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PEDAGOGICAL AND PSYCHOLOGICAL PRINCIPLES OF FORMING THE PROFESSIONAL IMAGE OF A MODERN TEACHER

ABSTRACT

The article demonstrates the results of an empirical study on the formation of the image of a modern teacher as an important factor in the effectiveness of pedagogical activity. It is emphasized that the image of a teacher affects the success of the educational process, the motivation of students to learn, and the perception of a modern teacher by society. It is stated that the topic of image is generally studied in domestic scientific sources, in particular, this problematic issue is revealed through: the development of communication culture and the formation of emotional intelligence; ensuring stress resistance and transformation of the system of teacher training. The author analyzes various approaches to the definition of the concept of "conditions", and, therefore, notes that in scientific sources, pedagogical conditions are interpreted as: a purposeful system that takes into account both external and internal factors that affect teaching and upbringing; interaction of circumstances under which the educational process is provided more effectively; a set of factors that favourably affect the pedagogical process, making it more effective. The article analyzes the results of an empirical study obtained through a survey of participants in the educational process (teachers and students) of Lviv schools. On the basis of these results, the article identifies the pedagogical conditions for the formation of the professional image of a modern teacher, in particular: creating an atmosphere of respect, understanding and support for each student in the educational environment of an educational institution; improving the personal qualities of a modern teacher; improving the professional training of a future teacher in a higher education institution; forming motivation for self-improvement, updating knowledge and skills; developing and improving digital competence; and enhancing legal awareness. Thus, the article clearly characterizes each of the identified conditions.

Keywords: pedagogical image, pedagogical and psychological conditions, motivation, professional activity, legal awareness

JEL Classification: D83, H83, I21, I23

INTRODUCTION

A modern teacher is not only a knowledge carrier, but also a master of communication, a leader, a mentor, and, ultimately, a brand. Modern education requires not only a deep knowledge of the subject matter and teaching methods but also the ability to create their own professional image. This image affects the perception of the teacher by students, parents, and colleagues, shaping his or her authority both at school and beyond. This, in turn, becomes a key factor in successful teaching. Studying and understanding the pedagogical conditions that contribute to the formation of a teacher's image is an extremely important task today, as a teacher with a positive image is the key to successful teaching and upbringing of children.

LITERATURE REVIEW

A general review of the literature reveals that the topic of teacher image is actively studied by scholars in the fields of pedagogy and psychology. For example: O. Pyshchuk emphasizes the importance of communicative culture and emotional intelligence of the teacher under martial law, in particular, the impact of social networks on the educational

process, their role in improving communication between learning participants and their potential for developing new aspects of educational, educational and managerial activities in educational institutions is analyzed (Pyshchuk, 2024). T. Savchenko actualizes the importance of teacher resilience in the context of Russia's full-scale invasion of Ukraine, the components of the image and professional skills of a university teacher are studied, their interrelation is revealed, and methods of creating a positive image and improving pedagogical skills are considered (Savchenko, 2019).

V. Hraschenkova and T. Chudovska study the urgent problem of transforming the system of in-service training of teachers, in particular, by studying current trends in the professionalization of teaching staff in the context of professional development, the need to update the system of continuing teacher education is outlined, and the importance of facilitating the research and learning process is emphasized (Grashchenkova & Chudovska, 2023). Yaremchuk N. et al. in their studies confirmed that the professional identity of future teachers studying in a digital educational environment is formed through the dominance of certain psycho-complexes that serve as indicators of the initial stage of professionalization, reflecting the desire for self-realization and forming the basis for life and personal self-determination, the article substantiates that the types of professional identity of future teachers trained in a digital educational environment are determined by the dominant psycho-complexes that serve as indicators of initial professionalization, reflecting self-actualization aspirations and forming the main line of life and personal self-determination, and also proposes to integrate the identified types of professional identity into educational theory and practice, and the methodology for their determination should be taken into account when organizing distance learning (Yaremchuk, 2024).

