The Image of the Profession of Correctional Teacher among Students of Higher Educational Institutions

Dolores Zoraiivna ZAVIRTRENKO¹,
Tetiana Yakivna DOVHA²,
Mariia Ruslanovna BARBULAT³

¹Volodymyr Vynnychenko Central Ukrainian State, Pedagogical University, Ukraine

²Volodymyr Vynnychenko Central Ukrainian State, Pedagogical University, Ukraine

³Volodymyr Vynnychenko Central Ukrainian State, Pedagogical University, Ukraine, mariyabarbulat@gmail.com

Abstract: The research is devoted to the study of the peculiarities of forming the image of the profession of correctional teacher. The article outlines the general concept of image and structure of the image of the profession of correctional teacher. The publication describes the features of the conscious and subconscious components of the image of the correctional teacher.

Students are a special category of subjects perceiving the image of correctional teacher. The study showed that university students expect a corrective teacher to be in a dominant position, indicating that there are inadequate expectations about his profession. The subconscious component of the image of the correctional teacher at the students reflects the attitude of them to the correctional teacher, first of all not as a professional, but as to the same person as they themselves. As a result, students often attach the role of correctional educator to their people.

Therefore, we consider it necessary to carry out measures for the pedagogical education of students regarding the features of the correctional profession and take measures to explain to the students the functions of the correctional teacher and the ways to improve the image of correctional and pedagogical assistance, the allocation of its positive aspects.

Keywords: *image; correctional teacher; student collective; subconscious and conscious component of the image of correctional teacher.*

How to cite: Zavirtrenko, D.Z., Dohva, T.Y., Barbulat, M.R. (2019). The Image of the Profession of Correctional Teacher among Students of Higher Educational Institutions. *Revista Romaneasca pentru Educatie Multidimensionala*, 11(3), 235-244. doi:10.18662/rrem/148

Introduction

In the conditions of the introduction of innovative forms of education in the education system of Ukraine, in particular the inclusion, the need for professional special assistance among children with disabilities, their parents, employees of state educational institutions and pedagogical workers of mass educational establishments is objectively growing. Particularly acutely, this problem faces educators and teachers of mass educational establishments, as children with special educational needs and limited health opportunities began to come to them. In recent years, with the aim of increasing the professional readiness for the practical work of graduates of higher educational institutions receiving a specialty in the field of "Pedagogical Education" by the order of the Ministry of Education and Science of Ukraine, recommended selective discipline "Corrective pedagogy", or "Inclusive pedagogy" the purpose of which is acquaintance of students of pedagogical specialties with the basics of practical work of correctional teacher. Therefore, it is a topical issue to study the peculiarities of shaping the image of correctional teacher among students in order to determine the directions of its further adjustment and the formation of the students' positive attitude towards special pedagogical assistance in the conditions of inclusion, which will help increase their readiness for pedagogical work.

The purpose of the research is to describe the peculiarities of forming the image of correctional pedagogy among students of pedagogical specialties, in comparison with other social groups.

Material and methods

Methods for the study and identification of the image of correctional teacher are:

- information gathering;
- systematization;
- assessments;
- analysis and interpretation of results.

To conduct research, we have selected an appropriate diagnostic toolkit. In the first stage of the empirical research for the purpose of diagnosing the opinions of the researchers regarding the typical and ideal correctional teacher and their value system, the following psychodiagnostic tools were selected:

- method of diagnostics of interpersonal interaction T. Liri (Burlachuk, 2002);

- Questionnaire on Terminal Values by I. G. Senin (1991).

At the second stage, we used a questionnaire to study the internal structure of the image of the profession of correctional teacher. This projective method almost does not provoke responses of a protective nature and allows you to reveal an unconscious attitude toward a correctional teacher and his profession (Gladush, 2014).

Presenting main material. The analysis of theory and practice shows that the phenomenon of the image is a complex, complex, interdisciplinary concept that has its own history of development. Among the various definitions of the image we will dwell on the following: "The image of the object (man, object, phenomenon) is the thought of an object that arose in the psyche of a definite or indefinite group of people on the basis of the image formed in their psyche as a result of or direct perception by these or other characteristics of the given object, or indirect - on the basis of the perception of an already appreciated one's image (on the basis of the perception of thought), formed in the psyche of other people " (Zharikova, 2005).

In Longman's English Dictionary, "image - the opinion people have a person, or the way the person seems to the public", which in translation means the opinion of other people about the person they are or what other people see it (Image). This concept is connected not only with the appearance, but also with the internal content of the person, its psychological type.

