



## **Distinguishing Features of Teacher Image and Faculty Member's Image: Comparative Study**

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### **ABSTRACT**

Educator's image has become a necessary attribute of professional activity in the modern postindustrial society. There has been a lot of scientific research on political image. Personal image contributes to professional's competitiveness in the labor market, especially in the modern globalizing world. On the one hand, image encourages personal promotion and success in the labor market. On the other hand, it encourages personal self-fulfillment through recognition by the society and personal success. The internationalization of higher education implying universities' participation in various rankings lead to the situation when research on the image of the university, involving educators' vision of the one, becomes quite topical. The aim of the article is to summarize the approaches to building teacher image and to compare characteristics of teacher image and faculty member's image. The authors analyzed the approaches to developing theories of pedagogical image, compared teacher image and faculty member's image based on questionnaire survey, offered recommendations for educators. The following functions of image were summarized and analyzed: Social and informational, nurturing, professional, motivational, and developing. The components of pedagogical image were revealed: The core of pedagogical image (self-concept; internal image - axiological (value-conscious) image, system of values, personality traits; charisma, professionalism and pedagogical competency); external image: Visual image – walking manner; clothes; hairstyle; way of moving; makeup for women; accessories; perfumery; verbal behavior: Voice; mood; non-verbal behavior: Manner; gestures; facial expressions; information image. 121 teachers participated in practical part of the research including 85 school teachers and 36 university faculty members from Kazakhstan. According to the respondents' self-assessment 71.8% of school teachers and 66.7% of faculty members noted that their actual and ideal images fail to meet. However, only less than half of school teachers (27.1%) and about one third of faculty members (22.9%) wanted to change it. School teachers and faculty members expressed their interest and positive reaction to the idea of organizing "a workshop on pedagogical image." Most of them would like the workshop to be organized at schools (40%) and universities (47.92%), as well as at advanced training institutes (48.53% of school teachers and 43.75% of faculty members).

**Keywords:** Pedagogical Image, Imageology, Teacher's Authority

**JEL Classifications:** I20, I23, I26

### **1. INTRODUCTION**

The importance of creating teacher image is determined by certain reasons: (1) The necessity to compete in the modern environment of educational services within a particular higher education institution, school, country and internationally; as well as (2) the opportunity for a person to self-realize through the recognition by society, to become successful; (3) forming integrated organization culture at schools, higher education institutions for promoting

them at the market of educational services. We will analyze the approaches to understanding teacher image, figure out the differences between images of university faculty member and school teacher, as well as suggest recommendations. Global markers of teacher and organization images are interesting as objects for studying in the globalizing society. The article consists of two large parts. The first (theoretical) part contains the organized knowledge on approaches to understanding the theory of image and its structure. The second part of the article is devoted to

comparative research of school teachers' and faculty members' images, of educators' representations of image and their opinions on the need to study and design teacher image as well as their readiness to obtain recommendations.

## 2. RESEARCH METHODS

The theoretical research methods included critical study, critical analysis, synthesis, comparison, generalization. We also used such empirical methods as questionnaire survey, observation, and interview. We designed the questionnaire consisting of 24 questions. 121 educators participated in the survey including 85 school teachers and 36 university faculty members from Kazakhstan. The questionnaire survey was carried out in the Republican Institute for Development of Leading and Research-Pedagogical Staff of Education System of The Republic of Kazakhstan (RIDLRPSES RK).

### 2.1. Definitions of the Concepts and Functions of Pedagogical Image

There have been a lot of scientific researches on political image. For instance, Rosenberg et al. (1991) wrote on creating a political image, Clark (1997) analyzed mass culture and political image, etc. The concepts of image and pedagogical image became the objects of Kazakhstani scholars' attention in 1990s – early 2000s. Papers by representatives of Kaluzhny's scientific school are known: Kusametova's one on faculty members' readiness to develop positive image (2010), practice-oriented articles for school teachers by Popova (2005), programmes for teacher advanced training by Sheryazdanova and Iskhakova (2012), programmes of scientific research (under the leadership of Ahmetova, 2013 and others).

