Future English Teachers' Professional Image Forming

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Abstract: The aim of the research is to substantiate, design pedagogical system of future English teachers' professional image forming at pedagogical institutions of higher education and verify experimentally its effectiveness. The research was conducted within the mixed methodology in two stages: theoretical and empirical. In the context of theoretical stage the essence of the professional image of English teacher was defined, based on personality's role theory, its structure was clarified and pedagogical system of its targeted forming at pedagogical institutions of higher education was developed. Research findings made it possible to identify pedagogical factors influencing the future English teachers' professional image forming as well as pedagogical conditions, which allow achieving positive results in the process of its formation at pedagogical higher educational institutions. Obtained theoretical results have been introduced into the educational process of pedagogical higher educational institutions of Ukraine within the pedagogical experiment (empirical stage) in order to be experimentally testified. Statistical processing of obtained experimental data ensured the validity and objectivity of the research results and verified the effectiveness of the proposed pedagogical system. The research results point to the fact that the proposed pedagogical system provides the high quality of image training of future English teachers' at higher pedagogical educational institutions.

Keywords: *teacher; image; professional image; professional training; pedagogical system.*

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1. Introduction

The higher pedagogical education in Ukraine tends to increase innovations in training teachers of new generation, especially in the aspect of forming their professional images. It is due to the current requirements to the representatives of pedagogical profession and especially to teachers of English, connected with the changes in the society during the last decades.

The modern world is marked not only by the rapid pace of change, but also by the instability and unpredictability of the events that take place in it. It implies socio-cultural transformations, which are extrapolated to natural processes, determining the specificity of the general worldview. Since the 1970s all spheres of life have contended with the challenges of postmodernism, influencing the current worldview.

As a philosophy, postmodernism rejects concept of universal truth and instead emphasizes humanistic orientation and the diversity of values. It leads to creating fundamentally new image of human and his place in the Universe. Postmodern philosophy deviates from orientation on the human in general (abstract understanding) and gives preferences to the locally unique in each personality. It causes abolishing modernist attitudes to the knowledge of the unchanging (homogeneous) human essence, as well as the human, absolute values – cognitive, ethical, aesthetic, sacred, which becoming conditional and conventional.

Science, philosophy, religion, art, morality has reached the postmodern stage of development in its own way. The education sector was no exception. Postmodern philosophy of education has reflected the leading trends in the evolution of modern world culture. Its cardinal changes are connected with the rejection of the classical tradition, in which essence is associated with order and stability, as such value can no longer be fundamental for education, since it fails to explain how a person can survive in today's unstable world. It is synergetic that became the model theory in the situation of changing worldview paradigm, treating chaos, unstable states of systems as the basis of development, creative phenomenon, which contains a variety of opportunities for self-development and self-organization.

The new model of educational reality is based on the principles and techniques of thinking that derive from the idea of nonlinearity, treating education as actualizing the creative potential of a pedagogical process free from limitations as linear thinking, deeply rooted in the traditions of education and upbringing, not only contradicts the basic tendency of

modern culture development, but also impedes realizing the creative potential of post-non-classical paradigm of education.

One of the most urgent problems of postmodernism in general and particularly in the educational doctrine is the problem of human freedom. Postmodernists are sharply negative about schools as they represent “the most perfect mode of education”. Thus, M. Foucault criticized schools, universities and other educational institutions as the centers of discipline and purposeful forming of conformists that seek to establish total power over the individuals, oppressing them using social norms, transforming them into “subjects”. For Foucault (as cited by Taylor, 2011) “social norms” are standards that people are encouraged to follow, that are also used to compare and define people. That’s why the process of education must be subordinated to another system of values, because multidimensional human nature cannot be standardized, oppressed to norms, and forced to sacrifice some element of the identity and freedom because of those universal super-personal interests, the personification of which is “reason”, “truth”, “progress” etc.

Such factors also caused changes in demands to modern teacher personality and professionalism, the level of social mobility and social behavior. As a consequence, the priorities in training future teachers are changing. Taking into account new ideals and values of postmodern philosophy, the system of education of the 21st century tends to fully realize the idea of the rethinking of the nature of pedagogical interaction. It actualizes the necessity in forming new style of teacher’s social behavior, which meets the demands of new society and creating the modern teacher’s professional image. Therefore there is the current requirement to improve the conditions, forms and methods of organizing the educational process in the higher education institutions providing their training.

