TYPE: Article
PUBLISHED: 03 July 2023
DOI: https://doi.org/10.17162/au.v13i3.1518

Diseño de imagen de la personalidad del docente en el entorno educativo de la universidad

Image-design of the teacher's personality in the educational environment of the university

Tetiana Ya. Dovga[1], Tetiana S. Plachynda[2], Dolores Zh. Zavitrenko[1], Iryna Ye. Snisarenko[3*]

[1]Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Kropyvnytskyi, Ukraine
[2]Kherson State Agrarian and Economic University, Kherson, Ukraine
[3]Donetsk State University of Internal Affairs, Mariupol, Ukraine

OPEN ACCESS

EDITED BY
Mardel Morales-García
Universidad Peruana Unión, Lima, Perú

***CORRESPONDENCE**
Iryna Ye. Snisarenko
psychologgy.22@gmail.com

RECEIVED 11 October 2022
ACCEPTED 10 April 2023
PUBLISHED 03 July 2023

CITATION
Dovga, T. Y., Plachynda, T. S., Zavitrenko D. Z., & Snisarenko, I. Y. (2023). Image-design of the teacher's personality in the educational environment of the university. *Apt. Univ.*, 13(3), https://doi.org/10.17162/au.v13i3.1518.
ISSN. 2304-0335
doi: https://doi.org/10.17162/au.v13i3.1518

COPYRIGHT
© 2023 This is an article written by Dovga, Plachynda, Zavitrenko and Snisarenko, submitted for possible open access publication under the Creative Commons Attribution (CC BY) license (https://creativecommons.org/licenses/by/4.0/). The CC BY license permits the use, distribution, and reproduction of the article in other forums, provided the original author(s) and copyright owner are credited and the original publication in this journal is cited, in accordance with accepted academic practice. Any use, distribution, or reproduction that does not comply with these terms is prohibited.

Resumen

El análisis del concepto de diseño desde el punto de vista de los enfoques personales y de imagen permitió distinguir las nociones de diseño de imagen y diseño pedagógico en la intersección de las cuales se actualizó el problema del diseño de imagen de una personalidad. El diseño de imagen apareció debido al impacto del diseño en la esfera personal de una persona, y el diseño pedagógico afectó directamente al campo de la educación. En particular, el diseño pedagógico asegura el desarrollo de contenidos innovadores para el entorno educativo y herramientas didácticas, que se caractericen por la eficiencia pedagógica, la adecuación metodológica y la razonabilidad. El propósito del artículo se centró en la imagen de un maestro. La noción de imagen-diseño de la personalidad del docente ha sido formulada y presentada como formación personal y profesional. El primero ha sido revelado a través del prisma del diseño pedagógico y analizado dentro del entorno educativo universitario. Se ha determinado la relación entre la imagen-diseño de un docente, su imagen profesional y su apariencia. Se han analizado las posibilidades de mejorar la apariencia del docente a través del diseño social de la apariencia. Para ello se ha utilizado la noción de imagen-vestimenta, cuyo principal instrumento es el diseño de prendas de vestir, siendo medios acompañantes el etnodiseño y el ecodiseño.

Palabras Clave

ambiente educativo de la universidad, diseño pedagógico, imagen profesional de un docente, imagen-diseño de la personalidad de un docente, imagen-vestuario, diseño de vestuario.

Abstract

Analysis of the design concept from the viewpoint of personal and image approaches made it possible to distinguish the notions of image-design and pedagogical design at the intersection of which the problem of image-design of a personality was actualized. Image-design appeared due to the impact of design on the personal sphere of a person, and pedagogical design directly affected the field of education. In particular, the pedagogical design ensures the development of innovative content for the educational environment and teaching tools, which are

DOI: https://doi.org/10.17162/au.v13i3.1518

characterized by pedagogical efficiency, methodological adequacy, and reasonability. The purpose of the paper focused on the image of a teacher. The notion of image-design of a teacher's personality has been formulated and presented as personal and professional formation. The former has been revealed through the prism of pedagogical design and analyzed within the university's educational environment. The relation between the image-design of a teacher, his professional image and his appearance has been determined. The possibilities of improving teacher's appearance through social design of appearance have been analyzed. For this purpose, the notion of image-clothing, the main instrument of which is the design of clothes, has been used, ethnodesign and eco-design being accompanying means.

Keywords

educational environment of the university, pedagogical design, professional image of a teacher, image-design of a teacher's personality, image-clothing, clothes design.

1 Introduction

Innovative processes in the sphere of higher education induce to the formation in universities of such an educational environment which influences greatly students` audience since personal-professional development of future specialists during the stage of studying at the university and their adaptation to conditions of competitive environment in the labor market depend on this environment.

Image as a scientific phenomenon has been analyzed by Mykhailova and Fedorova (2016), Romanovska (2016), Fatalchuk and Yakushchenko (2017), etc. The problem of pedagogical image has been actively researched by both foreign and domestic scholars, namely, Bryan (1966) studied school teacher's image; Butenko (2005) analyzed image as a component of teacher's professional-pedagogical culture; Kostanjevec et al. (2018), Retnawati et al. (2018) examined teachers' idea of their own professional image; Līga and Ilze (2019) explored teachers' views on the status and prestige of their profession.