The word "image" has, at least, five meanings in English ("representation," "idol," "likeness," "metaphor," "icon"); this word often means "representation" in speech. Image is the representation of a person or an organization which has emotional, psychological and intellectual influence aimed at making a subject (person or organization) popular. According to Quilliam, creating images by teachers enabled us to talk about the new branch of imageology – pedagogical imageology (Quilliam, 1998). According to well-established beliefs, educator's image is expressively colored stereotype, perception of the educator by pupils, colleagues and the social environment, as well as in the mass conscience (Kodzhaspirova and Kodzhaspirov, 2000).

Pedagogical image is a symbolic and dynamically changing image of an educator or an organization, created in pupils', colleagues', and mass conscience in the process of professional and information activity. An image is created both directly during teacher-pupil interaction and indirectly, for instance, via building educator's image on social media sites. Therefore, image is more a kind of information capsule, a certain information halo which teacher needs to have in the conditions of the information society. The Information capsule exactly which involves pedagogical image, educator's reputation and authority is especially important in the age of informatisation. In our opinion, the image can be constructed spontaneously or purposefully.

It is better if educator's image reflects real educator correctly. Every educator seeks an ideal. Educator's image includes pedagogic professional qualities. Cooper (2014) suggests the following top 10 qualities of a great teacher.

1. An engaging personality and teaching style
2. Clear objectives for lessons
3. Effective discipline skills
4. Good classroom management skills
5. Good communication with parents
6. High expectations
7. Knowledge of curriculum and standards
8. Knowledge of subject matter
9. Passion for children and teaching
10. Strong rapport with students.

Teacher image must reflect ideal image to some extent.

Before designating the functions of pedagogic image, we will answer the question: Why does a modern person needs an image?

Image has two important components. The importance of working on one's image is the fact of objective reality. It is an imperative of the modern information society in which communicative interactions are more active and almost every professional has to be able to present herself in front of other people. According to Vasilchuk the virtual world, the world of fantasies and human ideas is more significant for people living in the information society than the real world (Vasilchuk, 1997). The information age requires creating visual information capsule around a person. Therefore, an image can be viewed as the extension of a person, as her representation in information format. Almost every university in the XXI century presents information about its faculty members on its website. Such behavior is practice-oriented, considering internationalization of higher education; foreign students choose universities based on educational programmes of the latter, as well as their disciplines and faculty members. Thus, universities and faculty members earn money. The image is becoming a practical tool for making money.

Image also encourages the self-realization of a personality, the implementation of inner needs to be recognized in the society and profession, to be successful; it satisfies a need for personal development.

We distinguish between the following functions of pedagogical image:

- Social and information function: Informing the society, members of teaching community, and students about a teacher personality or an educational institution. Here, it is important to emphasize the ordinary objective necessity and importance of teacher image for students who choose disciplines in the credit-based system of education;
- Character building function: It is known that the leading method of character building is teacher's personal example, therefore, a teacher, having positive image, contributes to building character in pupils, students and adults;
- Professional function: Positive pedagogical image

contributes to professional development and improvement of advanced training, acquiring positive image of the profession in the society. Work on building pedagogical image expands horizons of the profession, pushes teachers to new professional achievements, enlarges professional culture, makes teachers improve and create new knowledge, look for new realms where they can use their professional knowledge;

- Motivational function: It motivates teachers to seek self-improvement and self-realization. At the same time, highly estimated pedagogical image ensures financial prosperity, enabling employees to require high salaries, good working conditions, etc.;
- Developing function: It directly encourages development and personal fulfillment; self-esteem improvement, reflection; the formation of one's new competencies, advance in art of teaching, new achievements, and obtaining awards.

