Pedagogical Conditions for Increasing the Level of Educators' Readiness to Create a Positive Image of the Preschool Education Staff

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The article highlights the system of work on the formation of readiness of preschool teacher to build, develop and correct a positive image of the preschool education staff. The scientific investigations analysis in the field of pedagogical imageology, in particular the image of the educational institution and its staff is presented. A number of pedagogical conditions were formulated, which enable the success of the process of increasing the levels of educators' readiness to create, improve and correct the positive image of the preschool institution staff.

Keywords: *image, preschool educational institution image, pedagogical collective image of preschool educational institution, educators readiness to create positive image of pedagogical collective of preschool educational institution, pedagogical conditions of increase in level of educators' readiness for construction, positive image of preschool educational staff.*

Introduction

Education in Ukraine in the context of European integration processes urgently needs an adaptation to market conditions. Nowadays, the educational market is developing dynamically, which requires special attention to the problems associated with the positioning of educational institutions.

Preschool education is an open, social and pedagogical system connected with many public institutions, which are increasingly referred to as a service sphere. That is why the directors of preschool institutions are forced to think about the advantages of their educational institution.

Topical in the context of education reform is the process of forming the image of the organization, in particular, the teaching staff of preschool education, which can be directed not only outside but also inside the organization. The internal image determines the extent to which team members identify it, and thus the motivational characteristics of their

activities in the organization and the effectiveness of its operation and development opportunities. Today, the image of a successful preschool institution providing quality educational services and it comes to the foreground. Creating a positive image of the teaching staff increases the efficiency of the educational institution, makes it possible to fully meet the needs of stakeholders, which are primarily children's parents and the children themselves. Law of Ukraine «On Education» in article 49 notes that public accreditation of an educational institution is fulfilled in order to recognize the quality of educational activities of the educational institution and the formation of its positive image and reputation (Law of Ukraine «On Education», 2017).

The aim of the article is to present the results of checking the system of work to increase the levels of the educators' readiness to create a positive image of the teaching staff of preschool education as an important component of its overall image.

Objectives of the study: To present a brief analysis of psychological and pedagogical researches on the educational institutions and preschool institutions image, in particular the teaching staff; to investigate the state of formation of educators readiness to create, develop and correct the image of the teaching staff of preschool education institutions (PEI) in experimental PEI; to develop a system of work with educators on the formation of readiness to create, develop and correct the image of the PEI pedagogical staff, in accordance with the selected pedagogical conditions and check its effectiveness.

Materials and Methods

To implement these aims and objectives we used the following methods: theoretical, which is the analysis and generalization of scientific literature and methodological publications; studying the teachers experience; comparison, synthesis, systematization and generalization of the received information; empirical research methods: interviews, questionnaires, observations; comparison; pedagogical experiment; research data processing.

Discussion

In the modern constantly evolving world, where educational institutions are fighting for the attention of each individual consumer of educational services, one of the constant concern objects in a competitive environment is its image.

The term «image» is considered from the point of many sciences, such as psychology, economics, marketing, political science, ethics and aesthetics, sociology, pedagogy.

The large explanatory dictionary of the modern Ukrainian language defines the image as an advertising, representative image of someone, for example, a public figure, created for the population (Busel, 2005).

The problems of educational institutions image and modern PEI in particular are a subject of scientific researches of national researchers T. Zhyvayeva, I. Zuyevska, L. Ikhonkina, O. Kononko (2006), K. Krutiy (2011), V. Kuzmenko, G. Nyzhnyk, M. Piskunov (1999), N. Pogribnyak and others.

Thus, M. Piskunov (1999) highlights the following components of the educational institution image:

1. The image of a product or service is people's perception of the unique characteristics that they believe the product acquires.
2. The image of consumers is an idea of lifestyle, social status and character of consumers.
3. Internal image of the organization is the idea of staff about the comfort and reliability of your organization.
4. The image of the founder and/or main leaders of the organization is an idea of the intentions, motives, abilities, attitudes, values and psychological characteristics of the founder or leaders.
5. The staff image is a collective generalized image of staff, revealing the most characteristic features i.e. professional competence, culture and socio-demographic and physical data.
6. Visual image of the organization which is the idea of the organization, the substrate of which is visual sensations that capture information about the interior and exterior of the office, trade and showrooms, the staff appearance, as well as corporate symbols (elements of corporate style).
7. Social image of the organization is the perception of the general public about the social goals and roles of the organization in the economic, social and cultural life of society.
8. Business image of the organization is the idea of the organization as a subject of business activity. Business reputation is a component of the business organization image, well-known doctoral graduates, postgraduates, innovative technologies, faculties variety, new specialties, etc. (Piskunov, 1999).