Cherezova I. & Fedoryk V. in their article consider the psychological aspects of the formation of the professional image of a modern teacher, with an emphasis on increasing the requirements for personality, professionalism and competence in accordance with the new standards of higher education, which necessitates the development of a new style of social behaviour of future teachers. Therefore, according to these authors, the formation of the image is conscious and purposeful, so this process requires constant management, which involves the construction of a positive image of the teacher, the implementation of the desired characteristics in his behavioural form, motivational and value orientation and a comprehensive evaluation system. Therefore, the image should find its own existence, become a separate value and be used not only at the right time but also be the basis of the teacher's professional development (Cherezova & Fedoryk, 2022).

Terletska Yu. M. devoted her research to the issue of psychological and pedagogical factors that influence the quality of professional activity of scientific and pedagogical workers of higher educational institutions in the modern context of social development. She described the psychological and pedagogical model of ensuring the quality of professional activity of scientific and pedagogical workers and its psychological and pedagogical components, the methodology for their definition and assessment of development (Terletska, 2022).

Lisnievska Y. in her article, presented a description of different types of images, their main components, such as verbal and non-verbal communication, and approaches to classifying types of images depending on the purpose and environment of their implementation, as well as examined in detail the functions of the image and the stages of its formation, including strategic planning and adaptation in the face of change (Lisnievska, 2024). In general, these authors, reveal the essence of the concept of the professional and pedagogical image of a teacher and characterize its features, which include not only external but also internal professional qualities, and so on. Nevertheless, the growing interest of both society and the scientific community in this problem stimulates the search for new vectors in scientific research.

AIMS AND OBJECTIVES

The purpose of this article is to study the pedagogical and psychological foundations of the formation of the professional image of a modern teacher, taking into account, among other things, social and legal relations. The tasks related to the problematic subject of the study will be reflected in the context of the discussion on the specific object of the topic, and, in particular: the creation of a professional image is a gradual process based on the disclosure of personal potential, namely, on the awareness of the "concept of self" - a set of human ideas about oneself and the desire to bring them closer to the "ideal self". These perceptions determine a person's attitude to the world and the environment, his or her ability to make decisions, act independently and take responsibility for his or her actions. However, the main factor of personal and professional growth is the internal desire to achieve one's own "ideal", to become the best in a social group or chosen professional field, etc.

METHODS

The article uses the methods of analysis and generalization to analyze different approaches to the definition of the concept of "conditions", to clarify the definition of the pedagogical system with the allocation of external and internal factors; using the methods of survey and questionnaire, the author studies the opinion of participants in the educational process (teachers and students) of Lviv schools and proposes approaches to analyzing the results of an empirical study.

RESULTS

The formation of a professional image is a gradual process based on the realization of a person's potential, i.e., the realization of the "concept of self", the totality of all the person's ideas about himself/herself, and their approximation to the "ideal self". A person's attitude to the world and the environment, his or her ability to make independent decisions, act freely and take responsibility for their actions depend on the person's self-concept. However, the main stimulus for personal and professional growth and continuous development is the desire and aspiration to achieve one's "ideal", to become the best in a particular social group and in a particular professional activity. The issues of forming a teacher's image, studying its components and assessing the relationship between image and pedagogical skills are extremely important and relevant in the modern educational process.

In this regard, it is worth pointing out that the path of forming a teacher's professional competence begins at the student's bench. During their studies at higher education institutions, future teachers develop their professional image step by step, consciously and systematically. This process is based on preparation for teaching, which helps them understand the importance of the image of a modern teacher. As O. Bilyakovska rightly points out, "higher education is one of the most important types of human activity, becoming an important conductor of the innovation process" (Bilyakovska, 2022). Modern higher education should provide students with the necessary knowledge and skills for successful life and work in the digital age. In particular, it should teach future teachers to use the latest technologies and develop their critical thinking, analytical and problem-solving skills. It is higher education that develops the creativity, flexibility, and adaptability that are so in demand in the modern world. In addition, it is from the ranks of students those young professionals are trained to work in teams and cooperate with people from different countries. Thus, it can be argued that the formation of a teacher's professional image is an important component of his or her professional activity, which requires targeted efforts on the part of both the teacher and the educational system as a whole.