2. Literature review

To cover the state of the problem under study we have analyzed the set of scientific sources that have formed scientific and theoretical basis of our research. Let’s see them in more detail.

As every person interacts with many other individuals in their lives, people’s actions in the space of social interactions are decisively determined by the position they occupy in the society, which is called social status. Social status not only defines the place of the individual in the social stratification of the society but characterizes its activity in different spheres of life and, finally, evaluates the activity of the individual by the society. Knowing the

social status of a person, people expect one to possess a certain set of qualities and competences in order to perform one's functions. These prescriptions derive from society's culture and are expressed as social norm. According to Linton, R. (1936) the expected behaviour, associated with the status, is called a social role. Turner, R. (1990) understands social role as a "comprehensive pattern of behavior and attitudes, constituting a strategy for coping with a recurrent set of situations, which is socially identified-more or less clearly-as an entity". He admits, that "social role is played recognizably by different individuals, and supplies a major basis for identifying and placing persons in a group, organization, or society".

Patterns of social roles are fruitfully investigated. A number of role theories have been created, beginning with an idea embedded in ancient philosophy and transcribed into scientific papers by the sociologists of 20th century: functional role theory (Linton, 1936), Parsons, 1951), structural role theory (Levy, 1966; Linton, 1936; Winship & Mandel, 1983), cognitive role theory (Kelly, 1991; Mead, 2001; Moreno, 1934; Rotter, 1972; Sherif, 1956), theory of symbolic interactionism (Blumer, 1969; Burke, 1989; Cooley, 1922; Goffman, 1956, p. 161; Mead, 2001). They suggest that normative behaviour of the society members is dictated by the societal expectations and preferences (Mead, 2001; Merton, 1957; Parsons, 1951; Turner, 1978). Thus, roles are "parts played by actors in scripts written by society" (Hindin, 2007).

Studies have grown rapidly over recent years as the influence of postmodern society continues to change perceptions about social roles. Thus, in the context of recent social changes teachers constantly face with the need to act in new roles, master non-existent earlier social functions, and feel the pressure of unusual expectations that correspond to the new structure of society as a whole. Therefore, social role theory offers a way to understand changes in teacher's roles and associated behavioral models and professional qualities and competences that should be reflected in their professional images.

Performing a large number of roles by modern man requires him to maintain his status, authority and prestige. This emphasizes the connections between the person's image and the norms of one's existence and behavior in the society, and makes image making the important factor in achieving correspondence between ideals and the real state of things as well as in the desire to such ideals.

Standards, that most matter to acting in teacher education and social expectations of teaching profession in different societies, in different periods of time were the object of numerous researches (Akcan & Polat, 2016;

Andronache et al., 2014; Everton et al., 2007; Judge, 1995; Sivakumar & Arun, 2019; Young & Erikson, 2011).

The surveys dedicated to different aspects of constructing the image of the teacher also attracted attention of scientists. Thus, the study by Fischer, J. and Kiefer, A. (2009) proposes the set of life stories of successful teachers to follow them in professional activity. Schepens, A. et al. (2009) center on teacher's professional identity forming taking into account such two directions as being born as a teacher, which is understood as based on demographics and personality traits; and becoming a teacher which is based on experience. Sperants'ka-Skarha, M. (2010) characterizes the peculiarities of forming the professional-pedagogical image of future teachers of philological specialties in out-of-class activities at the university. Friesen et al. (2013) investigate the teacher's identity developing in social psychological terms, based on theory of identity development (Erikson, 1959) and self-categorization theory (Turner et al., 1994). The subject of Pruss, N. (2017) theses is theoretical substantiation and experimental verification of pedagogical conditions of forming the professional image of future Foreign languages high school teachers.

The findings have several implications for teachers' education programs and point to the potential utility of applying psychological theory when examining the processes by which student teachers develop a professional teaching identity. Chang-Kredl, S. and Colannino, D. (2017) highlight the role of social media in constructing the public image of the teacher. Navrotska, M. (2019) studies the problem of developing the professional image of the teacher in the system of post-graduate pedagogical education. Mantulenko, V. et al. (2020) concentrate on studying how the teacher's personal brand should be built, what opportunities it gives, what are its specific features. The authors also characterize the factors that contribute to the personal brand creating in terms of education and science. One of the main results of the research is the model of the teacher's personal brand, which shows the attributes of the image which are of great importance for the personal brand of any teacher.