O. Kononko (2006), among the main image characteristics of the modern preschool education institution, singles out the following: 1) spacious and bright rooms, comfortable furniture, various toys and didactic materials in sufficient quantity, that take care of their health; 2) spotless reputation for a long time; 3) stable, organized, rhythmic work; 4) preparation for school; 5) highly qualified specialists; 6) innovative approaches and experiment are used in the work; 7) developmental environment for the formation of children's life competence; 8) eager to

keep up with the time: it teaches a foreign language, introduces the basics of computer literacy, introduces the child to the modern information space.

According to the analysis of publications and research on the image of the educational institution, the main components of a positive image of preschool education are identified by the scientists, they are as follows: the educational services image, the preschool teacher and staff image, the image of the director, visual (environmental and subject) image.

K. Krutiy (2011) believes that the image of a preschool teacher can be presented as a socio-psychological image, the formation of which is due to the presence of clearly expressed spontaneously or consciously presented qualities of the educator, easily perceived by others at first contact, and meets the expectations of the audience that is the first step towards the formation of an authority (Krutiy, 2006).

M. Piskunov (1999, p. 45-51) identifies the following features of the teaching staff image: 1) professional competence: mobility, cleanliness in the official performance duties, accuracy at work, awareness, highly qualified training; 2) culture: sociability, culture of speech and communication, socio-psychological characteristics of educators; 3) socio-demographic and physical data: age, sex, education, appearance.

Competence [from Latin. *competens* (*competentis*) – appropriate, appropriate] – awareness, knowledge, authority (Morozov, Shkaraputa, 2000, p. 282).

In the education encyclopedia, «competence» is interpreted as a range of issues in which a person is well understood; its acquisition by a young person occurs not only during the study of a subject, group of subjects, but also through non-formal education, due to the environmental influences, etc. (Kremen, 2008).

The structure questions and the essence of the concept of «competence» in the field of education are studied by G. Byelyenka (2011), N. Bibik, L. Biryuk (2009), P. Borysov, V. Krayevskiy, V. Kremen (2008), N. Kuzmina, O. Pometun, O. Savchenko, A. Khutorskyy (2002), S. Shyshov and others.

Thus, G. Byelyenka (2011) proposes to understand competence as a set of really formed professional qualities and acquired experience of personal activity. Therefore, it is an internalized (assigned to personal experience) system of knowledge and practical human skills, combined with the development of personal qualities that ensure the success of the use of acquired knowledge and skills. According to G. Byelyenka (2011), the professional competence of the preschool teacher is characterized by his/her ability to perform professional tasks on the basis of professional knowledge and skills that integrate with the development of personal professionally

significant qualities, among which the leading are love for children, demanding, empathy and communication.

The term «competence», as L. Biryuk (2009) notes, discussing the pedagogical approach, is often interpreted as a measure of compliance of knowledge, skills and experience of a certain socio-professional status of the specialist to the real level of complexity of tasks and problems. The scientist proposes to take the following definition of competence (educational) as a basis: «it is the level of mastery of a set of interrelated personality traits (knowledge, skills, abilities, activity methods) that are determined in relation to a particular activity (subjects and processes) and provide quality, productivity acting on them» (Biryuk, 2009).