## 2.2. Approaches to the Essence and Structure of Pedagogical Image

Let us regard two well-known approaches to understanding pedagogical image: (1) Perspective based on humanistic pedagogy and psychology, (2) milieu approach. We will also suggest using the third approach and call it, (3) Eastern philosophical approach. It is important to emphasize the significance of humanistic approach which is connected with "self-concept" (the basis for human image), and the significance of milieu approach due to informational and energetic nature of spreading a human image. According to the principle of complementarity these approaches supplement each other.

The first (humanistic) approach is the conception of reflecting teacher's success on her pedagogical image and self-actualization of her personality. This approach is based on achievements of humanistic pedagogy and psychology made by Maslow, Rogers and others (Rogers and Maslow, 2008). The key idea here is that personality self-concept aimed at personal development, satisfaction of the need to self-realize, to acquire social cognition. That is why image can be regarded as a tool to meet these needs. It is known that people not only have self-concepts, but also strive to reach "ideal self." Professional images of real and ideal self can be transformed into pedagogical image. Ideal self of modern age professional image is identified with person's success, her efficiency and high achievements. The image of professional, on the one hand, can encourage the satisfaction of human needs for recognition, leadership, success; on the other hand, it may contribute to personal self-improvement, one's work at oneself, reflecting on one's activity.

The second (milieu) approach to understanding the essence and structure of image has been suggested by Cherepanova. The image is a dynamic characteristic which constantly interacts with nature, society and culture and depends on the degree of balance of relationships between different personal formations (needs, talents, systems of values, mindsets, self-concept, and others). The state of individual image can be positive, in case it effectively interacts with natural, social and cultural environment and has well balanced personality traits; an image can be negative when it is inconsistent

with the environment, when personality traits are balanced only to low degree or if both factors are present.

Cherepanova points out that image as milieu phenomenon can be represented as a model. The latter consists of two interrelated components: (1) The core, relatively constant but capable of changing components i.e. self-concept and (2) the external part of image - The variable perceived by audio, visual, olfactory, kinesthetic systems which can change fast enough depending on environmental conditions (Cherepanova, 2002).

Cherepanova supposes that the hierarchical structure of dispositions of image core consists of the following components: Superficial (lower) level of dispositions (knowledge, information, beliefs on the ways of shaping image); socially fixed attitudes (formed on the basis of information, knowledge and at the same time having influence on them to significant extent); value system (changes in individual value system lead to changing the set of personal attitudes); self-concept.

Self-concept being the central element of image core is shaped through all three layers; it integrates them and, thus, completes the structure of core image. Values are absorbed by personality, if they are not at odds with self-concept. If a person changes her image, the structure of the image core is transformed (Cherepanova, 2002).

The third approach (mentioned above) was referred to as Eastern philosophical one. According to Indian philosophy, every person has five "bodies" or, in other words, capsules composing human being: Physical, energy, emotional, intellectual and spiritual ones. All five mentioned components of person are presented and work in the image of person as a phenomenon suggesting perception: Physical fitness and personal appeal; radiation of positive energy; empathy; human intellect and competency, constructing cognition and development; spiritual wealth and human values. In our opinion, such understanding explains why Indian schools of philosophy have many followers. "Teacher" pays attention to the development of all mentioned components, which has an impact on personal image and reputation (Mynbaeva, 2013).

## 2.3. Image Structure and the Stages of Building Image

Image consists of three parts: (1) One's own imagined image; (2) projected one that corresponds to how you are perceived by people around you; (3) obtained image which expresses other people's representations of you and must not be different from projected image.

Boyko notes the complexity of image and suggests considering image as wholeness, which includes the following components (Boyko, 1998; Averchenko, 1999):

1. Audio-visual personal culture: To what extent person's speech is well bred and pleasant, what her manner is, what clothes and hairstyle she wears, etc. It is worth noting that appearance must conform to most people's expectations or to the ones of a certain group of people
2. Style of behavior i.e. different aspects of personal behavior: Professional, intellectual, emotional, moral, communicative, ethical, aesthetic

3. Personal philosophy, system of values: What does he think about life, about work he does, about the people he deals with, what are his moral principles
4. Attributes demonstrating person's status and ambitions: Furniture in her office, car, pets, and so on
5. Psychohygienic self-image: Attractive psychohygienic image of a partner, i.e., the person is calm, both internally and externally, active, in a good mood, friendly, optimistic, peaceful.