Analyzing the comparison of the notion of "image" with concepts close in content, it is necessary to highlight several important characteristics of the image, describing it as a socio-psychological phenomenon: the image is formed under the influence of information that is provided and receives both at the level of conscious and on the subconscious; the image is stable and at the same time dynamic; the image may affect the behavior of the subjects who perceive it, that is, it is active; the image is formed in several stages: at first the characteristics of the object are perceived, its image is formed, and then - the idea of the object based on the evaluation of the object's value; the formation of the image takes place on the basis of perception of both external and internal characteristics of the object; the image may have a rational or emotional character or a different alignment of these components.

Approaching the object of the study - the image of the profession - and using the above definition of O. Yu. Panasyuk (2007), we will form a

definition of the image of the profession: the image of the profession - the thought of a profession that arose in the psyche of a definite or uncertain group of people based on the image formed in their psyche as a result of their direct perception of certain characteristics of the profession or indirect - on the basis of the perception of an estimated person (on the basis of perception of thought), formed in the psyche of other people (Panasyuk, 2003). From the standpoint of this definition, we will consider the image of the professorship of correctional teacher.

Since the image of the profession consists of the image of its representatives, one can speak about the presence of different types of image in the functioning of the image of the profession. It should be noted that the image may be negative.

The image is a complex entity with a certain structure. The image of most researchers is considered from the point of view of the system approach, that is, as an integral system that has a certain structure and functioning laws; the components of the system are relatively independent, but not isolated, and are in constant interconnection and development, and the system is not reduced to the sum of parts that form it. Image is a category that can be applied to any object that becomes the subject of social cognition. Profession can be considered an object, which becomes the subject of social cognition. From these we conclude that the profession as a subject of social knowledge has a certain image of certain social groups and individuals.

More traditional is the allocation in the structure of the image of components such as the core and variable components of the image, which are sufficiently rapidly changing under the influence of the medium. Cognitive, emotional and behavioral components, as well as reflexive and value components as mechanisms of integration of the mentioned components can be attributed to the components of the image included in the kernel (Krisanova, 2005).

Considering the image of the profession of correctional teacher, it can be noted that it is a socio-psychological phenomenon, because it is formed in the bearers of the psyche in the process of knowing objects of social reality. And part of the socio-psychological phenomenon traditionally distinguish three components: cognitive, affective, and behavioral. Let us try to concretize these three components in relation to the image of the profession: cognitive (knowledge, beliefs about the profession, its features); emotional (emotions, experiences that cause a profession); Behavioral (readiness to act in a certain way regarding a profession).

We assume that this structure of the image of the profession can be applied also to study the problem of forming the image of the profession of correctional teacher at university students, but the point is that the automatic transfer of the structure of the socio-psychological phenomenon is only our logical inference, which has not been verified experimentally.

Since the image of the profession is a system, it consists of elements that are part of this system: the individual characteristics of the profession; the image of the profession as a set of its individual characteristics; thought about the profession; profession - the prototype of the image; a person (an image-image object) or a group of people (an audience of the image) who have an opinion about the profession (Panasyuk, 2008).

The named components of the image of the profession (in each of the presented points of view), which are available in a certain audience of the image, may have different levels of differentiation and specificity - this will constitute the content of the image of the profession.

Consequently, the image of the profession has a certain structure and content, knowledge of which will enable us to determine how the image of the profession is formed - the stages taking place and with the help of which mechanisms are being formed.

Future teachers is a special category of subjects perceiving the image of the profession of correctional teacher. The social situation of students' development is determined by the peculiarities of students as a special category of youth, which is organizationally united by the institute of higher education and receives professional training, in particular pedagogical.

Results

Formation of the image of the profession of correctional pedagogue passes certain stages. Step by step describing the formation of the image of correctional teacher among students of pedagogical universities is difficult, since we can not control when the perception of information about the profession of correctional teacher took place, where exactly the person receives information about the profession of correctional teacher. In the study we confined ourselves to establishing and describing the image of the correctional teacher at the time of the study.

The research was conducted on the basis of Central Ukrainian State Pedagogical University named after Volodymyr Vynnychenko and several other institutions. The average number of respondents was 78 persons aged 16 to 36 years old (among them were students of the pedagogical university and representatives of non-pedagogical professions).