Gaponova (2017) pointed on the importance of appearance for the successful activity of a teacher. Certain aspects of appearance design were studied by hair design specialists Lubianska (2018) and Hetman (2020). Lagoda (2010; 2018) analyzed the influence of fashion on clothing design, Smoliar (2011) studied ecological clothing design. Clothing style and its role in image-making was under consideration of Mykhailova and Kostiuchenko (2018).

Under conditions of modernization of education, the search for modern resources which can provide effective design and construction of educational space has been intensified. These resources include different types of design connected with the arrangement of harmonious and comfortable educational environment, its aesthetics, ergonomics, and ecology: i.e., interior design, ergodesign, ecodesign, photodesign, art-design, etc., which influence all spheres of human activity.

In the author's guide by Nezveshchuk-Kogut (2021) *design* (creative idea, outline, project; designing, constructing) is defined as artistic and creative activity the purpose of which is the formation of harmonious subject environment which will satisfy spiritual and material needs of a person. Rapid spread of design in different spheres of human activity leads to its interpretation as of a philosophical category which, in its turn, defines the lifestyle of a modern person. Modern design covers not only the subject environment of a man but touches also processes (p. 14).

The ecological approach to creation of clothes is gaining popularity in modern world (Svirko et al., 2016). *Ecological design* (ecodesign, ecostyle) not only promotes the formation of careful attitude to the environment, resources economy, the desire for durability of things which surround people, etc.; but stimulates deep processes connected with formation of favourable conditions for physical and mental health of a person. So, the notion "ecologically clear object" covers not only absence of negative influence on the environment but feeling of psychological comfort from using it (Svirko et al., 2016, p. 130).

DOI: https://doi.org/10.17162/au.v13i3.1518

Borysova (2019) underlines the main task of ergodesign is the arrangement of comfortable and aesthetically attractive space for life activity of a human. Technologies of ergodesign in the educational environment embrace the number of issues of studying process organization: (a) provide the formation of effective material educational space (selection of educational furniture, equipment instruments and devices; (b) comfortable and stylish clothes designing for subjects of educational activity, etc.); (c) allow to design educational environment taking into account anatomical, anthropometrical, physiological and biomechanical features of a person; (d) contribute to the selection of educational technologies considering psychological and mental characteristics of participants of an educational process; (e) define educational communication as a comfortable educational interrelation between the subjects of an educational process; (f) influence the processes of informatization of the educational environment, at the same time providing all quality conditions of artistic and technical design, and reflection of information considering psychological peculiarities of its perception.

The attention of scholars has been recently focused around the phenomenon of *pedagogical design* which is directly implemented in the field of education, the former being a necessary attribute of the learning process. The notion pedagogical design is borrowed from English and derived from the word-combination *instructional design* (pedagogical designing). Classical definition of this notion can be found in the works of foreign scholars (Merrill et al., 1996), where it is studied as a scientific discipline dealing with the development of effective, rational, and comfortable methods and educational systems which may be used in professional pedagogical practice.

Pedagogical (educational) design is interpreted as a systemic approach to educational process construction which considers theoretical provisions of psychology, pedagogy, imageology, ergonomics, cognitive science, and other sciences which study peculiarities of human perception and cognition. Educational system which provides effective and comfortable educational process is the result of pedagogical designers` work (of teachers, scholars, managers of education).

Pedagogical design involves the analysis of educational needs, development of educational environment and teaching tools which are characterized by pedagogical efficiency, methodological adequacy and appropriateness. Krechetnikov (2005) defines pedagogical design as a branch of science and practical activity which is based on theoretical provisions of pedagogy, psychology, and ergonomics, the one which embraces the issues of developing teaching materials, including those based on informational technologies, and provides the most rational, effective and comfortable educational process. The author points out the purpose of pedagogical design which is: to create and maintain an educational environment in which psychologically comfortable pedagogically grounded development of subjects of education on the basis of rational mind, interconnection and combination of different types of educational resources is provided.

Bratko (2014) claims that educational environment of a higher educational establishment is the complex of conditions (possibilities) and resources (material, financial, personal, technological, organizing, reputational) for a person`s education which have been purposefully collected in the institution performing educational functions concerning provision of professional education which, in its turn, provides possibilities for general cultural and personal development of a subject of educational process. A valid point of the author is that any condition or any resource in educational process may be viewed as a *factor of influence* on the subject of educational process, and while changing these factors one can influence all the components of educational process, as well as its result.

Nakhod (2020) considers pedagogical design to be the means which provides active involvement of students into studying process at the expense of selection and usage of interactive forms, methods and modern informational tools. The author highlights the leading role of a teacher in creation of positive motivation of students for the purpose of professionally-oriented subjects learning. The teacher himself can raise the level of satisfaction while teaching the subject, only the teacher can demonstrate the essence of achievements and recognition of efforts of students in studying process. In addition, the teacher-facilitator can encourage students to use their knowledge and skills in real professional activity conditions, or involve them to real actions or situations of solving an educational problem.