When psychohygienic self-image changes in line with external and internal influences and, at the same time, remains within communication framework, it is a sign of person's emotional health (Averchenko, 1999).

At the same time, students', colleagues', and parents' individual opinions can draw a completely different picture of perceived or current image. Of course, professionals can have beliefs about themselves. This image of one's own self is called a mirror image or self-image.

The main structural components of educator's image are as follows:

- Visual attractiveness (health condition, charisma, personal characteristics and individual peculiarities, clothing style, preferred color collection, make-up, hairstyle);
- Professionalism (level of education, the style of working relationship); verbal characteristics (speech and its distinguishing features, communication skills, public speaking techniques, model of behavior);
- Non-verbal characteristics: Facial expressions, gestures, posture;
- Visual attractiveness;
- Communication style;
- Space of life activity: Lifestyle, personal experience, family relations, results of activity, created environment (Isenko, 2006).

Image creation needs much sophisticated work. It is possible to say that image is the fruit of art to charm. Thus, one of the main technologies of image creation is based on the technique of creating personal charm (Moreva, 2006).

The technology of image creation is based on the technology of personal charm, whose components, according to Shepel, are as follows: Visual effect, communication mechanics, etc. (Shepel, 2002; Moreva, 2006).

The visual effect is achieved via constructing appearance: Face building (ability to build face), physiognomy (ability to assess person's character from her face), kinesics (learning body movements and gestures). Communication mechanics is based on the development of empathy, intuition, speech etiquette (Moreva, 2006).

Image should not be equated to pedagogical authority. Pedagogical authority is the generally recognized role of teacher in professional activities and public life, based on deep knowledge, competencies

and achievements. Pedagogical image and authority are dynamic systems requiring constant development and reconfirmation. Authority is characterized by teacher's creative manner, her professional methods of operation. Authority feeds educator's image; constructing image contributes to winning authority. In our opinion, authority is closer to reality and has more real configuration, whereas image is something specially created, it can have real characteristics, as well as contain legends.

One more perspective on educator's image belongs to Yakusheva, according to whom it is the integrative quality of personality, the synthesis of intellectual, habitus, kinetic, verbal, environmental, and artistic culture. The components of educator's image are as follows (Yakusheva, 2011):

- Intellectual culture implies the flexibility of thinking, reflection and self-consciousness related to the development of creativity and the improvement of professional skills in a teacher;
- Habitus (from Latin appearance) culture is personal culture which includes individuality, determining color style, physical and psychophysiological characteristics; style (romantic, sports, dramatic) defining creative individual characteristic in accordance with professional requirements; fashion reflecting development trends and assisting a teacher to be modern and recognized by her colleagues and students;
- Culture of speech is personal culture developing on the basis of principle of objectively existent relationships between language and cognitive processes, implying the sense of style, developed taste and erudition;
- Milieu culture is material and social culture (milieu and accessories);
- Artistic culture is an integrative quality of personality combining common culture and artistry, axiological as well as aesthetic and ethical elements in different kinds of professional activity and communication.

Data analysis enables us to make a conclusion that image is the most important component of pedagogical excellence (Yakusheva, 2011).

Baranova supposes that the work over image can include four stages (Baranova, 1994):

1. Finding out what image this particular person has at the moment and to what extent it corresponds to other people's beliefs about it. For the person who creates an image it is important to solve the problem of attractiveness/unattractiveness of the image on the whole: Appearance, actions, words, manner of speaking, moving, and communicating
2. Image creation itself: Here, the work is directed at "public," i.e. the group (social, educational) which will be targeted by created image, testing the ways of attracting attention, attractiveness factors, choosing the methods of shaping image
3. Search for a motto (slogan) under which the image creation will take place. Motto gives a person the opportunity to become firmly convinced in her milestones and concisely formulate them in the plan of "loud speech"
4. Creation of legends: The essence here is that a person who bears an offered image must be notable among others, nevertheless being one of those others (Baranova, 1994).