Despite of the growing interest to the problem of teachers' identity and professional image, most of the works are based on generalization of extensive empirical material, have practical orientation and are aimed at solving specific applied problems. So, the recent scientific literature analysis revealed the lack of systematic pedagogical researches on the problem of future English teachers' professional image forming at higher educational establishments. Moreover, the factors affecting English teachers' professional image and the peculiarities of shaping image characteristics are

poorly understood. It can reflect in limited using pedagogical factors and insufficient providing appropriate conditions for professional image forming in the process of their professional training. It also can impede the development of image making at higher educational institutions and slow down the use of innovative pedagogical technologies.

For all these reasons, we decided to fill in this gap by theoretically substantiating and experimentally checking the efficiency of the system of future English teachers' professional image forming at pedagogical higher educational establishments that was *the research purpose*.

3. Methodology

The research was performed in 2 stages (theoretical and empirical) and was aimed at fulfilling the following tasks:

1. To find out the state of future English teachers' professional image forming in educational practice; to clarify the essence and the structure of the professional image of future English teachers.

2. To work out the pedagogical system of future English teachers' professional image forming.

3. To identify and substantiate pedagogical factors and conditions that contribute to future English teachers' professional image forming and ensure the efficiency of pedagogical system of future English teachers' professional image forming.

4. To verify experimentally the efficiency of the proposed pedagogical system of forming the professional image of future English teachers at pedagogical institutions of higher education.

At the *first (theoretical) stage* we examined the content of educational activities aimed at future English teachers' professional image forming at pedagogical higher educational institutions. Due to the analysis of current programs of different disciplines, plans of extra-curricular work and state standards for higher education considering their relevance to the problem of future English teachers' professional image forming we found out:

- real potential of rather numerous disciplines for forming future teachers professional image in the process of professional training at higher educational institutions which isn't used;

- insufficient amount of educational information that would contribute to the future specialists professional image forming;

- insufficient concentration of educational material, offered to future teachers, on the problem of forming and maintaining their positive professional image;

– lack of the holistic system of knowledge and skills that would contribute to the future English teachers' professional image forming.

We came to a conclusion that forming English teachers' image at pedagogical educational establishments largely proceeds spontaneously. The image making content isn't enough represented both in educational subjects and in different extra-curriculum activities at the higher educational institutions; students' self-realizing in the context of forming and maintaining their professional image isn't paid much attention. Subjects of general, practical and professional training have real opportunities for forming all component of English teachers' professional image. The said above proved the actuality of the research and caused the need to clarify, first of all, the essence and structure of English teacher professional image.

Taking into account existing numerous approaches to understanding the notions "image" and "professional image" in Philosophy, Psychology, Sociology and Pedagogics, we came to the conclusion that within our research image should be seen in terms of role theory, according to which man performs a large number of roles and has to maintain the authority and prestige of the profession, institution, status etc. It is this theory that proves the connection between the image and the norms of personality existence and behavior in the society, and makes the image an important factor that reveals itself in person's desire for the ideals as well.

Therefore we defined "*English teacher's professional image*" as the personality's status-role characteristic that unites the specialist's external (aesthetic upbringing and creativity) and internal personal (pedagogical abilities and reflexivity) and professional (humanistic and business) qualities as well as competences (philological, methodical, image-making); is aimed at creating public perception of social and professional role that personality constructs; is shown, confirmed and developed in the process of person's mastering social and professional experience.

In order to find out the structure of the phenomenon under study we used an expert opinion method based on experts' competence and experience. 20 higher school teachers, who had a scientific degree and/or academic title and at least 10 years of experience in the field of education, were engaged in the experiment as the experts.

According to ranking technique they were asked to arrange the given personal competences and characteristics using the 5-point scale (1 point - the most valuable, 5 points – absolutely unnecessary), taking into account their value for English teacher professional image forming.

Based on the analysis results of the experts' opinions and testing the hypothesis regarding their consistency, we revealed the most striking

characteristics and grouped them into the components, that define the English teacher professional image structure.