In general, the image of a teacher is a multifaceted concept that encompasses not only external attractiveness, but also a set of professional and personal qualities perceived by students, parents, colleagues, and other participants in the educational process. It is a holistic view of a teacher that is formed on the basis of his or her knowledge, skills, communication style, and general attitude to work. Having understood the complexity and versatility of the concept of "teacher image," the next logical step is to diagnose its level of formation. After all, it is through diagnostics that we can objectively assess how a teacher's image meets modern requirements and contributes to an effective educational process. Diagnosing the level of teacher image formation is an important step in the process of improving the quality of education. It helps to identify the strengths and weaknesses of a teacher's image, develop an individual development plan and, as a result, increase the effectiveness of his or her teaching. Building a positive teacher image is a complex and lengthy process that requires constant effort on the part of the teacher.

Paraphrasing the words of V. Sukhomlynsky, we emphasize that the profession of a teacher obliges us to constantly study and understand the world of a child in order to provide him or her with optimal conditions for development and learning. That is why we set out to find answers to the following questions: "What is the image of an ideal teacher those modern students and teachers have? What conditions form it?" The analysis of the data allowed us to identify and define the features of a modern teacher that the target audience (students) puts before him or her and allowed us to compare it with the teachers' own perceptions.

To accomplish this task, we conducted a survey among students and teachers of several schools in Lviv and formed two heterogeneous groups of participants: middle and high school students (185 respondents); teachers of elementary, middle, and high schools (224 respondents).

The primary objective of the study was to identify the dominant factors that shape positive perceptions of teachers. To collect the necessary data, we conducted a survey among a group of students using a questionnaire consisting of the following questions:

1. What influences the positive image of a teacher among students the most (appearance, professional knowledge of the subject or respect for each student and understanding of children)?
2. To have a positive image at school, a teacher needs to (be friendly; conduct interesting and diverse lessons; be able to present himself/herself)?
3. Do the teacher's personal qualities influence his/her image (yes; almost no; no)?
4. How many teachers conduct lessons in a clear and interesting way (1-3; 3-5; 5-7; almost all)?

These questions contained closed-ended answers. We also asked these respondents a multiple-choice question (yes, hardly, no) about whether teachers are well aware of their rights and responsibilities.

To survey the second group, teachers, we conducted a questionnaire that included both open and closed questions. Respondents were asked to answer the following closed questions:

1. What most influences the positive image of a teacher among students?
2. Do social networks influence your teacher image (yes; no)?
3. To what extent does the appearance of a teacher influence the image of a teacher in modern conditions?
4. Do the personal qualities of a teacher influence his/her image?
5. Is the high image of the educational institution where you work important (yes; not important; no)?
6. What percentage of teachers in your school are interesting and progressive in their lessons?
7. Do you know your rights and responsibilities well (yes; hardly; no)?
8. Does legal support for teachers affect their image and the effectiveness of their lessons (yes; no)?

Among the open questions were the following:

1. Does your professional competence affect your image among students' parents and colleagues? If so, how?
2. Could legal security affect your professional image?
3. Would improving your legal literacy allow you to conduct lessons more freely and effectively? Why?
4. How do you think the image of a teacher can be improved?

Pedagogical conditions in real practice do not exist in isolation but form a complex interconnected structure. This is clearly evident in the results of the study.

The data obtained during the diagnosis is a valuable tool for further analysis. They allow us not only to identify the strengths and weaknesses of the teacher's image but also to identify the factors that influence its formation. In particular, it is important to find out which pedagogical conditions contribute to the development of a positive image and which, on the contrary, negatively affect it. Analyzing pedagogical conditions will allow us to understand how external factors affect the perception of teachers by students and colleagues. This, in turn, will make it possible to develop recommendations for optimizing the educational process and creating conditions for the formation of a positive teacher image.

The survey and subsequent data analysis revealed that 77% of students believe that a teacher should first and foremost respect and understand each student, 16% believe that professional knowledge of the subject is more important, and only 7% believe that a teacher's appearance affects a positive image more than the above-mentioned items.