Similar competence components are found in the works of Russian researcher A. Khutorsky (2002). He considers competence as a set of complex skills, abilities and methods of activity, grouped into blocks of relevant personal characteristics of the individual, namely: 1) cognitive is the ability to feel the world, ask, look for causes, identify understanding or misunderstanding; etc.; 2) creative can be inspiration, imagination, flexibility of mind, sensitivity to contradictions, freedom of thought, feeling, movement; predictability; criticality; presence of personal opinion, etc.; 3) organizational (methodological) is the ability to understand the goals of educational activities and the ability to explain them, set a goal and organize its achievement; ability to rule-making, reflective thinking, self-analysis and self-assessment, etc.; 4) communicative, due to the need to interact with other people, with the objects of the world and its information flows, the ability to find, convert and transmit information, perform various social roles in the group and team, use modern telecommunications technology (e-mail, Internet), etc.; 5) worldviews that determine the emotional and value attitudes of the individual, his/her ability to self-knowledge and self-movement, the ability to determine their place and role in the world, family, team, nature, state, national and universal trends, patriotic and tolerant personality features, etc. The list of these characteristics is determined by the integrity of human nature, which has physical, emotional, intellectual and value components.

National researchers G. Byelyenka (2011), J. Bolyubash, L. Danylenko, I. Yermakov, I. Zyazyun, S. Klepko, V. Oliynyk believe that the professional competence of an educator is an integral quality of personality that has its own structure that allows the specialist most to carry out the activity effectively, and also promotes its self-development and self-improvement both in system of advanced training, and in the course of self-educational work.

In the real activity of the future educator, the manifestation of professional competence is ensured by the unity of all content-operational and motivational-value components, that is in close connection with professional skill, professional culture, professional and personal readiness.

According to G. Byelyenka (2011), the professional competence of a preschool teacher characterizes his/her ability to perform professional tasks on the basis of professional knowledge and skills that integrate with the development of personal professionally significant qualities, among which the leading ones are love for children, demanding, empathy and communication. The structural components of professional competence, the scientist calls the motives, system knowledge, professional skills and professionally significant personality features. Such qualities as a result of gaining professional experience by a person become stable and over time occupy a prominent place among other components. In terms of training degree in higher institution, the professional competence of the graduate is defined as basic and is considered as the ability to transform personal and educational achievements (knowledge, skills, professionally significant qualities) within the professional activity (Byelyenka, 2011).

The next component of the staff image according to M. Piskunov is the culture, in particular the culture of speech and communication. Speech culture is a necessary element of a person's general culture.

Nowadays, the culture of speech is interpreted in three meanings: 1) features and properties, the totality and system of which speak of communicative perfection; 2) a set of human skills and knowledge that provide a holistic and simple use of language for communication purposes; 3) the field of linguistic knowledge about the culture of speech as a set and system of its communicative qualities (Babych, 1990).

The pedagogical effectiveness of the educator's speech largely depends on the level of language proficiency, the ability to make the right choice of language tools. The pedagogical effectiveness of the educator's communicative behavior depends primarily on what style of communication with children is inherent, what are his/her attitudes to interact with children; to what extent he/she feels the psychological features of the speech situation.

Professional communication of a preschool teacher has a dialogical character. It involves interaction with the PEI administration and colleagues, daily communication with children and parents. Different socio-speech status of communication partners requires the use of different speech tools, changes in their own speech behavior.

The professional speech of the preschool teacher has to meet the requirements of the speech culture. This is an important indicator of the

level of intelligence, education and respect for the speech partner. The professional speech of the preschool teacher has two important components i.e. the technique of speech and the communicative qualities of speech. The communicative qualities of speech, which must be possessed by the educator PEI, L. Zagorodnya, S. Titarenko (2010) include correctness, expressiveness, clarity, accuracy, brevity, expediency and affection.

An important characteristic of the educator speech of preschool children is affection.

Correct pronunciation, free, casual use of words, vulgarisms avoidance, provincialisms, archaisms, dialectisms, plague words, unnecessary foreign words, emphasis on main ideas, phonetic expressiveness, intonation variety, clear diction, psychological use, measured use pauses, the correspondence between content and tone, between words, gestures and facial expressions – all these are necessary elements of the language culture of the teacher and in particular the preschool teacher.

Also important for creating the image of an educator is his/her communication.

Communication is the ability to communicate, make contacts; connection, interaction, contacts between someone or something; sociability (Busel, 2005, p. 262).

The communicativeness of the educator is formed under the influence of many factors, among which prevails professional and personal (a set of professional and personal qualities, which is formed by transforming professionally important knowledge, requirements and skills into personally significant for the educator and manifested in more effective pedagogical activities).