According to our observations, at the intersection of *image* and *design* the notion of *image design* has been updated which appeared as a result of influence of design on a personal sphere (his/her appearance, social

DOI: https://doi.org/10.17162/au.v13i3.1518

and subject surrounding, professional activity and behavior, etc.). If pedagogical design provides the development of innovative content of educational environment and didactic teaching materials, including the use of informational technologies, then the image-design of teacher's personality gives the educational environment a personal orientation.

2 Methodology

2.1 Design

Considering the context of our study, we got interested in teachers and students' opinion as for a teacher's image in educational process of a higher educational establishment. The authors of the article appealed to subjects of higher education with the request (in conditions of anonymity) to respond about their attitude regarding the role of image-design of teacher's personality in the educational environment of the university.

On the one hand, we were interested in the perceptions of the teachers themselves about their image, on the other hand, the students' opinion about the teacher's image was important to us, as a modern teacher is not only a translator of knowledge but a carrier of culture and an example to follow. For that purpose, we prepared a questionnaire using Google Form. The questionnaire was published in social media Facebook and emailed to teachers and students.

2.2 Participants

The participants in this survey were 76 – teachers and students of different higher educational establishments, among them 41 teachers (53,9%) and 35 students (46,1 %). Female – 62 people (81,6%), male – 14 people (18,4%). Age range of the respondents was from 17 to 59 years old. The answers were automatically calculated by Google system.

2.3 Instruments

Google Forms software was used for collection the information for the survey. All data, presented in the research, is given in absolute (number of choice of answers) and relative (% of the number of respondents) values.

2.4 Data Collection

Some questionnaire questions included (View Supplementary Material): *1) How important is a teacher's appearance for you*; *6) What do you think about a teacher's visible tattoos?*; *9) What do you think of posting a teacher's personal life events in social media?* Previous works and the received results of the research made it possible to develop recommendations for teachers of higher educational establishments concerning image-design of a personality and positive personal image formation.

2.5 Ethical Criteria

The design of the research is based on the principles of respect for the individual, anti-discrimination, gender equality, validity, professionalism, and consistency of conclusions. All stages of the pedagogical experiment correspond to the generally accepted academic ethical principles of research work. All respondents were warned about the need to answer testing questions honestly. The article uses reliable research methods and data processing tools.

It's worth noting that in previous years we have already studied the problem of teacher and student image. The detailed analyses of respondents' answers and processing of survey results is presented by us in scientific works: Plachynda, Dovga, Levchenko (2019); Plachynda, Dovga, Levchenko, Pukhalska, et al. (2019). We addressed the problem of image design of the teacher's personality for the first time. In this study we focused on the features of the teacher's professional appearance and behavior when performing his professional duties, as the image-design of the teacher's personality involves designing the external aspects of the teacher's educational activity.

DOI: https://doi.org/10.17162/au.v13i3.1518

We consider the survey results to be reliable as it was conducted anonymously, and respondents' answers were automatically evaluated by Google system. They helped us to understand the importance of image-design for the personality of the modern teacher due to the attitude of the subjects of the educational process towards him. Thus, the previous works and research results allowed us to develop recommendations for teachers of higher education institutions on how to improve the personality image-design as the basis of a positive professional image.

3 Results

First of all, let us analyze the answers related to the appearance of the teacher. So, the following answers were given to the question about the importance of a teacher's appearance: very important – 18 people (23,7%), important – 53 (69,7%), not important – 5 (6,6%). It means that the importance of a teacher's appearance is recognized by the majority of respondents.

The following items were suggested as fashionable accessories for a teacher's suit: watches, glasses, mobile gadgets, comfortable shoes (shoes without high heels or trainers); casual clothes (T-shirts, jeans); additional items (pashminas, scarves, bright accents; stylish accessories (crotchets, pendants, bracelets) and so on. Respondents accept usage of different mode of dress by a teacher, but warn from using an aggressive, provocative, and vulgar one in the image. In general, the answers show that any modern and stylish elements can be added to a teacher's everyday clothes if they bring out one's individuality.

Respondents' answers as for positive features of a teacher's image show various views which admit diverse and holistic nature of image. For example: *"Have a command of the state language, have neat appearance, be polite and self-possessed towards the students, be able to ease the situation, have good sense of humor", "Know the subject, be able to use modern gadgets, study during the life, be mobile, be not ashamed to admit own mistakes", "Manners, common sense, love the subject, be politically and ideologically neutral, respect a person of any age and status",* etc.

Respondents mentioned the following features of a teacher's positive image which can be roughly divided into such groups: professional features, attitude to the students, appearance, personal qualities and general culture, emotional state. This gives us the right to claim that appearance is an important aspect of the professional image of a university teacher.