It is worth noting that teachers' opinions on this question coincide with those of students. Thus, 86% of teachers chose option "c" in this question (respect for each student and understanding of children), 14% chose option "b" (professional knowledge of the subject), and no teacher chose "appearance". This result indicates that modern education is becoming more humanistic and focused on the development of each student's personality, and students and teachers are focused on creating trusting relationships in the learning process, where the personal development of each student is a priority.

At the same time, to the question: "To what extent does the appearance of a teacher affect his or her image in modern conditions?", 61% of teachers said that it has a significant impact, 37% said that it has almost no impact, and 2% said that it does not.

It is worth noting that students do not pay as much attention to the personal qualities of teachers as teachers themselves. Thus, when analyzing the data, we noticed that 98% of teachers and students answered the question: "Do teachers'

personal qualities influence their image” was answered by 98% of teachers and 64% of students, no teachers denied it (9% of students), and 2% of teachers and 27% of students answered ‘almost no influence’.

The survey data demonstrate a significant gap between teachers' self-assessment of the impact of their personal qualities on their professional image and students' perception of the same issue. This result indicates a high level of self-awareness of teachers about the importance of such aspects as empathy, communication skills, leadership qualities, etc. Teachers understand that their personal characteristics directly affect their interpersonal relationships with students, colleagues, and parents, and thus form the overall impression of them as professionals. However, the situation changes dramatically when we turn to the opinion of students. Only 64% of students say that the personal qualities of a teacher influence his or her image. Moreover, 27% of students believe that this influence is insignificant. This result indicates that students, unlike teachers, do not pay enough attention to the personal qualities of a teacher when forming his or her image.

The student's response about the priority of the quality of knowledge over the teacher's ability to build trust and friendships was very informative. According to the data, 54% of students believe that in order to have a positive image at school, teachers need to conduct interesting and diverse lessons. Also, 36% of students chose the option "to be friendly". Only 9% of students pay attention to the teacher's appearance, manner of communication and ability to present material. The results suggest that to create a positive image of a teacher, it is important to combine high professionalism with the ability to build warm relationships with students. Creating an interesting and diverse learning environment, as well as showing friendliness and attention to the needs of each student are key factors in the success of a modern teacher.

The opinion of teachers and students on the perception of the quality of teaching at school is worthy of attention. The data show interesting dynamics in the perception of the quality of lessons by students and teachers. The majority of students (73%) believe that from 5 to almost all teachers in their school teach interesting and understandable lessons. This indicates a generally positive attitude of students toward the learning process. It can also be assumed that today's students have higher demands on the quality of education and appreciate innovative methods. We received more reserved assessments from the teachers themselves. They, in turn, give more restrained assessments. Only 18% of teachers believe that almost all of their colleagues conduct lessons in an interesting and progressive way. The majority (82%) rate this indicator lower. This may indicate that teachers are more critical of their own and their colleagues' work, or that there is a certain discrepancy in the perception of the quality of learning between students and teachers.

Thus, self-education is no less important for a successful image in a modern school than trusting relationships with students. This assumption is also confirmed by the answer of some respondents to the open question “How do you think the teacher's image can be improved?” Some teachers answered that self-education and professional development is the way to go. However, it should be noted that the respondents shifted the responsibility for improving the image of teachers at school to the state and pointed out that the state should increase salaries. Although material status is not a pedagogical condition for forming a teacher's image in a modern school, it is a significant indicator that shapes it. This was emphasized by 96% of the respondents.

The study allowed us to identify another pedagogical condition that significantly affects the formation of a positive teacher image in a modern school. This is professional motivation. In particular, students, their parents, and the teacher's colleagues themselves are the factors that motivate teachers to improve themselves in order to enhance their image among them. It should be added that the importance of professional motivation is also evidenced by the results of our study and by scholars from other educational institutions. In particular, H. Kurbanova emphasizes that professional motivation is an important aspect of successful activity and self-realization of an individual (Kurbanova, 2024, p. 28–32).