The manner of behavior and communication of the educator fully characterizes his/her inner world, culture, moral and aesthetic values and preferences. The behavior of the educator should be adequate to the situation, considered, positive, businesslike and trusting. It is also necessary to observe such components of the external expression of the educator as posture, gestures, facial expressions, in particular the ability to use a smile, the style of interaction with others. The posture of the teacher indicates the inner state and therefore it must be slender. Confidence, restraint in movements and openness and moderation of the educator's gestures show his/her ability to use non-verbal means of communication and the culture of communication in general. A smile is a means of establishing friendly relations with children, their parents and colleagues. It seems to signal to the communicator: «I am your friend, a like-minded person in important issues and affairs for you.» A kind, pleasant, calm facial expression, a light smile involuntarily attract people's attention and set them up for pleasant

communication. It's easier to interact with smiling people. As for interaction, the behavior of the educator may be the certain authoritarianism, if it is justified by the situation.

One of the components of the team image, an emotional indicator of the relationship of its members is the socio-psychological climate (SPC). The given national scientists study the socio-psychological climate in the team: M. Borovko (2003), O. Gura, T. Gura (2013), M. Molochko (2004), Clipa, O. (2014) and others.

M. Borovko defines the socio-psychological climate as a relatively stable psychological mood of its members, which is manifested in all the various forms of their activities (Borovko, 2003).

The formation of a favorable socio-psychological climate in the teaching staff is one of the main tasks of preschool education. This is due to its impact on the professional activities of teachers and the effectiveness of the educational process as a whole.

M. Molochko (2004) defines the socio-psychological climate of the staff of preschool education as a complex integrated characteristic of the team, which is empirically manifested in the dominant relatively stable group mood, which is the result of interpersonal relationships reflection, which are indirected by goals and content of professional pedagogical institution. Among the main structural components of the SPC of the teaching staff, the researcher identifies a system of attitudes of its members: to perform professional role functions; to colleagues and management of the preschool institution; to the world as a whole and to the very person. At the same time, the scientist emphasizes that it should be considered in the cognitive, emotional and behavioral components unity in the functioning of the teaching staff and the activities of its individual members.

As the main factors that determine the socio-psychological climate in the team, O. Gura and T. Gura (2013) identify the following: global macroenvironment; local macro environment; physical microclimate, sanitary and hygienic working conditions; nature of activity; organization of joint work; psychological compatibility of team members as the ability to work together, which is based on the optimal combination in the team of personal qualities of its members at three levels: a) psychophysiological (optimal combination of higher nervous activity features); b) psychological (characters compatibility, motives, dominant types of behavior); c) socio-psychological (harmony of social roles, social attitudes, values, interests); the nature of the communicative organization, the communicative competence of the team members; leadership style (Gura, Gura, 2013, p. 106-107).

M. Molochko (2004) notes that the socio-psychological climate in the teaching staff of PEI should be considered as a complex multifactorial

phenomenon, which is determined by social, socio-psychological and pedagogical factors, the influence of which occurs on system-wide mechanisms specifically in this professional group.

Another important component of the staff image in a preschool institution is the appearance of its members. Appearance is a kind of business card of a person, and for a teacher it is an important component of his culture and upbringing. It is a source of various information about the level of intellect, moral and ethical, aesthetic development and other personal characteristics, a clear example of the attitude to someone and others. In the appearance of the educator play an important role well-groomed, adequacy, moderation, general hygiene, style and condition of clothing, shoes, hair, the ability to use cosmetics and choose jewelry and small details to the costume. The main thing in creating an attractive, aesthetically expressive appearance of a teacher is to find his/her micro-style, which would emphasize individuality, express the inner content as fully as possible, help to effectively solve educational problems, be adequate, i.e. correspond to the style of preschool educational institution. (Zagorodnya, Titarenko, 2010, p. 52-56).

The pedagogical staff image of PEI is closely connected with the image of each of its members. From these positions it is expedient to address the definition of «professional image of the preschool teacher of PEI» which in the research by T. Maryeyeva (2017, p. 7) interprets as the qualitative characteristic of the teacher's personality that promotes the appearance of its internal attitudes, personal qualities, vital positions, knowledge and professionalism through external expressions i.e. external type, behavior, features of verbal and nonverbal communication, the specifics of the design of the man-made environment, which significantly affect the organization of interpersonal cooperation and the implementation of professional functions in the specialist.