### 3. RESULTS

Let us summarize the perspective on structural components of pedagogical image. Let us present the structure in the following way:

- The core of pedagogical image:
  - Self-concept;
  - Inner image – axiological (value-conscious) image, system of values, personality traits;
  - Charisma;
  - Professionalism and pedagogical competency (professional qualities, skills, authority, career aspirations and the real situation in career ladder, readiness for self-education and self-development, success, awards, etc.).
- External image:
  - Visual image: Walking manner; clothes; hairstyle; way of moving; makeup for women; accessories; perfumery;
  - Verbal behavior: Voice; mood;
  - Non-verbal behavior: Manner; gestures; facial expressions;
  - Information image.

If we focus on the problem of faculty member's image, we distinguish between the following aspects of faculty member's pedagogical image: Academic image, scholarly image, international image, and teacher's social image.

The role of teachers at institutions of higher education is wider than at school - faculty members make research, represent their universities as public figures, establish international contacts and perform other functions. Therefore, the system of teacher evaluation is expanding not only at the expense of students who assess the quality of instruction by faculty members, but also via assessment of scholarly image, social impact on the development of universities, etc. The systems of assessment of the quality of instruction are widely spread in leading foreign universities; assessment is carried out confidentially.

It is worth noting that pedagogical imageology as a field of pedagogical knowledge is at the initial stage of development, which is currently descriptive and empirical. However, it is necessary to include this discipline in teacher training curricula in order to prevent professional deformation and to encourage the professional advancement of teachers throughout their lives. For instance, we included its elements in our course "art of teaching" for third year students who learn pedagogical sciences. In addition, pedagogical imageology is worth learning by educators themselves as a part of self-teaching.

#### 3.1. Comparison between Images of the School Teacher and Faculty Member

In this paper we tried to compare the images of school teacher and faculty member (Table 1). Pedagogical images of school teachers and faculty members have a lot of common components, since both of them are engaged in teaching. Common indicators of pedagogical image include professionalism, competency and erudition of school and university teachers; art of teaching standard, success, purposefulness and feasibility;

awards and achievements. In addition, important elements of professionalism, favorable for shaping a positive pedagogical image include pedagogical thinking; pedagogical reflection; pedagogical improvisation, creativity and pedagogical communication.

At the same time, the images of the school teacher and faculty member are different. The first difference is the possible pattern of promotion along the career ladder. In particular, school teacher can move up the career ladder working at the following positions: Subject teacher, director of curriculum and teacher development, school vice-principal and, finally, school principal. The faculty member has wider opportunities to be promoted: University or scholarly career. The stages of university career include such positions as assistant lecturer, lecturer, senior lecturer, associate professor, and professor. Scholarly career is based on earning degrees: Candidate of science and doctor of science in the past, now master's and PhD degree. Accordingly, the faculty member has wider choice and more opportunities for growth and self-realization.

We conducted a questionnaire survey among teachers. The survey included 121 teachers. The educators came to Almaty for advanced training. School teachers as well as university faculty members attend the courses at the RIDLRPSES RK.

We designed a questionnaire. The questionnaire involved three sections: (1) Teachers' understanding of such phenomena as "image," "pedagogical image" and their characteristics; (2) self-assessment of one's teacher image; (3) practical issues of improving teacher image.