Romanovska (2016) defines the image of a teacher of higher institution as a dynamic image which represents a combination of external (visual attraction, verbal and non-verbal communication culture), professional (professional culture) and internal (personal qualities, moral, ethical norms, etc.) characteristics, which is constructed as a result of their direct perception in the process of interrelation between the participants of pedagogical process, or indirectly through other people's opinion. The image doesn't always reflect the personality of its bearer but, regardless of that, the image may draw positive, as well as negative attitude (p. 144–145). The answers of the respondents emphasize the need for the formation of both external and internal personal qualities of university teachers.

In many research, the image of a teacher is positioned as an effective tool of his professional activity within the conditions of the educational process of a modern higher institution. As an example, Fatalchuk and Yakushchenko (2017) indicate that the main aim of every teacher of a higher educational establishment is students' interest in studying his subject, good results, and complete mastery of the material. Having a positive professional image helps to establish contacts with students' audience, to approve a teacher as an authoritative source of information and as an individual who can positively influence a younger generation by his example, knowledge and behavior. It should be noted that the subjects of the educational process interviewed by us emphasize the professional competence of the university teacher. Such features characterizing a teacher's professional competence were mentioned by the respondents:

- Motivational: Wish of teaching; love of one's own subject, real interest in one's own work, ability to interest students in one's own subject, ability to get interest and focus attention on one's own words.
- Actual knowledge and tutorial skills: Knowledge of one's own subject, familiarity with modern trends of one's own discipline; ability to make interesting presentation of academic material, special

DOI: https://doi.org/10.17162/au.v13i3.1518

approach to work, awareness of innovational technologies, ability to use pedagogical methods and technology in practice.
- Self-studying demands: intention to self-improvement, willingness to study during the life, professional mobility.

Marchenko (2015) thinks that a teacher must be a model in forming students' image. The profession of a teacher is a special talent, possession of a set of brightly expressed abilities for communication, aesthetic imagination, body plastic, language charm. In order to be a designer of a personality and be able to form a professionally-personal image, to build life technology a person must have a strong spiritual energy, as well as a huge amount of knowledge and skills. A teacher in his work must pay special attention to systemic knowledge of a student's personality, to understanding his inner experience, and technology of using knowledge, etc.

Baida (2018) appeals to the words of a Canadian-American writer Brian Tracey who in the book "Science and motivation" (2018) remarks that there is no sense to hope that people will estimate you for your character or personality not taking into account your appearance. So, inspite of importance of personal and professional characteristics of a teacher visual measurement must be obligatory taken into account. It is connected with the fact that visual messages are better remembered and convey a big amount of information about a person.

So, we agree with the opinion that an important component of a teacher's professional image is appearance which affects not only the attitude towards him as an individual but also the assessment of his professional activity. In our opinion, young university teachers must be aware of which features of appearance are favorable for the formation of their positive image. At the same time, one should keep in mind that, on the one hand, the habit of looking good is a sign of respect for other people, on the other hand, one must avoid overemphasizing his physical attractiveness with the help of clothes as the teacher should primarily focus attention on his professional skills first.

We consider that in the educational environment of a higher education institution there is an interaction of two main subjects: the teacher and the student, the teacher being the leader in this dyad. In the context of our research, we can assert that there is an image interaction between the teacher and the student, namely, the teacher's image has a formative influence on the student's image. This influence will be positive if the teacher himself has a positive image, enjoys authority among students, his appearance and professional behavior meet the requirements for the personality of a university teacher.

4 Discussion

At present, only individual studies of the image-design are known among scientists. In particular, Koneva (2015) treats the phenomenon of image-design within the frame of modern visual culture interpreting it as a functional and appropriate formation. She thinks image-design is the way of presentation of one's individuality aimed at making a certain impression. Image-design is ecological; it, in an optimal way, correlates the inner side of identity with its external expression. The researcher proved that image-design starts with visual characteristics study – body texture and other structural elements (components of visual image) which are system-making for image-design of a personality.

The scholar claims that a suit takes the leading place in the structure of the image-design of a personality. The suit, i.e., the image formed by the suit, is the main informational unit of the image (if to talk about image in terms of a message), a suit forms visual image which is available for replication, and which becomes the object to follow. Moreover, image-design operates a suit as a complete image but not clothes as a separate element. So, a woman`s trouser ensemble completed by oxford boots, short smooth haircut and lack of make-up will compose another image than that combined with high-heels shoes, careless styling and bright make-up. A suit includes more than just clothes but a hairdo and make-up, so details are important in image creation.

The author's definition of the image-design of the teacher's personality is proposed by Dovha (2022). She explains the image-design of:

DOI: https://doi.org/10.17162/au.v13i3.1518

> A personality of a teacher as a personally-oriented formation which combines the process and the result of designing and improvement of his image which takes place under the influence of modern fashion, individual preferences and creative abilities, and is realized under consideration of social requirements towards professional appearance of a pedagogue. Image-design is an effective tool of self-presentation of a teacher`s personality and an effective means of his professional activity (p. 150).