Thus, the analysis of a number of studies on the educational institutions image and their components, allowed us to formulate our own definition of «positive staff image of preschool education» and to identify its components. We explain the image of the PEI team as an image formed in the minds of the target audience about the competence of educators, their appearance and spatial environment, culture of speech and communication, history, traditions of the team, socio-psychological climate in it.

Results

The quality of construction, development and correction of the positive image of the teaching staff depends on the readiness of educators

for this process. The analysis of a number of researches on pedagogical imageology problems, in particular image of PEI, preparation of future educators for construction of their own professional image, 28-year experience of preparation of experts for preschool area allowed us to formulate definition of the concept «preschool teachers readiness to construction, development and correction of positive image of pedagogical collective». We interpret it as an integrative, dynamic, complex structure of the educator, formed by the focus on creating a positive image of the teaching staff, knowledge of the structure of the team image, means of its creation and skills to create, develop and improve.

In addition, we identified and characterized a number of pedagogical conditions on which depends the effectiveness of the process of forming the readiness of educators to build, develop and correct a positive image of the teaching staff of preschool education, namely:

- the motivation formation of the teaching staff members to the purposeful creation of its positive image in the minds of the target audience;
- the development and testing of the system of work with educators to increase their levels of readiness to create, develop and correct a positive image of the teaching staff of PEI;
- the application of interactive technologies in the process of the content of the system of work with PEI educators.

In order to identify the state of educators' readiness to build, develop and correct the positive image of the preschool education teaching staff, we organized and conducted a pedagogical experiment on the basis of PEI in our city. The experimental study covered 40 educators of different ages and work experience (20 teachers are experimental group and 20 teachers are control).

The purpose study on the observational stage was to identify the levels of educators' readiness to create and correct a positive image of the teaching staff of preschool education.

To achieve this goal, we created a survey program, which consisted of a survey methodology and a system of results differentiation by criteria and indicators.

Analysis of the scientific literature on the problem of image, pedagogical image and image of the educational institution allowed us to identify the following criteria for the readiness of preschool teachers to create and correct a positive image of the preschool education teaching staff with appropriate indicators: need-motivational, search-gnostic, operational-reflexive.

In accordance with the above criteria and indicators, we have identified high, medium, low levels of readiness of educators to create and

correct a positive image of the preschool education teaching staff. Under the level of educators' readiness to create and correct a positive image of the teaching staff of preschool education, we understand the degree of its main indicators formation.

The high level is characterized by a high degree of manifestation of at least 89% of the selected indicators, in particular the steady interest of educators in information about the image of the teaching staff of PEI, its structure, methods of construction and correction; the need to create a positive image of the team PEI; thorough knowledge of the positive image components of the PEI pedagogical team and their essence, about the ways of creating, developing and translating the positive image of the pedagogical team; skills of positive image presentation by the pedagogical collective to parents of pupils and its estimation; the presence of personal and professional qualities necessary to create a positive image of the educational institution staff, a high level of speech and behavior culture, attractive and presentable appearance; the ability to objectively assess the positive image of the PEI teaching staff and on the basis of this assessment competently and thoughtfully develop a plan to improve the existing image of the teaching staff.

The average level is characterized by a high degree of appearance of more than half of the selected indicators of 50-88%, namely the selective interest in information about the PEI teaching staff image, its structure, methods of construction and correction; unsystematic need to create a positive image of the PEI team; general, partial knowledge about the components of the positive image of the PEI pedagogical team and their essence, about the ways of creation, development and translation of the pedagogical staff positive image; inability to use knowledge to present their own positive image of the teaching staff to children's parents; the presence of the vast majority of personal and professional qualities necessary to create a positive image of the educational institution staff, the average level of culture of speech and behavior, attractive and presentable appearance; the ability to relatively objectively assess the positive image of the PEI teaching staff and on the basis of this assessment to develop the main points of the plan to adjust the existing image of the teaching staff.