Teachers defined the concept of "image" using the following key words: "External image," "behavior and speech culture," "clothes." The concept of "pedagogical image" was more associated with such key words as "art of teaching," "ethics and aesthetics of dress," "person's values," "pedagogical culture," "style." Most respondents referred image to professional and business field of activity: 76.47% of school teachers and 72.92% of faculty members. Only 22.35% of school teachers and 25% of faculty members consider image as a part of personal sphere. The rest of educators gave other responses. They also included in pedagogical image such elements as knowledge of pedagogy, values and attitudes, competency, intellectuality, proprietary technology, spiritual culture and others owned by them. Faculty members who participated in the survey pointed to such indicators of educator's image as authority among and recognition by the domestic as well as international professional community, achievements and awards; authority among students, academic aura, charisma, and others. It is worth noting that educator's image works within the university – it has an influence on students who choose elective courses and the educator, on the image of the university and its academic attractiveness, on university's higher position in rankings.

We found out that school teachers consider that image should target the society and gross audience (32.94%), school children (27.06%), colleagues (21.18%). Faculty members ranged image

**Table 1: Comparative analysis of the images of teacher and faculty member**

Comparison criteria of the image	School teacher	Faculty member
Focus on	<ul style="list-style-type: none"> <li>• Pedagogic career</li> <li>• Teacher's authority among pupils and their parents</li> <li>• Social and economical status</li> </ul>	<ul style="list-style-type: none"> <li>• Academic career</li> <li>• Scholarly career</li> <li>• Academic degree and ranks, honorary titles</li> <li>• Authority in the professional and scholarly community</li> <li>• Authority among students</li> <li>• International contacts and authority</li> <li>• Information image</li> <li>• Publications</li> <li>• Making research ... PhD theses defended under one's scientific supervision (scientific school)</li> </ul>
Career ladder	<ul style="list-style-type: none"> <li>• Subject teacher</li> <li>• Director of curriculum and teacher development</li> <li>• School vice-principal</li> <li>• School principal</li> </ul>	<ul style="list-style-type: none"> <li>• Assistant lecturer</li> <li>• Lecturer</li> <li>• Senior lecturer</li> <li>• Associate professor</li> <li>• Professor</li> </ul> <p>Separate promotion potential head of educational programme, head of department, vice-rector, rector.</p>
Academic degree	<ul style="list-style-type: none"> <li>• Bachelor</li> <li>• Master</li> </ul>	<ul style="list-style-type: none"> <li>• Master</li> <li>• PhD</li> </ul>
Common characteristics	<ul style="list-style-type: none"> <li>• Professionalism, competency and erudition</li> <li>• Art of teaching standard</li> <li>• Success</li> <li>• Purposefulness and feasibility of scholarly activity</li> <li>• Awards and achievements</li> <li>↑ ↑ ↑</li> <li>• Pedagogical thinking</li> <li>• Pedagogical reflection</li> <li>• Pedagogical improvisation</li> <li>• Creativity and pedagogical innovations</li> <li>• Pedagogical communication.</li> </ul>	

targets in a slightly different way, considering that image should target students (33.33%), gross audience (20.83%), colleagues (16.67%), employers and business partners (14.58%). Such results, in our opinion, can be explained by the differences between working at schools and higher education institutions. School teachers consider important the social status of the profession itself, whereas faculty members are more focused on the practice of choosing a faculty member and disciplines at higher education institutions.

According to respondents' self-assessment 71.8% of school teachers and 66.7% of faculty members noted that their actual and ideal images fail to meet. However, only 27.1% of school teachers and 22.9% of faculty members wanted to change it. These results are interesting as they show educators' readiness for changes and their conservatism, which can indirectly demonstrate educators' exhaustion and burnout. They gave the following answers to the question "What do you need to change in yourself?" School teachers consider necessary "to change conversational manner" (36.47%), "their publications" (18.82%), "their authority" (14.12%), "clothing style" (9.41%), "their portfolio" (8.24%). Almost one third of faculty members (29.17%) offered their own variant of response: From "faculty member's reputation" to "image of university." Faculty members also chose "change

of conversational manner" (18.75%), "clothing style" (14.58%), "portfolio" (12.5%), "students' opinions" (10.42), etc.