Practical developments in the field of clothing design are widely presented in scientific and popular scientific literature. There are also a number of scientific works the authors of which offer the ways of forming and improving a professional image. Let's turn to well-known recommendations for image improvement through image-clothing (*Image-clothing is a process which aims at creating a positive image by means of clothing).

Design experts Svirko et al. (2016) claim that clothes are a multifunctional design-object in which a utilitarian function takes a dominant place: a person must feel comfortably. Besides, clothes should not harm health. Clothes, like a protective shell, should meet the safety requirements of use, for example, should provide indicators of homeostasis – not to be tight, not to cause injuries while using, etc. More than that, the material used for clothes must not make harm at the biological level, that is, must have appropriate hygienic indicators, e.g., not to cause allergy, provide the existence of humidity and air, be antistatic. Moreover, clothes construction must provide these indicators – not to disturb the vipor-air exchange in clothing space. And, with this, clothes should look aesthetically pleasing. Materials made of natural raw materials – linen, cotton, silk, wool, leather, fur or mixed materials – with the addition of chemical fibers to natural ones, are mostly used in clothes production.

Nezveshchuk-Kogut (2021) claims that clothing design has been recently gaining development in the society. It is known that in 60s-70s of 20th cent. clothes fashion was dictated, on the one hand, by unique works of artist fashion designers, done individually, often on request, on the other hand, by works of sewing industry produced in series. Nowadays, unique clothes *haute couture* (high fashion) and products *pret-a-porter* belong to the category *design clothes*. It is partial acknowledgment of the role of design but it is mostly explained by the fact of using modern technologies and materials, and also by the fact that fashion industry is becoming more democratic, and is aimed at broad segments of population, at the same time, following its public taste and advancing it.

Clothes design of some people is mostly defined by their activity and profession. Profession of a pedagogue makes certain requirements of clothing for its representatives. Certain recommendations, worked out by specialists, concerning individual style, color ensemble, appropriate footwear, and accessories choice, etc. contribute to meet these requirements.

We focus our attention on clothes-design of a teacher and requirements accepted in a society. Afterall, professional appearance of a teacher influences much on students, and his personality serves as a standard of the attitude towards oneself, towards students, towards professional activity. Thus, the teacher's clothing design and his observance of the professional dress code is essential. For this purpose, the most general requirements, which are put forward to clothes-design of a modern pedagogue of a higher school (most of them concern clothes for females, as in male clothes conservative style predominates) are given below.

- Clothing style. Visual appearance of a teacher must be elegant and neat, must instill respect and inspire trust. Thus, classical, a bit conservative style for a teacher is better than super-fashionable clothes. Clothes must be modern and comfortable but must not contradict accepted norms of decency and professional dress-code.
- Silhouette of clothes. Silhouette of a business suit should approach an elongated rectangle with highlighted corners (as for women, and as for men-teachers). Bulky jumpers, sweaters, jeans or soft pants, magnificent dresses with frills and lace do not fit into this silhouette. Such elements make the silhouette more rounded and indicate a low social status of its owner.
- Form of clothes. Ideal form of clothes for teachers is that which assists concentration of student`s attention not on clothes details but on learning material. A business suit is such clothes for teachers of both sexes. It underlines professionalism and official style of relations with students. For

DOI: https://doi.org/10.17162/au.v13i3.1518

example, a business suit for a woman-pedagogue may consist of a jacket and a skirt or trousers, or a blouse. A nice, elegant, business dress will be also appropriate.

- Color of clothes. A pedagogue may correct his/her image with the help of color of clothes (especially it concerns female teachers). It is necessary to remember that a bright color scheme attracts excessive attention of students to teacher`s appearance. One should avoid sparkle, lurex, sequins, bright prints – everything which may distract students from learning. Correct choice of color scheme, in which calm, pastel shades predominate, will help a teacher to find understanding with young people and arouse approval of colleagues.
- Hair, make-up. A woman-pedagogue must look restrained and elegant. Make-up and manicure should be done in not bright, neutral colors. A hairdo must be strict enough, and hair color must be natural.
- Accessories. Clothes accessories for women (neck scarfs, neckerchiefs, bags, belts, eyeglasses, watches, phones, business diaries, etc.) must reflect individual style of an owner and consider fashion trends.
- Decorations. There must be a little decoration in women`s clothes, it must be not bright, insignificant. A necklace of small pearls of medium length or chain, a wedding ring or an exquisite ring made of precious metal, small precious earrings will be appropriate. For a man teacher a wedding ring or a ring without precious stones, cufflinks and a tie clip will be appropriate.