Thus, *motivational-valuable component* of the Foreign Languages teacher's professional image reveals itself primarily in person's desire to mastering modern teachers' values, interest and needs to image making activities. *Gnostic component* consists of the complex of psychological, pedagogical and professional knowledge and cognitive skills that is the base for Foreign Languages teacher's professional image making. *Practical-operational component* involves skills connected with using appropriate methods of self-identification, self-realization and self-expression, basic image making technologies and special technics as well as self-presentation tactics and strategies. *Personal-reflective* component reflects the English teacher's estimated attitude to the process and results of independent image making activity and provides that a teacher should not only possess certain qualities, but also to be able to see positive and negative in the done work, to compare the achieved results with the planned goals and objectives.

These components are in constant dynamics and interaction that results in formed conglomerate of external and internal personal and professional skills and competencies that provide teacher's positive professional image (Tkachenko, 2017).

In order to realize the conceptual ideas of the research we developed the pedagogical system of targeted forming of English teacher's professional image. According to the structure of the pedagogical system, we substantiated aim, tasks, worked out the mechanism of selecting and structuring the content and methodics of practical training of future specialists and evaluating this process.

With regard to the peculiarities of pedagogical activity we identified the pedagogical factors influencing the future English teachers' professional image forming. They are educational environment, teaching staff and students' activities. Factor is considered to be the cause, driving force that determines the nature or one of the main features of the process or phenomenon. Supporting Luzan, P. (2004) view that a particular pedagogical factor has the potential to achieve the intended result but the opportunity is realized only if the pedagogical conditions are provided, we determined and substantiated *pedagogical conditions*, which will allow to direct the influence of mentioned above factors. Experts were also engaged in this process. They were asked to rank the given list of conditions, taking into account their value for English teacher's professional image forming. According to experts, achieving positive results in the process of forming the future English teachers' professional image at pedagogical higher educational

institutions is possible if provide the following pedagogical conditions: ensuring the readiness of scientific and pedagogical staff of the higher educational establishments for implementing the ideas of image-making science; creating the algorithm for future English teachers' professional image forming based on cross-cutting curriculum implementing; providing the individual trajectories for future English teachers' professional image forming; integrating the formal educational activities with non-formal and informal on the principles of innovative approach; using the quasi-professional activity as a means of successful English teachers' professional image forming.

These theoretical findings needed to be experimentally verified. Thus, the *second (empirical) stage of the research* was aimed at confirming the *hypothesis*: the future English teachers' professional image forming will be effective if their professional training at higher educational establishment is realized by means of the proposed pedagogical system, considering the ideas of modern image-making science, and providing substantiated pedagogical factors and conditions.

Focusing on the scientists' approaches to the problem of determining the effectiveness of pedagogical systems, we have chosen to characterize the quantitative changes in the levels of professional image of future English teachers based on calculating the integral score of its structural components. In order to do this the technique of conducting the experiment was developed, which included the following *algorithm of acts*:

- 1) to form experimental and control groups, identical in size and basic characteristics of the respondents;
- 2) to determine the real levels of professional image of the participants of control and experimental groups by means of diagnostic tools and make sure that their initial states coincide;
- 3) to implement the author's pedagogical system of targeted forming of English teacher's professional image in experimental groups;
- 4) to establish differences between the initial and final states of the experimental and control groups;
- 5) to determine the differences (coincidences) in the final states of the experimental and control groups;
- 6) to confirm or refuse the statement that introducing the developed pedagogical system provides targeted forming of future English teacher's professional image

The *methods of the experimental work* are:

- survey (questioning, testing, analysis of educational activity results, special methodics, expert assessment) to determine the levels of forming the future English teachers' professional image components;
- pedagogical observation for additional verification of data, collecting facts in the process of the research;
- statistical methods of mathematical processing of experimental results (calculation of the empirical value of the Pearson statistical criterion χ^2) for quantitative analysis of empirical data.

The pedagogical experiment was carried out during 2016-2019 under natural conditions. The students of Oleksandr Dovzhenko Hlukhiv national university, Anton Makarenko Sumy state pedagogical university, Pavlo Tychyna Uman state pedagogical university, who enrolled the Bachelor's program "Secondary education. English Language and Foreign Literature" in 2016, took part in the experiment. The sample included 736 individuals. In each institution control (CG) and experimental (EG) groups were formed, based on pairwise comparison method, taking into account such characteristics of the participants as the year of study, the educational program, the level of professional image development. Each group numbered 368 participants at the beginning and 362 - at the end of the experiment, respectively (the rest stopped mastering the Bachelor's program because of different causes during the 4 years of the experiment). 20 representatives of scientific-pedagogical and pedagogical staff were also involved in the forming experiment as the experts.

