowledge in general pedagogy, psychology, philosophy, external (objective) and internal (subjective) groups of factors influencing the formation of professional image were differentiated.

External (objective) factors include: socio-economic situation in a country; general attitude to the profession in society, its prestige (social significance); social expectations (public demand for

certain professional and personal qualities); educational potential of the social environment; demand for the profession; material living conditions of a teacher; adequacy of the offered educational services to the structure and content of educational needs; professional environment: content, organization, technology of educational activities; qualification level of faculty staff, influence of various social groups interested in providing quality educational services (students, their parents, employees that employ graduates, education management).

Internal (subjective) factors include: stability of students' motivation to develop one's own professional image of a teacher; positive attitude towards change, development, quality, co-operation (Edge, 2002), readiness for systematic educational activities and self-improvement; conscious attitude to the need to improve professional image; ability to self-diagnosis.

External factors determine the following *organizational conditions*:

- permeability of all stages of formation of multilevel professional image of a future teacher of foreign languages;
- interrelation of methodological, linguistic, special, general pedagogical, psychological and methodological training of a future teacher of a foreign language

with stages of formation of his/her professional image;

- elaboration of the content of educational process on mastering the system of knowledge, skills, abilities of pedagogical imageology;

- use of modern personality-oriented educational technologies aimed at forming the professional image of a future teacher of foreign language;

- designing and planning ways to move to a higher level of professional image formation.

There are special *organizational conditions related to the specifics of a future foreign language teacher professional activity*:

- favorable combination of individual and group forms of work aimed at forming a professional image, with preference to group forms of education;

- selection of special learning materials for students taking into account the goals of pedagogical imageology and stages of professional image formation;

- creation an educational environment for the optimal formation of structural components of professional image;

- establishment of an organic functional relationship of theoretical and practical training of future teachers in classes in higher education institutions and

during pedagogical practice for the complete formation of the professional image of the future teacher of foreign languages.

Special organizational conditions determine a number of *personal conditions*:

- formation of the correct evaluative attitude to oneself and to other persons;
- reflection of consciousness on oneself as a subject of educational activity;
- creation of a student's individual model of professional image, model of behavior, schemes of self-presentation;
- outlining the most significant professional and personal qualities of a teacher, which are part of the structural components of professional image for accentuated selective action on their development.

The process of image formation is long and depends on many factors and conditions. It should be mobile, since requires the teacher to make certain changes and deviations from the usual course of educational actions (Hurtenko, 2017).

An important place in this holistic educational process is occupied by *pedagogical conditions*:

- creation of an image-forming educational environment for development of students' positive, motivational and

value attitude to the process of forming professional image in order to deepen the mechanisms of self-image;

- improvement of the content of language and pedagogical training and optimal combination of different learning technologies within the effective purposeful development of all components of professional image of the future foreign language teacher;
- development of pedagogical tools for the implementation of self-educational activities and self-presentation.

Conclusions

Based on the analysis of the obtained information on the formation of professional image of future foreign language teachers, the following conclusions were made:

- professional image of a foreign language teacher is a set of external visual characteristics and behavioral acts; integration of culturological, linguodidactic, psychological and pedagogical knowledge, skills and abilities of a teacher, individual ability to synthesize external charm and spirituality, for successful social adaptation to professional success;
- teacher-to-be in Ukraine hold different perceptions of the professional image of a foreign language teacher;

- Ukrainian students' knowledge about professional image of a future foreign language teacher is currently formed spontaneously;

- level of formation of a foreign language teacher's professional image is mostly low or intermediate;

- formation of the professional image of a future teacher of a foreign language requires specially organized activities in the educational process of a higher education institution;

- dynamics of development of professional image of the future teacher of a foreign language can be provided through introduction of a certain complex of organizational, personal and pedagogical conditions.

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ANNEX QUESTIONNAIRE

"Teacher's professional image"

Dear respondent!

We kindly ask you to take part in the study of the professional image of a future foreign language teacher.

Please, answer the questions honestly, following the instructions!
Anonymity is guaranteed!!!

Year of study _____

1. *What qualities, in your opinion, are the most important for your future pedagogical activity (mark the 5 most important).*

- 1) external attractiveness;
- 2) demanding;
- 3) communicative culture;
- 4) artistry (facial expressions, gestures);
- 5) high morality;o
- 6) professional knowledge;
- 7) emotionality;
- 8) erudition;
- 9) friendliness;
- 10) self-confidence;
- 11) plasticity of behavior.

2. *What are the indicators of professional image of a foreign language teacher?*

Please, specify. _____

3. *Professional image in your understanding is ...*

- 1) one's image in the eyes of other people;
- 2) external attractiveness of an individual;
- 3) professional requirement;
- 4) ability to present oneself in the best way possible;
- 5) difficult to say;
- 6) other

4. *Does a professional image of a teacher depend on the status of an individual in society?*

- 1) yes;
- 2) no;
- 3) status does not matter;
- 4) other (please, specify) _____

5. *Is professional image important for professional self-realization of a foreign language teacher?*

- 1) yes;
- 2) no;
- 3) difficult to say;
- 4) other (please, specify) _____

6. *What is the purpose of professional image?*

- 1) career growth;
- 2) the development of positive relationships;
- 3) self-affirmation of the person
- 4) difficult to say;
- 5) other (please, specify) _____

7. *Does your current image correspond to your future professional activity?*

- 1) yes;
- 2) partially;
- 3) no;
- 4) difficult to say;
- 5) other (please, specify) _____

8. *When did you start thinking about the problem of your image?*

- 1) long ago;
- 2) during pedagogical practice;
- 3) now;
- 4) difficult to say;
- 5) did not think;
- 6) other (please, specify) _____

9. *Does your image affect your professional development?*

- 1) yes;
- 2) partially;
- 3) no;
- 4) difficult to say;
- 5) other (please, specify) _____

10. *Would you like to correct your professional image?*

- 1) yes;
- 2) no;
- 3) difficult to say;
- 4) other (please, specify) _____

11. *What would you like to change in yourself?*

- 1) appearance;
- 2) clothes;
- 3) communication skills (written, oral communication);
- 4) manners of behavior;
- 5) difficult to say;
- 6) other (please, specify) _____

12. *How do you assess the level of formation of your professional image?*

- 1) low;
- 2) medium;
- 3) sufficient;
- 4) high;
- 5) unformed;
- 6) other (please, specify) _____

The results of the questionnaire will be used only for scientific purposes. Thank you for your sincerity and trust.

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