The research by Diachenko (2015) contains topical pieces of advice concerning clothes-design of a modern teacher. A scholar suggests some actualities which are perspective for teacher's dress-code:

1. Clear silhouette. Formless things are taboo for a teacher. A thing of a straight silhouette that will sit freely and in which one can feel confident regardless of the situation and well-being will be the most relevant. For a women-teacher it may be a dress-case: one can always feel attractive in it – either in the classroom, or at the lesson, or during extracurricular activities with students or colleagues. For a man-teacher, in some cases, a casual jacket made of textured fabric (wool, tweed, corduroy, etc.) and informal trouses (corduroy, cotton pants) are allowed.
2. Multi-layering is advantageous for any dress-code. For the first, multi-layered set of clothes always look interesting, not ordinary, involuntarily attracting views of the audience to a teacher; for the second, multi-layering is very practical and convenient (it is often cool or hot in classrooms, but in a multi-layered set of clothes one can control temperature regime); for the third, multi-layered sets are always reliable (one may not think about trifles in clothes, they will be hidden).
3. Actual colors for a teacher's clothes are those of a business dress-code but with expanded possibilities and a palette of shades: - for suits: shades of blue, grey, beige, brown; - for dresses: shades of blue, grey, beige, brown, green; - for accessories: combination of abovementioned colors, as well calm shades of red, violet, yellow, etc.

In response to today's challenges (a global pandemic, full-scale Russian aggression), Ukraine has been transforming the way the education institutions work. Currently, Ukrainian universities practice distant learning, actively using innovative technologies and means of pedagogical design. In this context, the importance of the image-design of a high school teacher's personality is growing. During online training a modern teacher should not only provide high-quality educational services but also educate students' aesthetic taste, culture of behavior, ethics of communication, etc.

In our opinion, the image-design of a teacher's personality must meet such requirements:

- The teacher's clothes should be neat and comfortable (no home clothes in any case!).
- It is advisable to stick to simplified business style options (it can be combined with sports, denim, casual style, etc.).
- Knitted products which can be combined with other fabrics are popular.
- Colors of business dress-code are relevant, the uniform color scheme of the suit is being maintained.
- A minimum of jewelry is used, some elegant accessories are allowed.
- Obligatory elements of appearance are a neat hairstyle, light makeup, and well-groomed hands (for women); a good haircut and a well-groomed face or beard (for men).
- The teacher's workplace should be ergonomically arranged.

DOI: https://doi.org/10.17162/au.v13i3.1518

An important element of the teacher's image-design is his professional behavior in the educational environment, the style of working with a computer and mobile devices, methods of teaching, the style of educational communication with students in particular. So, the teacher should always work with the camera on (and demand the same from the students), should not be distracted by outside phone conversations, use study time productively, keep up with culture and speaking techniques, choose a democratic style of communication, actively use technologies and innovative teaching methods, etc.

5 Conclusions

The review of scientific literature allowed the authors to find out current views on the role of a teacher in a higher education institution since a carefully thought-out image of a teacher is an effective tool in his professional activity and serves as an aesthetic standard for students.

The conducted survey proves the teacher`s design-image to be a guarantee of his successful professional activity and high quality of educational process. Though, most of surveyed students do not attach importance to appearance, prioritizing professional competence, a modern teacher must have a well-groomed appearance, his image must be stylish and, at the same time, business.

The basis of the teacher's personality design is an attractive professional appearance, formed with the help of a suit, as well as with the help of modern means of care and correction of appearance, which contributes to creating a favorable impression on the professional audience and social environment.

Image-design of a teacher's personality is a part of educational design which subjects to the requirements of ergonomic and ecological design. The improvement of the image-design of a modern teacher's personality is greatly facilitated by his professional behavior.

Recommendations for university teachers as for creating the image-design of a personality have been developed. In particular, the emphasis is made on the teacher's clothing design and manners of professional behavior under conditions of distant learning. The requirements for the teacher's appearance are formulated, namely: in style, silhouette, shape, color of clothes, hairstyle, makeup, accessories, jewelry, etc. Current trends which are promising for the clothes design and the professional dress code of a modern teacher are characterized – clear silhouette, multi-layering, color palette. It is also mentioned that an important feature of the teacher's personality image design is his professional activity: usage of innovative teaching methods, democratic style of educational communication with students, etc.

Thus, our research draws attention to the problem of image-design of a person as an important means of a teacher's professional activity in the educational environment of the university. The results obtained during the research encourage us to further research which will be related to the study of the problem of the personality image-design of other subjects of the educational process and creation of comfortable conditions for its improvement in the educational environment of the educational institution.

6 Conflict of Interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

7 References

Baida, S. (2018). Psychological factors of forming a positive image of a young teacher of a pedagogical university. Bulletin of KNU named after Taras Shevchenko. *Military special sciences, 1 (38),*11–13. https://miljournals.knu.ua/index.php/visnuk/article/view/425

Borysova, T. (2019). Innovative approaches to the implementation of ergodesign technologies in educational institutions. *Origins of pedagogical mastery. 24*, 9–14. http://sources.pnpu.edu.ua/article/view/194589

DOI: https://doi.org/10.17162/au.v13i3.1518

Bratko, M. V. (2014). The educational environment of a higher educational institution: the search for management strategies. *Pedagogical education: theory and practice. Psychology. Pedagogy. 22,* 15–21. https://cutt.ly/hVyOr4c