First of all the levels of the component (motivational-valuable, gnostic, practical-operational, personal-reflective) of professional image of students of EG and CG were differentiated by means of certain diagnostic tools (Table 1).

Table 1. Interrelation between the components of English teacher's professional image, criteria, indicators and diagnostic tools
Source: Authors' own conception

Components	Criteria	Indicators	Diagnostic tools
motivational-valuable	"values and motivation"	the level of future teachers' interest in creating professional image	questioning
		place of professional activity in the hierarchy of vital values of the	"Rokeach Value Survey" (n.d.)

		individual	
		peculiarities of expressing personal feelings and emotions regarding one's own professional image	"Emotional IQ-2" (Odintsova, 2006)
gnostic	"knowledge on professional image"	knowledge in the disciplines of professional training and general psychological and pedagogical knowledge	analysis of educational activity results
		knowledge of the methodology of image making	testing
		knowledge of the peculiarities of self-presenting and self-realizing	testing
practical-operational	"image-making behavior"	the level of possessing the basic technologies and special techniques of image making	observation
		the level of possessing of tactics and strategies of self-presenting, self-realizing and self-expressing	observation
		responsible behavior as for maintaining positive professional image	observation
personal-reflective	"professional and personal qualities and abilities"	the level of professional, personal and business qualities	observation
		ability to reflect (to carry out self-analysis, self-control, self-assessment and self-correction, to predict own trajectory of professional growth)	"Reflectivity Questionnaire" (Karpov, 2003)
		ability for creativity and the level of aesthetic upbringing	"The teacher's ability to creative self-development" (Topalo, 2020)

Determining the respondents' integral score was carried out by the experts who were invited to evaluate the formed level of respondents' professional image components as "high", "higher than average", "average", "lower than average", "low", based on generalizing the results of proposed diagnostic tools.

The received distributions of students of control and experimental groups at the beginning of the forming experiment were compared. The hypotheses were as follows:

- the distributions of students of the experimental and control groups by the formed levels of professional image components at the beginning of the experiment do not differ from each other (H_0);
- the distributions of the students of the experimental and control groups by the formed levels of professional image components at the beginning of the experiment differ from each other (H_1).

The calculation of the empirical value of the Pearson statistical criterion χ^2 was carried out by means of the computer program "Pedagogical statistics". The empirical values of statistical criterion χ^2 were lower than $\chi^2_{crit}=9,488$ (motivational-valuable component – 0,649; gnostic component – 0,162; practical- operational component – 0,184; personal-reflective component – 0,298). The received data confirmed the coincidence of the obtained results in the control and experimental groups at the beginning of the experiment at the level of statistical significance $\alpha = 0,05$ and provided sufficient grounds to accept the hypothesis H_0 .

During the formative experiment the educational process for control groups was carried out traditionally, while in experimental groups it was modified through implementing the proposed pedagogical system of professional image forming and providing substantiated pedagogical conditions.

To realize the first condition and ensure the readiness of scientific and pedagogical staff of the institutions for introducing the ideas of image science, the workshop "Professional image of the teacher: peculiarities of forming" was organized.

To realize the second condition the algorithm for future English teachers' professional image forming, based on cross-cutting curriculum, was created. It comprised content (educational programs), activity (innovative pedagogical technologies) and procedural (different types of communication) directions. Thus, the content of future English teachers' professional image forming was determined and specified in some concentrators ("My visual image", "My verbal image", "My medium image") with the regard to

contemporary ideas about professional image. Implementing the proposed content of the future English teachers' professional image forming was realized by enriching the programs of such disciplines as "Introduction to the specialty", "The Ukrainian language for professional purposes" (the 1st year of study); "Philosophy" (the 2nd year of study), "Ethics and aesthetics"; "Methods of teaching foreign languages and cultures" (the 3-4th year of study); "Business English" (the 4th year of study) and by introducing special training course "Modern teacher professional image" (the third year of study). Various forms of extracurricular and public activities also contributed to professional image forming. Thus, in order to implement the fourth condition and integrate formalized learning activities with non-formal and informal learning the permanent seminar "Professional Career Planning" and mobile consulting center "Image by myself" were introduced, a number of presentations, trainings, master classes were held ("Style by yourself", "Science to be a leader", "Effective self-presentation", etc.).