Finally, 88% of our respondents answered affirmatively to the question about the impact of professional competence on the image of teachers among students, parents, and colleagues. Teachers substantiated their opinion with the following statements:

1. A competent teacher is an authority figure for students. Their knowledge, skills and experience inspire respect and a desire to follow their example.
2. When students see that the teacher really knows his/her job and helps them develop, they feel motivated to learn.
3. The successful pedagogical activity of one teacher motivates others to self-improvement and increase their professional level.
4. A competent teacher contributes to the creation of a positive microclimate in the school.
5. Positive feedback from parents about the teacher contributes to the prestige of the school, and competent teachers raise the prestige of the profession in the eyes of colleagues and society as a whole.

However, is the high image, prestige, and reputation of the educational institution where the teacher works so important in shaping a positive image of a teacher? Our research shows that it is. In particular, 75% of the surveyed teachers answered in the affirmative, 25% said it was not important, and no teacher gave a negative answer.

The data obtained allow us to conclude that a teacher working in such an institution is subconsciously perceived as more qualified and professional. Working in a prestigious institution, a teacher feels more responsible for maintaining a high level of educational services. This stimulates them to continuous professional development, improving their skills and knowledge. It is also worth noting that a teacher working in an educational institution with a high image automatically receives a certain social capital, which has a positive impact on his or her image. Thus, the prestige of an educational institution is another important factor that influences the formation of a teacher's image. Professionalism, personal qualities, communication skills and other factors also play a significant role. However, working in a prestigious institution, a teacher receives additional opportunities for professional growth and improving his or her image in the eyes of students, parents, and colleagues.

Despite the importance of the image of the school for teachers, the analysis of the results of the survey of teachers on the impact of social media on their image revealed a divergence in teachers' opinions on this issue. In particular, 57% of respondents answered affirmatively to the question "Does social media affect your image as a teacher", and 43% answered negatively. In our opinion, this reflects a complex interaction between technological, social and personal factors. On the one hand, such data may indicate different levels of digital literacy and activity in social media and different perceptions of the professional image of a teacher.

In particular, teachers who actively use social media for professional and personal purposes are likely to be aware of the potential impact of these platforms on their image. They realize that every post, photo, or video they share can affect how they are perceived by students, parents, and colleagues. Teachers who are less active on social media or who have limited knowledge of how it works may underestimate its impact on their image. They may believe that their professional life and personal life are separate spheres. Regarding possible differences in perceptions, we would like to emphasize that among the surveyed respondents there were teachers with different lengths of service. In particular: teachers with 1-3 years of work experience - 24%; teachers with 4-15 years of work experience - 22%; teachers with more than 15 years of work experience - 35%.

As we can see, some teachers may well hold traditional views of the teaching profession, believing that social media is not a relevant tool for professional activity. They may believe that teachers should have a more reserved and conservative image. Other teachers may realize that the modern world requires teachers to adapt to new technologies. They may believe that being active on social media can help them become more accessible to students and parents, as well as facilitate the exchange of experience with colleagues.

As part of our study, we compared the answers of two groups of respondents regarding how well teachers know their rights and responsibilities. Also, 38% of students believe that they do, 53% have doubts, and 8% said they do not know. Teachers, in turn, answered negatively in a significantly larger number (29%), positively - 27%, and questioned their knowledge of their rights and responsibilities - 43%. It is worth noting that during the survey, teachers pointed out that they knew their responsibilities much better than their rights.

The study of this issue allows us to conclude that there is a low level of legal awareness. At the same time, students are somewhat more optimistic about teachers' knowledge of their rights and responsibilities than teachers themselves. The fact that a significant proportion of students (53%) expressed doubts about the completeness of teachers' knowledge of their rights and responsibilities may indicate a certain level of uncertainty and questions among young people about the legal status of teachers. The predominance of teachers' knowledge of duties over knowledge of rights may indicate a passive position of some teachers regarding their rights. This may also be due to a number of factors, including insufficient attention to the legal education of teachers, as well as existing stereotypes about the role of teachers in society.