Butenko, N. (2005). Teacher's Image Formation And Presentation As A Part Of Professional Pedagogical Culture And Guarantee Of Effective Work. *Visnyk of the Lviv University. Series Pedagogics, 19*. https://publications.lnu.edu.ua/bulletins/index.php/pedagogics/article/view/6025

Svirko, V. A., Rubtsov, A. L., Boichuk, A. V., Holoborodko, V. N., Antonets, A. P. & Yevseeenko, V. N. (2016). *Design activity: ecological design*. Scientific and methodological edition. https://cutt.ly/6VyGr0F

Dovha, T. Ya. (2022). Imidzh-dyzain osobystosti vykladacha v osvitnomu seredovyshchi universytetu. *Pedahohichni nauky: teoriia ta praktyka, 42(2),* 146–153. . https://doi.org/10.26661/2786-5622-2022-2-22

Dovha, T. Ya. (2022). Imidzh-dyzain osobystosti pedahoha yak element pedahohichnoho dyzainu. *Naukovyi visnyk Lotnoi akademii. Seriia: Pedahohichni nauky. Zbirnyk naukovykh prats* / Hol. red. T. S. Plachynda. Kropyvnytskyi: «Polium». *Vyp. 11,* 50–57. https://www.cuspu.edu.ua › 1587-dovga-tetyana-yakivna

Dyachenko, A. V. (2019). Comparative analysis of modern teacher's clothing design on the example of teachers from foreign countries. *The image of a modern teacher, 1,* 42–46. http://isp.poippo.pl.ua/article/view/154990

Fatalchuk, S. D., & Yakushchenko, S. I. (2017). Positive image of a modern teacher of a higher school: relevance and prospects of scientific research. *Herald of Cherkasy University. Series: Pedagogical sciences.* Cherkasy: CHNU named after B. Khmelnytskyi, *10*, 118–123. . https://ped-ejournal.cdu.edu.ua/article/view/1817

Haponova, S. A. (2017). Vneshnyi vyd kak sostavliaiushchaia uspeshnoi professyonalnoi deiatelnosty prepodavatelia vuza // Ynstytut psykholohyy Rossyiskoi akademyy nauk. *Orhanyzatsyonnaia psykholohyia y psykholohyia truda. T. 2., 1*,175–190. http://work-org-psychology.ru/engine/documents/document236.pdf

Hetman, O. (2020). Rol zachisky v imidzhbildinhu suchasnoi liudyny. *Mizhnarodni naukovi doslidzhennia: intehratsiia nauky ta praktyky yak mekhanizm efektyvnoho rozvytku* : mat. III mizhnarodnoi nauk.-prakt. konf. 24–25 kvitnia 2020. m. Kyiv : Instytut innovatsiinoi osvity, 54–57. http://dspace.luguniv.edu.ua › jspui › bitstream

Koneva, A. V. (2015). Ecology of self-presentation: image design. *International Journal of Cultural Studies / International Journal of Cultural Research, 1(18)*, 116–127. https://cyberleninka.ru/article/n/ekologiya-samoprezentatsii-imidzh-dizayn

Krechetnikov, K.G. (2005). Pedagogical design and its importance for the development of information educational technologies. *Information technologies in education. Electronic journal.* Troitsk: ITO-Troitsk. . http://ito.edu.ru/2005/Troitsk/2/2-0-9.html

Kostanjevec, S., Kozina, F. L., & Erjavšek, M. (2018). The relationship between teachers' education and their self-perceived competence for teaching home economics. *Problems of Education in the 21st Century*, 76(2), 175–188. https://www.ceeol.com/search/article-detail?id=942233

Lahoda, O. M. (2010). Moda v dyzaini odiahu: teoriia ta praktyka: *navch. posibnyk rek MON Ukrainy.* Cherkasy : ChDTU. 247 p. . http://artdesign.knutd.edu.ua › sites › 2018/12 › 1

Lahoda, O. M. (2018). Reprezentatyvnyi potentsial dyzainerskykh praktyk u symbiozi mystetstva i mody. *Art and Design, 3,* 107–119. . http://nbuv.gov.ua/UJRN/artges_2018_3_12

Lubianska, S. P. (2018). Dyzain zachisky: *Navchalnyi posibnyk*. K.: Kondor. 230 p. . https://condor-books.com.ua/gumanitarni-nauki/dizayn-zachiski.html

DOI: https://doi.org/10.17162/au.v13i3.1518

Marchenko, O. (2015). The personality of a university teacher in the process of forming the professional and personal image of students. *Origins of pedagogical skills. Series: Pedagogical sciences, 15,* 194–199. . http://nbuv.gov.ua/UJRN/vpm__15_40

Merrill, M. D., Drake, L., Lacy, M. J., & Pratt, J. (1996). Reclaiming instructional design. *Educational Technology.* 5 *(36),* 5–7. https://mdavidmerrill.files.wordpress.com/2019/04/reclaiming.pdf