The sample of the subjects was 78 persons aged 16 to 36 years old - 38 persons in age groups 16-23 years (university students) and 24-36 years old (persons who are not students of higher educational institutions and have professions other than pedagogical specialties). The first group of students is 1-2 students of the Volodymyr Vynnychenko Central Ukrainian State Pedagogical University (Faculty of Pedagogy and Psychology - 18 people, Faculty of History - 15, Faculty of Physics and Mathematics, Faculty of Geography - 15).

Investigators from the second group - workers of the organization Stertells - 17 people, Kropyvnytskyi Regional Oncology Dispensary - 10, PPC "Kirovograd Regional Hospital of Kirovograd Regional Council" - 11 people. The second group involves us to carry out a comparative analysis of the peculiarities of forming the image of the correctional teacher in different groups.

The first group consists of 17 boys and 21 girls (average age in group 19 years), in the second group - 14 men and 24 women (average age in the group - 29 years).

The first stage of the empirical research (diagnosis of the opinion of the researchers regarding the typical and ideal correctional teacher and their system of values; psychodiagnostic toolkit - the method of diagnosis of interpersonal interaction T. Liri (Burlachuk, 2002), questionnaire of terminal values of I. G. Senin) (Senin, 1991).

The results of the study indicate that students consider the typical correctional teacher more aggressive, more inclusive, more dependent, more friendly and altruistic. And the ideal correctional teacher is more authoritative, more aggressive, more friendly and altruistic.

Conscious and subconscious components of the image of the profession of correctional teacher are different in content from students and adults and cover the following features:

1. The idea of a typical correctional teacher was formed as a less dominant and highly-friendly. Students see an ideal co-rector's teacher rather a bit more friendly but much more dominant;

2. The vision of a typical correctional teacher as a friendly person is positively associated with factors such as interest in his profession, the authority of the profession of correctional teacher, and a positive emotional attitude towards this profession. Increasing the positive emotional attitude toward correctional teacher in students is observed with increasing its dominance, which is a manifestation of expectations of the teacher from students;

3. Interest to the profession of correctional teacher does not depend on either age or social status. Students have a significantly higher positive emotional attitude toward correctional teacher, authority in the profession and belief in the effectiveness of correctional and pedagogical assistance compared with adults;

4. Not all structural elements of the image of the profession of correctional teacher at university students were associated with terminal values. The direct nature of the connection with the value of "active social contacts" only in such components of the image as "positive attitude to the profession of correctional teacher" and "authority of the profession." The reciprocal nature of the connection of values "high material position" and "preservation of individuality" is observed only with such a component of the image of the correctional teacher as "interest in the profession."

The subconscious component of the image of the co-educator is deeply individual, although it has certain commonalities in some people.

The second stage of the study (diagnosis of the image of the profession of correctional teacher in students and adults by questioning the study of the internal structure of the image of the profession of correctional teacher).

In order to study the subconscious components of the image of the correctional teacher, this method of conducting the associative experiment as a free associative test is used. The word-stimulus, the reaction to which will be further processed - "correctional teacher" as a designation of the object of social cognition, which is being studied. In case of responding only to the named stimulus, it would be difficult for the investigators not to control their own conscious associations, therefore, 10 words-incentives are added to the list of words to reduce the conscious control over reactions to words-stimuli, among which the necessary ones are also included. Words-incentives that were needed to reduce conscious control of reactions, selected the ones related to the profession of "correctional teacher" (for example "help", "consultation").

With the help of a questionnaire, the image of the profession of correctional teacher was divided into four structural elements of the image of the professional correctional teacher (method of factor analysis): interest in the profession; belief in the effectiveness of correctional and pedagogical assistance; authority of profession; positive emotional attitude toward correctional teacher.

Comparing the results of the research on the distribution of associative reactions by subject groups in students and adults, one can distinguish the main differences between the subconscious component of the image of the profession of correctional teacher in students and adults:

1. Correctional teacher in the subconscious of students is associated with a person as a social phenomenon (almost 50% of the results), while for adults the most expressed group is a group of associations related to the medical field, which is explained, according to First, the social situation of students' development is permanent finding in a collective, more frequent social contacts than in adults, and secondly, the greater access of students to information, as a result of which they learn about the objective features of the profession of correctional teacher, and this is unlikely at the subconscious level little tied to the field of medicine.