As for the activity and procedural directions we consider the group discussions, presentations and tutorials, aimed at analytical and problem-solving skills developing and providing practical illustration of theory were the most effective methods in professional image forming. Been based on interactive approach they stimulate creativity while learning.

To our point of view creative workshops; trainings for personal development, oratorical skills forming and effective communication; professional networking; cultural initiatives etc., aimed at social and personal development of the professional were the most interesting in the aspect of image-making. These alternative teaching forms helped future teachers to adapt to the constant transformations in the society.

The implementation of the third condition was based on the paradigm of student-centered learning and implied providing individual trajectories of image forming by means of constant pedagogical support of every student. This contributed to future teachers creative self-realizing.

The realization of the fifth pedagogical condition implied using gaming technology as quasi-professional activity in the educational process, which satisfied the need to advance the pedagogical experience of future English teachers. Solving educational and teaching problems and psychopedagogical situations future teachers acquired professional, intellectual, emotional and willed qualities and competencies.

At the end of formative experiment the same diagnostic procedure as at the beginning of it was performed.

4. Results

Table 2 presents the results of the future English teachers' professional image components forming at the beginning and at the end of the experiment. The collected data were analyzed both quantitatively and qualitatively. Positive dynamics was determined in the level differentiation of all components of the professional image of experimental groups respondents.

Table 2. The results of the future English teachers' professional image components forming

Source: Authors' own conception

Level	Control Groups					Experimental Groups				
	Before the experiment		After the experiment		Change, %	Before the experiment		After the experiment		Change, %
	Number	Share, %	Number	Share, %		Number	Share, %	Number	Share, %	
Motivational-valuable component										
high	19	5,16	22	6,07	+ 0,91	17	4,62	65	17,96	+ 13,34
higher than average	95	25,83	95	26,24	+ 0,41	93	25,27	178	49,17	+ 23,90
average	142	38,58	139	38,39	- 0,19	152	41,31	91	25,14	- 16,17
lower than average	80	21,74	73	20,18	- 1,56	75	20,38	23	6,35	- 14,03
low	32	8,69	33	9,12	+ 0,43	31	8,42	5	1,38	- 7,04
Total	368	100	362	100		368	100	362	100	
Gnostic component										
high	6	1,63	7	1,93	+ 0,3	5	1,36	68	18,78	+ 17,42
higher than average	34	9,24	32	8,84	− 0,4	36	9,78	108	29,83	+ 20,05
average	102	27,72	98	27,08	− 0,64	101	27,45	95	26,24	− 1,21
lower than average	129	35,05	129	35,63	+ 0,58	128	34,78	57	15,76	− 19,02
low	97	26,36	96	26,52	+ 0,16	98	26,63	34	9,39	− 17,24
Total	368	100	362	100		368	100	362	100	
Practical-operational component										
high	16	4,35	24	6,52	+ 2,17	15	4,10	78	21,55	+ 17,45
higher than average	40	10,87	44	12,15	+ 1,28	40	10,87	191	52,8	+ 41,93
average	110	29,89	109	30,11	+0,22	106	28,80	45	12,4	− 16,4
lower than average	159	43,21	154	42,54	− 0,67	164	44,56	41	11,32	− 33,24
low	43	11,68	31	8,56	− 3,12	43	11,67	7	1,93	− 9,74
Total	368	100	362	100		368	100	362	100	

Personal-reflective component										
high	13	3,53	17	4,70	+ 1,17	11	2,99	74	20,44	+ 17,45
higher than average	20	5,43	15	4,14	- 1,29	21	5,70	70	19,34	+ 13,64
average	109	29,62	113	31,22	+ 1,6	106	28,80	159	43,92	+ 15,12
lower than average	155	42,13	158	43,65	+ 1,52	156	42,39	38	10,50	- 31,89
low	71	19,29	59	16,29	- 3, 0	74	20,11	21	5,80	- 14,31
Total	368	100	362	100		368	100	362	100	

Thus at the end of the experiment the share of students, who demonstrated high, higher than average and average level of all components of the professional image increased significantly (motivational-valuable component – from 262 individuals (71,2%) to 334 (92,27%); gnostic component – from 142 persons (38,59%) to 271 (74,85%); practical-operational component – from 161 individuals (43,77%) to 314 (86,75%); personal-reflective component – from 138 persons (37,49%) to 303 (83,7%)). Instead, the proportion of students, who showed lower than average and low levels of this component reduced (motivational-valuable component – from 106 individuals (28,8%) to 28 (7,73%); gnostic component – from 226 persons (61,41%) to 91 (25,15%); practical-operational component – from 207 individuals (56,23%) to 48 (13,25%); personal-reflective component – from 230 persons (62,5%) to 59 (16,3%).