Mykhailova, R. D., & Fedorova, Ye. V. (2016). Pro zmist i spivvidnoshennia poniat «obraz» ta «imidzh». *Visnyk KNUKiM. Seriia: Mystetstvoznavstvo. Vyp. 35,* 206–217. . http://arts-series-knukim.pp.ua/article/view/158260

Mykhailova, R. D. , & Kostiuchenko O. V. (2018). Styl odiahu ta yoho rol u formuvanni imidzhu. *Kultura i mystetstvo u suchasnomu sviti. Vyp, 19,* 98–110. http://nbuv.gov.ua/UJRN/Kmss_2018_19_12

Nakhod, S.N. (2020). Pedagogical design as a means of increasing student motivation in the E-Learning process. *Bulletin of Alfred Nobel University. Pedagogical sciences. Series "Pedagogy and Psychology", 2 (20),* 311–319. https://pedpsy.duan.edu.ua/images/PDF/2020/2/37.pdf

Nezveshchuk-Kogut, T. S. (2021). Design: teacher. Manual. Chernivtsi: CHTEI KNTEU, 340. http://www.chtei-knteu.cv.ua/ua/content/download/nayka/monography/dizayn_2021.pdf

Līga & Ilze (2019). The Status of the Teaching Profession in Latvia: Views of the Teachers. *Problems of Education in The 21st Century, 77 (1).* https://doi.org/10.33225/pec/19.77.126

Plachynda, T., Dovga, T.; & Levchenko, O. (2019). Interpretation of evaluative judgments of the subjects of educational activity regarding the image of the teacher of higher educational institutions. *Scientific Bulletin of the Flight Academy. Series: Pedagogical sciences. Collection of scientific papers* / Head. ed. T.S. Plachinda Kropyvnytskyi: LA NAU, 6, 104-113. http://ksgn.hol.es/wp-content/uploads/2019/11/15.pdf

Plachynda, T., Dovga, T.; Levchenko, O.; Pukhalska, G.; Didenko, O.; & Bloshchynskyi, I. (2019). Imagen de un profesor de educación superior: encuesta analítica sobre el juicio de valor de las actividades de educación. *Revista Dilemas Contemporáneos: Educación, Política y Valores, 7 (61).* www.dilemascontemporaneoseducacionpoliticayvalores.com/index.php/dilemas/article/view/1879

Retnawati, Heri, Djidu, Hasan, Kartianom, Apino Ezi, Risqa, & D. Anazifa (2018). Teachers' knowledge about Higher-order thinking skills and its learning strategy. *Problems of Education in The 21st Century, 76 (2).* http://oaji.net/articles/2017/457-1524597598.pdf

Romanovska, O. O. (2016). The concept and structure of the image of a modern teacher of a higher school. *Theory and practice of managing social systems: philosophy, psychology, pedagogy, sociology,* 2, 135–146. https://cutt.ly/KVyCskl

Roy, C. Bryan (1966). The Teacher's Image Is Stubbornly Stable, 40 (8), 459-461. https://www.jstor.org/stable/30185733

Smoliar, O. V. (2011). Ekolohichnyi dyzain v konteksti modnykh innovatsii ta diialnosti dyzaineriv odiahu KhKh-KhKhI stolittia. *Visnyk KNUKiM. Seriia : Mystetstvoznavstvo. Vyp, 25,* 162–169. http://nbuv.gov.ua/UJRN/Vknukim_myst_2011_25_23

Stranovská, Eva, Lalinská, Mária, & Boboňová, Ivana (2018). Teachers Motivation Towards Assessment Of Their Professional Competences. *Problems of Education in The 21st Century, 76 (4).* http://oaji.net/articles/2017/457-1533495930.pdf

Stojan, Kostanjevec, Francka, Lovšin Kozina, & Martina, Erjavšek (2018). The Relationship Between Teachers' Education And Their Self-Perceived Competence For Teaching Home Economics. *Problems of Education in The 21st Century, 76, (2).* http://oaji.net/articles/2017/457-1524597478.pdf

DOI: https://doi.org/10.17162/au.v13i3.1518

8 Supplementary Material

Questionnaire about Image-design of the Teacher's Personality

1) How important is a teacher's appearance for you.
2) What fashionable elements of clothes and shoes can complement a teacher's every day outfit?
3) How important for you is following by a teacher professional ethic rules?
5) Name 5 features which create a teacher's negative image.
6) What do you think about a teacher's visible tattoos?
7) What communication style in a teacher's professional activity do you prefer?
8) Which aspect of a personality is the most important for a teacher's professional activity?
9) What do you think of posting a teacher's personal life events in social media?
10) What do you think of such a bad teacher's habit as smoking?
11) Grade the following personal characteristics of a teacher in order of descending their importance (10-the most important 1 – not important): neatness, fairness, self-organization, responsibility, discipline, sense of humor, manners, tolerance, hard-working, culture
12) Grade the following professional characteristics of a teacher in order of ascending their importance (1-not important; 10-the most important): knowledge of the subject taught, culture of professional communication, human treatment of the students, ability to present information clearly, usage of IT technologies, emotionality, individual approach, professional language, appearance, professional behavior.