2. Correctional teacher is not related to the field of professional activity (none of the students had an association from the "Perfect possession of a specialty" group), while for adults it is a relatively high association (it is found in 13% - 5 persons) This can be attributed to the leading activity of students - study, and as we studied junior courses, then for them, educational, rather than professional, is at the forefront. Therefore, perhaps, there is no subconscious evaluation of others based on what is not in their own experience - the experience of professional activity.

3. Correctional pedagogy is associated with the type of occupation, work activity more in adults (19% of adults - 7 people, unlike 6% of university students - 2), which we also associate with students, unlike adults, do not work and as a result do not evaluate the correctional teacher primarily as a person with a certain set of qualities, and this serves as a factor in the sense of their psychological proximity to the correctional teacher, possibly also at the subconscious level, while adults contrast the profession of correctional teacher with their own profession.

Results

The study of the problems of the image focuses on the work of such foreign scientists and scientists as P. Bird, L. Brown, F. Taylor, A. Faiol. In scientific researches of recent years the emphasis has been placed on the study of the personal image of pedagogical workers, in particular in the works of L. E. Zotova, A. S. Krivtsova, O. A. Kuprina, Y. P. Netesana, S. B. Salmanova.

For today, there is a shortage of research both theoretical and applied, from the study of such a socio-psychological phenomenon as a professional image, in particular the image of the correctional teacher and the peculiarities of its formation among students of pedagogical higher educational institutions as a special category of subjects of perception of the image of the correctional teacher and his profession. In our study, we

studied the peculiarities of the formation of the image of correctional pedagogy among students of pedagogical specialties, in comparison with other social groups.

In the course of the study, we found that the subconscious component of the image of the co-rector is deeply individual, although it has certain commonalities in some people. For students, it has its own peculiarities, in particular, they value the correctional teacher not as a representative of a particular profession, but above all as a person with a certain set of qualities; they tend to associate associations with the gender belonging to the correctional teacher and with a person as a social being.

Conclusions

Thus, the study showed that students in a higher education institution expect a corrective teacher to have a dominant position, indicating that there are inadequate expectations about his profession. This may be due to the peculiarities of adolescence, the recent social role of a schoolboy, who is in a position that you will not call a dominant one. This calls for measures to be taken to educate students about the peculiarities of the profession of correctional teacher. The subconscious component of the image of the correctional teacher at the students reflects the attitude of them to the correctional teacher, first of all not as a professional, but as to the same person as they themselves. As a result, students often attach the role of correctional educator to their people. Therefore, socio-psychological services of a higher educational institution need to take measures to explain to students the functions of correctional teacher and to improve the image of professional correctional and pedagogical assistance, the allocation of its positive sides.

Further prospects for studying the problems of forming the image of correctional teacher in students is to clarify the structural elements of the image of his profession, to study the role of personality traits in assessing the profession, and to develop a "correctional teacher" at the student's positive attitude towards the profession.

References

- Burlachuk, L. F. (2002). *Psikbodiagnostika* [Psychodiagnostics]. Saint Petersburg, Russia: Peter.
- Gladush, V. (2014). Features of the formation of the image of the profession of correctional teacher. *Image of Modern Educator*, 4, 3–7.

- Longman dictionary online. (n.d.). Image. Retrieved from
<http://www.ldoceonline.com/dictionary/image>
- Krisanova, O. A. (2005). Positive individual image of a teacher. *RV in education*, 4, 64–69.
- Panasyuk, A. Y. (2003). *YA tvoj imidzh-rend, gotovyy pomoch' sformirovat' tvoj professional'nyy imidzh* [I am your image-make rand ready to help shape your professional image]. Moscow, Russia: Business.
- Panasyuk, A. Y. (2008). *Formirovaniye imidzha: strategiya, psikhobekhnologiya, psikhobekhnika* [Image formation: Strategy, psychotechnology, psychotechnics]. Moscow, Russia: Omega.
- Panasyuk, A. Y. (2007). *Entsiklopedicheskiy slovar'* [Encyclopedic dictionary]. Moscow, Russia: RIPOL-classic.
- Senin, I. G. (1991). *Questionnaire of terminal values (FAT): Guide*. Yaroslavl, Russia.
- Zharikova, L. I. (2005). Formirovaniye professional'nogo imidzha sovremennogo uchitelya [Formation of the professional image of a modern teacher]. In E. A. Petrova (Ed.), *Imageology 2005: Phenomenology, theory and practice. Materials of the III International Symposium on Imageology* (pp. 196-1999). Moscow, Russia: RIC AIM.