The low level is characterized by a minimum degree of the selected indicators manifestation of 20-49%, namely superficial and unstable interest in information about the image of the PEI teaching staff, its structure, methods of construction and correction; no need to create a positive image of the PEI team; lack of structured knowledge about the components of the positive image of the PEI pedagogical team and their essence, about the ways of creation, development and translation of the pedagogical team

positive image; unwillingness to purposefully and competently present the image of the teaching staff to the parents of students; partial presence of personal and professional qualities necessary to create a positive image of the educational institution staff, the lack of a harmonious combination in the appearance of its components; lack of ability to objectively assess the positive image of the PEI pedagogical staff and on the basis of this assessment to develop a plan for improvement the existing image of the teaching staff.

Methods of examination of preschool institutions teachers included analysis of documentation and analytical reports, questionnaires of educators, questionnaires of parents, observation of educators, solving pedagogical situations, analysis of appearance and subject image of educators, mathematical processing of the results.

Tab. 1. Levels of educators' readiness formation to build a positive image of the preschool education teaching staff in the control and experimental groups at the statement stage of the experiment (in %)

Criteria	Groups					
	experimental			control		
	Levels					
	B	C	H	B	C	H
need-motivational	5	50	45	10	60	30
search-gnostic	15	45	40	20	45	35
operational-reflexive	10	45	45	15	50	35

In order to form the readiness of educators to build, develop and correct the positive image of the staff of preschool education, we have developed a system of work, which provided a set of methodological measures, based on a number of important pedagogical conditions and using various traditional and non-traditional forms of methodical work with educators. In developing it, we considered the PEI team existing image that is the formation of professional competence of educators, cultural level of the team, features of appearance, spatial and subjective environment of the educator and socio-psychological climate in the teaching staff, and the level of the teaching staff readiness.

The method of the system implementation of work developed by us consisted in carrying out a complex of educational actions for educators (problem lectures, ICT game, business game, round table, blitz interview and pedagogical talk show with application of such innovative forms of work as: interactive exercise, role game).

Our work was carried out in stages: the 1st stage was theoretical, the 2nd stage was practical, and the 3rd stage was final.

The purpose of the theoretical stage was to inform the teaching staff about the real image formed by the results of self-assessment and expert assessment, the level of readiness of educators to build the image of the teaching staff, intensify and systematize theoretical knowledge about the team image, its components and tools.

To achieve this goal, lectures were held on the following topics: «The image of the PEI team. Its components and means of creation», «Means of improvement of the teacher's professional competence», «Culture of the teacher and traditions as important components of PEI staff image».

Result: assimilation by teachers of information about the PEI team image and its components, about the means of improving each component of the staff image. This helped to increase the levels of formation of need-motivational and search-gnostic criteria for the educators' readiness to build the PEI staff image.

The purpose of the practical stage was defined to check the formation of basic skills and abilities to create, correct and develop a positive image of the preschool education staff.

The leading forms at this stage were ICT game, business game, round table meeting, pedagogical talk show.

Result: theoretical knowledge and formed skills for building, developing and correcting a positive image of the preschool education staff.

The purpose of the final stage was to check the level of assimilation of theoretical knowledge, to generalize and systematize them, to improve the practical skills of educators to create, develop and correct the PEI team positive image.

The main forms of work at this stage were a flash quote and a pedagogical workshop.

Result: positive dynamics in the levels of educators' readiness formation to build, develop and correct the positive image of the PEI team.

In order to implement the tasks of the system to increase the levels of educators' readiness to build, develop and correct a positive pedagogical image of the staff of PEI, we have developed a long-term plan. According to it, at the first, theoretical, stage, we clarified, expanded, deepened, summarized and consolidated the knowledge of educators about the staff

image, its components and means of creation. At the same time, a prominent place was given to information about the means of creating, correcting and developing the image of the teaching staff. Particular attention was paid to the specific components of this phenomenon: the professional competence of educators, the culture of teachers, the staff traditions and PEI subject environment.

At this stage of the formative experiment, we conducted lectures on the following topics: «The image of the PEI staff. Its components and means of creation», «Means of improving the educators' professional competence as a component of the PEI staff image», «Teacher's culture and traditions as important components of the PEI staff image». The topics of the above lectures were chosen by us to cover all important components of the staff image in the preschool institution.