We believe that the findings emphasize the need for systematic work to raise teachers' legal awareness. This will not only protect their rights but also contribute to a more effective performance of their professional duties. The importance of this aspect is also evidenced by the analysis of teachers' responses to the question of whether legal support for teachers affects their image and the effectiveness of their lessons. Almost all respondents (92%) answered "yes". With a similar unanimity (96%), teachers answered that legal protection could affect their professional image. This significant figure indicates the high relevance of the issue of ensuring legal guarantees for teachers and its direct impact on their professional activities. Teachers understand that knowing their rights allows them to more effectively protect their professional interests, which, in turn, contributes to their credibility among students, parents and colleagues. The results of the study emphasize the need for a more detailed study of teachers' knowledge of their rights and responsibilities. Teachers understand that a clear

knowledge of their rights and responsibilities allows them to feel more confident, protected and, accordingly, to perform their professional duties more effectively. In other words, we note that the image of a teacher in the modern educational space is a multifaceted phenomenon that significantly affects the effectiveness of the educational process. Forming a positive image of a teacher is a complex process that depends on many factors, including the pedagogical conditions in which the teacher's professional activity is carried out. That is why analyzing the pedagogical conditions of teacher image formation is an urgent task of modern pedagogical science.

As defined by A. Lytvyn (Lytvyn, 2022), pedagogical conditions are a purposeful set of factors that affect both the external environment of the educational process and the inner world of its participants. In other words, it is a system that takes into account all aspects of the educational environment, from external circumstances to the personal characteristics of students and teachers. The analysis of scientific literature demonstrates a variety of approaches to defining the concept of "pedagogical conditions". Thus, O. Yevdochenko (Yevdochenko, 2023), summarizing the results of the research, identifies several key aspects. Conditions are considered building blocks that form the organization of learning. The emphasis is on the availability and efficiency of using various resources (material, human, information) to achieve educational goals. Conditions are considered a set of internal and external factors that affect the educational process. Conditions are considered factors that directly affect the achievement of the planned learning outcomes, etc.

Pedagogical and psychological conditions are constantly changing and developing in accordance with the needs of the modern educational environment. That is why the study of this phenomenon remains relevant. It should be added that the complex nature of pedagogical conditions also requires a systematic approach to their analysis, taking into account the dynamics of the educational process and the specifics of the educational institution. For example, analyzing the concept of "pedagogical conditions", N. Hrytsak (Hrytsak, 2019, p. 15–18) emphasizes the following key aspects:

1. Pedagogical conditions are an integral part of the general pedagogical system and are closely related to it.
2. The complex of pedagogical conditions consists of various elements: methods, means, forms, techniques, as well as resources of the learning environment.
3. Pedagogical conditions are dynamic structures that are constantly transforming in accordance with changes in the educational process.
4. The choice of optimal pedagogical conditions depends on the characteristics of a particular educational institution, etc.

Highlighting the main characteristics of pedagogical conditions, E. Khrykov (Khrykov, 2022, p. 5–10) notes that they are: practically significant; effective; scientifically sound; innovative; probabilistic in nature: they do not guarantee absolute success but increase their chances; specific in application: they have a clearly defined scope. It should be emphasized that in real educational settings, various pedagogical factors interact to form a holistic picture. Therefore, successful teaching requires a systematic approach that takes into account all components of the educational environment. Thus, having diagnosed the level of teacher's image formation according to the requirements for a modern teacher expected by society, we can identify the following pedagogical conditions for the formation of a teacher's image in a modern school.

According to the results of the survey, the key pedagogical condition for the formation of a positive teacher image in a modern school is a positive educational environment in which there is respect for each student and an understanding of their individual characteristics. As we have seen, this factor was recognized as the most important by both the majority of students (77%) and teachers (86%). Students perceive the teacher as an authority, but at the same time want to feel heard and understood. Respect for each student, regardless of their academic performance, behaviour, or other individual characteristics, is the foundation for building a trusting relationship between teacher and student. A positive educational environment provides an opportunity to understand the individual needs, abilities and pace of development of each student and allows the teacher to select the best teaching methods and create a favourable educational environment.

The next pedagogical and psychological condition for the formation of a teacher's image in a modern school is the professional training of teachers and their professionalism. The majority of surveyed students named holding interesting and diverse lessons as a priority for a positive teacher image. This indicates that students value teachers who have a deep knowledge of their subject and are able to present the material in an accessible and interesting way. The quality of a teacher's knowledge is the foundation of his or her professional activity. A teacher's confidence in his or her knowledge, the ability to present material clearly and logically, and answer students' questions all contribute to building trust in the teacher and, as a result, a positive image.