Changes in control groups are insignificant.

To ensure the validity and objectivity of the obtained results the statistical processing of experimental data was made.

The hypotheses were as follows:

- the distributions of students of the experimental and control groups by the formed levels of professional image components at the end of the experiment do not differ from each other (H_0);
- the distributions of the students of the experimental and control groups by the formed levels of professional image components at the end of the experiment differ from each other (H_1).

The empirical values of statistical criterion χ^2 according to the indicators of all components at the end of the experiment were much higher than $\chi^2_{crit}=9,488$: motivational-valuable component – 103,178; gnostic component – 148,79; practical-operational component – 265,714; personal-reflective component – 184,984. The reliability of differences in the characteristics of the compared groups is 95%. Thus, the data analysis provided sufficient grounds to accept the alternative hypothesis H_1 , revealing the differences in the levels of all components of future English teachers' professional image which cannot be explained by accidental reasons.

Qualitative analysis of the experiment results showed the dynamics of positive changes in all components of future English teachers' professional image forming. The future teachers' involved in experimental training showed deeper interest and brighter emotions regarding creating their own positive professional image. Future teachers became to use actively the image making strategies, techniques and technologies adapted to pedagogical image making, improvise in their combination. Their ability to self-presenting, self-expressing and self-realizing became more vivid and aesthetic taste became more delicate.

This fact verified the effectiveness of pedagogical system of targeted forming of future English teachers' professional image at pedagogical institutions of higher education.

5. Conclusion

The research contributes to the theory and practice of professional training of teachers as gives theoretical generalization and practical solution of the scientific problem of future English teachers' professional image forming at pedagogical institutions of higher education. Its significance lies in substantiating the system of targeted forming of future English teachers' professional image and verifying its efficiency.

The obtained results testified achieving the goal and solving the tasks, confirmed the hypothesis and made it possible to formulate the following conclusions:

1. Despite of the growing interest to the problem of teachers' identity and professional image, most of the works are based on generalization of extensive empirical material, have practical orientation and are aimed at solving specific applied problems. There is no unity in understanding the notions "image" and "professional image". Future English teachers' professional image forming largely proceeds spontaneously at pedagogical educational establishments and needs further investigating.

The essence of "English teacher's professional image" was defined as the personality's status-role characteristic that unites the specialist's external and internal personal and professional qualities as well as competences; is aimed at creating public perception of social and professional role that personality constructs; is shown, confirmed and developed in the process of person's mastering social and professional experience.

The structure of future English teachers' professional image is comprised of motivational-valuable, gnostic, personal-reflective and practical-operational components.

2. The pedagogical system of future English teachers' professional image forming, based on the ideas of modern image-making science, was worked out and realized in the educational process by involving students in the systematic purposeful image-making activities.

3. The most valuable factors, influencing the process of professional image forming, were defined. They are educational environment, teaching staff and students' activities. To direct the influence of these factors on the future English teachers' professional image forming at higher pedagogical educational institutions the following pedagogical conditions were identified and substantiated: 1) ensuring the readiness of scientific and pedagogical staff of the higher educational establishments for implementing the ideas of image-making science; 2) creating the algorithm for future English teachers' professional image forming based on cross-cutting curriculum implementing; 3) providing the individual trajectories for future English teachers' professional image forming; 4) integrating the formal educational activities with non-formal and informal on the principles of innovative approach; 5) using the quasi-professional activity as a means of successful English teachers' professional image forming.

4. To verify the effectiveness of the proposed pedagogical system of targeted forming of future English teachers' professional image at pedagogical institutions of higher education the experiment was carried out. The obtained experimental data confirmed the fact that proposed pedagogical system ensures the high quality of image training of future English teachers at higher pedagogical educational institutions and proved its efficiency; providing substantiated pedagogical conditions in the educational process helped to increase the level of future English teachers' professional image.

Obtained scientific results have been already introduced into educational process of pedagogical higher educational institutions of Ukraine. The materials of the research can be used for further improving theoretical and methodological bases of future teachers' professional training in the system of post-graduate education and in self-educational activity of pedagogues.

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