Most teachers found it hard to answer to an open question "What international indicators of teacher image do you know?" Only 3.5% named "participation in international contests," "international publications" as these indicators. Faculty members' responses included more indicators "lectures abroad, demonstration of competency and art of teaching," "foreign language skills," "participation in international conferences," "publications in international journals," "citations," "articles in international databases with impact factor." On the whole, some of these answers were given by 44.4% of faculty members, among whom 13.88% named such indicators as "publications in international journals," "citations," and "articles in international databases with impact factor." Most given answers indicate that their authors participate in international cooperation which means that Kazakhstani higher education is more active than schools in terms of international professional cooperation.

School teachers and faculty members expressed their interest and positive reaction to the idea of organizing "workshop on pedagogical image." Most of them would like the workshop to be organized at schools (40%) and universities (47.92%), as well

as at advanced training institute (48.53% of school teachers and 43.75% of faculty members).

#### 4. DISCUSSION AND RECOMMENDATIONS FOR EDUCATORS

Kaluzhny (2004) designed interesting methodical guidelines for educators on shaping pedagogical image:

1. Image shaping is not a substitute for teaching activity, but rather just an addition to it
2. One should approach the issue of creating an image long before the start of pedagogical activity
3. One must use simple language as the basis for communication; regarded problems must be important for everyone
4. Outside experts are necessary.

Programmes for advanced training which include sections on constructing pedagogical image have been developed in Kazakstani institutions of higher education (Sheryazdanova and Iskhakova, 2012). As an option for solving this problem an idea was offered to launch "Workshop on pedagogical image" at universities, which could offer to educators training programmes and counseling on developing individual image and style.

##### 4.1. Workshop on Pedagogical Image

Having carried out the analysis of psychological and pedagogical literature and the survey among educators, the authors developed and offered the design for "workshop on pedagogical image." The project of the workshop was developed in collaboration with bachelor of education Zhamankulova. There can be three directions in the functioning of the workshop: Visual and aesthetic imageology, training room, information imageology.

In terms of visual and aesthetic direction developers expect that counseling work on shaping visual image and individual style of the educator will be carried out. The workshop will offer consultations on choosing the clothing style, educator's visual image, movement manner, etc. The outcome of the work in this direction is shaping individual image of a certain educator.

The training room is to use the variety of techniques, technologies and methods for teaching the basics of communication, speech etiquette, public speaking skills, face building (ability to build face), kinesics (body motion and gestures training); stress relief, mastering relaxation skills. At first, experts assess such educators' skills as communication, artistry, creativity, and then determine strategies of personal development and growth for educators. Then, the instruction by means of training and business games takes place. The outcome of instruction in the training room can include the maturity of individual behavioral style in the teacher-teacher communication, as well as the capacity for self-presentation and self-control.

In terms of information imageology one can define the goal – to broaden educators' information culture, to promote educators' images informationally. The result of the work in this direction may include creating web-site on a particular educator, which can form the idea of the educator's personality, her achievements;

probably, e-newspaper on means and methods of constructing pedagogical image.

#### 5. CONCLUSION

The need to include new fields of knowledge in the professional activity of educators is essential in nowadays. Such new phenomenon as educator's image will play a special role in raising the status of teachers. In addition, pedagogical image performs social and information, professional and nurturing functions that create new potential for educational activities. Issues of building the image of education institutions as an element of organizational culture of institutions require further analysis.

Modern scholars do not have unified approach to defining the structure of pedagogical image. The authors of this paper followed Cherepanova in distinguishing between the core and external parts of the image. Were analyzed three approaches to understanding image: perspective based on humanistic pedagogy and psychology, milieu approach and Eastern philosophical approach. Comparing teacher image and faculty member's image the following common indicators were revealed: Professionalism, competency and erudition; art of teaching standard, success, purposefulness and feasibility of activity outcomes; awards and achievements. The list of components of faculty member's image is longer and includes academic image, scholarly image, international image, and educator's social image. The authors are planning to make further research to find out the elements of international image of the university in relation to world university rankings and educational programmes.

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