This leads to another pedagogical and psychological condition - constant self-education. To maintain a high level of professionalism, teachers need to constantly improve their knowledge and skills. Lifelong learning creates real opportunities

for the development and fulfilment of each individual's potential, which, in turn, contributes to improving the quality of life, social justice and economic growth. Our research confirms the requirements for teachers expected by society: education is not only a means of acquiring the knowledge and skills necessary for professional activity but also a tool for personal growth, development of creative abilities and formation of an active civic position.

The next pedagogical and psychological condition that we can identify is professional motivation. As seen in the study, parents and students are among the important factors that motivate teachers to continuous self-improvement. Motivated teachers are constantly improving themselves, attending trainings, seminars, and conferences, which helps to improve their skills. A teacher who is sincerely interested in his or her profession shows students love for their subject, which stimulates their cognitive activity.

An important condition for the formation of a teacher's image is the environmental image and, as one of its elements, the prestige of the educational institution. Also, 75% of surveyed teachers say that a high image of an educational institution has a positive impact on their personal image. This indicates that teachers realize that the school's reputation is directly related to their own reputation. The high image of an educational institution acts as a kind of brand that increases the value of a teacher's work.

Based on the results of our research, we single out teachers' digital literacy as a pedagogical condition for the formation of a teacher's image in a modern school. Teachers with a high level of digital literacy who actively use social media in their professional activities are more likely to understand their impact on their image. They can use social media to promote their professional achievements, communicate with colleagues and students, and build a positive image of their school.

It is worth noting that social media can be both a positive and negative factor in shaping a teacher's image. On the one hand, they allow teachers to convey their professional position, share their experience and establish communication with students and colleagues. On the other hand, careless posts on social media can negatively affect a teacher's reputation. To use social media effectively, teachers need to have a certain level of digital literacy. This will allow them not only to create positive content but also to protect their personal information.

From the data obtained during the analysis, we can distinguish the following pedagogical conditions for the formation of a teacher's image in a modern school: appearance and personal qualities as interrelated factors. Thus, the data obtained indicate that the appearance and personal qualities of a teacher interact and influence the formation of his/her image. A neat appearance can help create a positive first impression, but it is personal qualities, such as professionalism, friendliness, and fairness, that determine the long-term attitude of students toward the teacher.

DISCUSSION

The article reveals important pedagogical conditions for the formation of the professional image of a modern teacher, including the creation of an atmosphere of respect and support for students, the development of the personal qualities of a teacher, raising the level of his or her professional training and digital competence, and raising legal awareness. At the same time, the article contains a number of controversial aspects that require additional attention for a deeper understanding and practical application of these conditions. The most general ones are as follows:

1. Creating an atmosphere of respect, understanding and support is definitely an important condition for building a positive teacher image, but there are some contradictions in how to determine and assess the level of this support.
2. The authors of the article also emphasize the need to improve the personal qualities of the teacher, but there are scholars who express doubts about the possibility of measuring such qualities as emotional intelligence or the level of stress resistance.
3. The development of digital competence is undoubtedly an important aspect of the professional training of a modern teacher. However, the problem is how this component affects the image of the teacher in the eyes of students and society.
4. The question of the role of legal awareness in shaping the professional image of a teacher is becoming more acute, especially in the context of changing regulatory and legal conditions, etc.

Thus, the conditions for the formation of a teacher's professional image in a changing educational environment discussed in the article are the result of the development of theoretical and practical aspects of pedagogical activity. Therefore, given the above discussion points, prospects for further research may include studying the relationship between teachers' digital

skills and their professional image in the context of distance learning, as well as developing new methods for assessing teachers' personal qualities, in particular emotional intelligence and stress resistance, as components of their image.