Lectures were aimed at forming in educators ideas about the staff image of preschool education as a purposeful or spontaneously formed image and the means of creating, improving and developing the teaching staff image.

The algorithm of lectures included: 1) greetings with preschool teachers; 2) acquaintance with the topic and purpose of the lecture; 3) submission of the main material of the topic using elements of interactive technologies; 4) summarizing the lesson.

The content of the work at the second, practical stage was to teach teachers to practically use the acquired theoretical knowledge to correct the teaching staff image of the institution in which they work.

To achieve this goal, the following methodological activities were implemented i.e. business game «Steps to mastery», ICT game «Educator's clothes: create a visual image of a teacher», a round table on «Team traditions: pros and cons», pedagogical talk show «I am again about image», workshop «Psychological climate in the team: formation and correction means».

The third stage of our system of work was to check the level of theoretical knowledge assimilation and the formation of practical skills to build, develop and correct a positive image of the staff of preschool education.

The study of the levels of knowledge formation of educators about the PEI staff image, its components, methods of formation was conducted in the form of a flash quote on the topic «The team image: a modern view». During the event, teachers were divided into two teams, each of which thought about and asked each other questions about the concepts related to the image of the teaching staff of preschool education.

Summing up the formative stage of experimental research, we can conclude that during the implementation of our developed system of work, in accordance with the identified pedagogical requirements, educators have acquired new knowledge and skills to build, develop and correct a positive image of the teaching staff.

All educators had a positive attitude to the proposed methodological measures, willingly participated in all forms of work, performed various tasks that we offered them, showed creativity.

It is worth noting that the most effective, interesting and valuable for educators were such forms of work as: business game, flash quote, ICT game, talk show. During their implementation, educators easily and with pleasure generalized, concretized, systematized and consolidated the acquired knowledge about the positive image of the PEI pedagogical staff.

We will also note the remarkable value of clarity, which we used during the implementation of our system of work, as a means of stimulating cognitive and creative activity of teachers. The multimedia presentations, ICT game, interactive exercises used by us encouraged them to collective interaction, free self-realization in learning the essence and features of pedagogical imageology.

At the control stage of the study, the diagnosis was made according to the method of the acknowledge stage. The obtained data are presented in table 2.

Tab. 2. Levels of educators' readiness formation to build the teaching staff positive image of preschool education in the control and experimental groups at the control stage of the experiment (in %)

Criteria	Groups					
	experimental			control		
	Levels					
	B	C	H	B	C	H
need-motivational	30	60	10	15	60	25
search-gnostic	45	50	5	25	40	35
operational-reflexive	35	50	15	15	50	30

Comparative analysis of the results of the preschool teachers' readiness formation to build a positive image of the PEI teaching staff in the control and experimental groups are presented in table 3.

Tab. 3. Dynamics of changes in the levels of readiness of educators to build a positive image of the teaching staff of preschool education

Criteria	Groups					
	experimental			control		
	Increase in levels					
	B	C	H	B	C	H
need-motivational	+25	+10	−35	+5	0	−5
search-gnostic	+30	+5	−35	+5	−5	0
operational-reflexive	+25	+5	−30	0	+5	−5

According to these tables, significant changes in all criteria of educators' readiness to build a teaching staff positive image of preschool education occurred in the experimental group. At the same time, the percentages according to the search-gnostic criterion of the indicated readiness increased the most, because knowledge is formed faster than the need-motivational sphere of educators or image-creating skills.

Conclusions

Thus, the analysis of research on the teaching staff image of the educational institution allowed us to identify the following components of the teaching staff positive image: professional competence of the educator, socio-psychological climate in the teaching staff, staff culture is history and traditions, speech and communication of the educator, appearance and spatial -subject environment of the educator.

These diagnostics allow us to prove that the system of work developed and tested by us to increase the levels of educators' readiness to build a positive image of the PEI staff, which was based on a number of pedagogical conditions, proved to be effective.

The problem of creating a positive image of the PEI teaching staff is not limited to the results of these scientific researches. The following issues need further research: the image of a preschool institution director, the

factors of creating the image of a modern preschool, the preparation of future directors to create the image of a preschool institution.

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