CONCLUSIONS

A high level of teacher awareness of their rights and responsibilities is an important component of building a positive image in the eyes of students, parents, and colleagues. Teachers' lack of awareness of their rights can create the impression of insecurity and, as a result, reduce the trust of students and parents. That is why we emphasize legal literacy as a pedagogical condition for building a teacher's image.

Knowledge of one's rights and responsibilities is one of the indicators of a teacher's professionalism. A teacher who is confident in his or her rights can more effectively protect the interests of students and his or her own. A lack of awareness of their rights and obligations can have a negative impact on the quality of the educational process, as teachers may not use all the opportunities to ensure effective learning. The legal education of teachers should be an integral part of their professional training. Thus, the results of our study allow us to identify the following pedagogical conditions that will contribute to the formation of a positive image of a teacher in a modern school:

1. Creating an appropriate educational environment: creating an atmosphere of respect, understanding and support for each student.
2. Development of personal qualities of the teacher: appearance, manner of communication, empathy, professionalism.
3. Improving the professional training of future teachers in a higher education institution: in-depth knowledge of the subject, mastery of modern pedagogical technologies.
4. Development of motivation for continuous self-improvement, updating knowledge and skills.
5. Creating a positive image of the educational institution: its reputation, prestige and student success.
6. Development and formation of digital competence.
7. Raising legal awareness of teachers.

In this case, we can say that the process of forming a teacher's image is purposeful and long. It begins in the student years and continues throughout the teacher's professional career. All components of this process are interconnected and contribute to the professional growth of a teacher. However, compliance with these conditions does not guarantee a modern teacher a positive image in society, but it significantly increases his or her chances in a modern school. Thus, our study has shown that teachers associate legal security not only with formal compliance with the law but also with a deeper understanding of their role in the educational process. Knowing their rights allows teachers to focus on teaching without being distracted by finding solutions to difficult situations involving violations of their rights. As we can see, the effectiveness of the educational process in a modern school depends on the formation of pedagogical conditions that contribute to the creation of a positive image of the teacher.

ADDITIONAL INFORMATION

AUTHOR CONTRIBUTIONS

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The Authors declare that there is no conflict of interest.

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ПЕДАГОГІКО-ПСИХОЛОГІЧНІ ЗАСАДИ ФОРМУВАННЯ ПРОФЕСІЙНОГО ІМІДЖУ СУЧАСНОГО ВЧИТЕЛЯ

У статті продемонстровані результати емпіричного дослідження, що стосуються формування іміджу сучасного вчителя як важливого чинника ефективності педагогічної діяльності. Наголошено, що імідж педагога впливає на успішність освітнього процесу, мотивацію учнів до навчання, сприйняття сучасного вчителя суспільством. Констатовано, що темі іміджу загалом вивчають у вітчизняних наукових джерелах, зокрема це проблемне питання розкрито через: розвиток комунікативної культури та сформованість емоційного інтелекту; забезпечення стресостійкості й трансформації системи підвищення кваліфікації педагогів. Проаналізовано різні підходи до визначення поняття «умови», а відтак зазначено, що в наукових джерелах педагогічні умови трактують як: цілеспрямовану систему, що враховує й зовнішні, і внутрішні фактори, які впливають на навчання та виховання; взаємодію обставин, за яких освітній процес забезпечується більш ефективно; сукупність факторів, які сприятливо впливають на педагогічний процес, роблячи його більш результативним. Запропоновано аналіз результатів емпіричного дослідження, отриманих у межах опитування учасників освітнього процесу (учителів та учнів) шкіл міста Львова. На основі цих результатів виокремлено педагогічні умови формування професійного іміджу сучасного педагога, зокрема: створення атмосфери поваги, розуміння та підтримки кожного учня в освітньому середовищі закладу освіти; удосконалення особистісних чеснот сучасного вчителя; удосконалення професійної підготовки майбутнього вчителя в умовах за-

кладу вищої освіти; формування мотивації до самовдосконалення, оновлення знань і навичок; розвиток і вдосконалення цифрової компетентності; посилення правової обізнаності. Отож, у статті чітко схарактеризовано кожную з виокремлених умов.

Ключові слова: педагогічний імідж, педагогічні умови, мотивація, професійна діяльність, правова обізнаність

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