

Components of image competencies of future physical education teachers

Yerdanova Gulshirin Serikbaykyzy¹, Kazakh Academy of Sports and Tourism, 050022, Almaty, 85 Abay Ave., Kazakhstan. <https://orcid.org/0000-0001-8025-7970>

Sayat Ryskaliyev Nurbolatovich², Kazakh Academy of Sports and Tourism, 050022, Almaty, 85 Abay Ave., Kazakhstan <https://orcid.org/0000-0001-7552-5088>,

Otaraly Svetlana Zhubatyrkizy³, Kazakh Academy of Sports and Tourism, 71 Al-Farabi Avenue, Almaty 050040, Kazakhstan. <https://orcid.org/0000-0002-1466-994X>

Bozhig Zhanbolat⁴, Karaganda Buketov University, 100028, 28 Universitetskaya str., Karaganda, Kazakhstan <https://orcid.org/0000-0001-8323-0589>.

Abishev Zhandos⁵, Karaganda Buketov University, 100028, 28 Universitetskaya str., Karaganda, Kazakhstan <https://orcid.org/0000-0002-4067-3571>.

Suggested Citation:

Yerdanova Gulshirin Serikbaykyzy , Sayat Ryskaliyev Nurbolatovich, Otaraly Svetlana Zhubatyrkizy, Bozhig Zhanbolat & Abishev Zhandos (2022). Components of image competencies of future physical education teachers. *Cypriot Journal of Educational Science*. 17(5), 1715-1726. <https://doi.org/10.18844/cjes.v17i5.7340>

Received from January 15, 2022; revised from March 12, 2022; accepted from May 10, 2022.

©2022 Birlesik Dünya Yenilik Arastırma ve Yayıncılık Merkezi. All rights reserved.

Abstract

The purpose of the article is to study the state of the problem of the development of image-related competencies of future physical education teachers in psychological and pedagogical literature. The article analyses the development of the problem of image-related competencies of future physical education teachers by examining philosophical, psychological, and pedagogical literature, the regulatory documents, and analytical materials of the Ministry of Education and Science of Kazakhstan, and using the synthesis and interpretation of scientific data, and experimental research with 139 participants. The results of the ascertaining experiment showed that future physical education teachers are constantly in need of the social approval of their actions. The image of a physical education teacher is also understood as a purposefully developed image, which is stereotypical and has an emotional and psychological impact on students, colleagues, and the social environment.

Keywords: Diagnostics; development; Empathy; Image-related competencies; physical education; teachers.

* ADDRESS FOR CORRESPONDENCE: Yerdanova Gulshirin Serikbaykyzy , Kazakh Academy of Sports and Tourism, 050022, Almaty, 85 Abay Ave., Kazakhstan.
E-mail address: gulshirin.erdanova@mail.ru

1. Introduction

In the context of competition in the labor market, professional skills alone do not ensure the successful implementation of a teacher's professional mastery or create a positive reputation (Permana, Aprilia & Teniola, 2019). This requires the ability to present oneself to the public, i.e. students, colleagues, administrators, and students' parents. A teacher should work on his/her image, i.e. create a public portrait that reflects his/her professional and personal qualities.

The structure of a professional image is quite complex and represents a system, all components of which are interconnected, interdependent and consistent. The image of a higher school teacher is such an integral characteristic that includes a set of external and internal, personal, individual, and professional qualities, which contributes to the effectiveness of teaching (Schipper and Germany, 2019; Jabborova, 2019). Achieving such a harmonious set of qualities requires a teacher to act consciously, which in turn is impossible without reflection: the teacher needs to know what requirements the student audience and colleagues place on him/her.

1.1. Literature review

In the 60s of the XX century, the notion of the image was introduced into business and scientific parlance. He substantiated its usefulness for business success. In the 90s of the XX century, thanks to the work of a Russian scientist Shepel (2002), the development of social image studies as an independent scientific and applied field of knowledge began (Lysikova & Lysikova, 2006). Shepel (2002) believes that "an image is a form of human life manifestation, thanks to which strong personal and business characteristics are exposed to people." Kalyuzhny (2004) interprets the image as a representation. Pereyigina (2003) interprets it as a symbol of a subject. Zmanovskaya (2005) defines an image as "an emotionally colored public image of someone/anyone that takes the form of a stable stereotype." Zakharova (2016) studies the concept of image as a category that is universally applicable to any object.

Naumova (2012) believes that from the theoretical point of view, image is a socially appreciated "showcase" of a teacher. Therefore, the image becomes an important source of sociological information enabling the study of social features and perceptual stereotypes about a teacher and providing an opportunity to classify them. This enables considering the image as a structure with an internal organization, as well as an element of a more general construct of socially acceptable components accepted by an individual. At the same time, from a practical point of view, this notion of the image makes it possible to determine the degree of influence of image on the social state of health of a teacher by revealing the adequacy of this or that image of the social situation in the changing system of domestic professional education. Amurzhuev (1994) regards the image as an idea of the prestige of an organization.

1.2. Purpose of study

The abundance of existing image definitions confirms the multifaceted nature of this concept. Summarizing them, we can state that the image is the impression that a person creates in the eyes of people around him/her. It is a kind of business card, a holistic view of the image that is formed in the minds of people. The purpose of this research is to study the state of the problem of the development of image-related competencies of future physical education teachers in psychological and pedagogical literature and present the results of diagnostics of the real state of structural components of image-related competencies.

2. Material & Methods

2.1. Data collection instrument

The methodology includes the analysis of the development of the problem of image-related competencies of future physical education teachers by examining philosophical, psychological, and pedagogical, the regulatory documents and analytical materials of the Ministry of Education and

Science of the Republic of Kazakhstan, the synthesis and interpretation of scientific data, and experimental research.

The methodological framework consisted of a communicative activity-orientated approach, focused on the use of methods and means of teaching communication, with the help of which students solve imaginary and real communicative and problem-related objectives. This approach is based on the cooperation between teachers and students and is aimed at giving students an experience of communication. Following its objectives, the study used theoretical methods (logical-historical analysis, formal and logical analysis of various aspects of the problem under study), logical-deductive method, methods of general system theory, differentiation and integration, abstraction, modeling methods, analysis, and synthesis. The used empirical methods, with the help of which respondents were surveyed, include socio-psychological monitoring, formative experiment, questionnaires, observation, interviewing, biographical analysis, self-assessment, psycho-diagnostics, and testing. Processing methods included qualitative, quantitative, and statistical.

2.2. Participants

The 3rd year students specializing in physical culture and sports in the Academy of Sports and Tourism (Almaty) took part in the experiment. The participants were 139 in total.

2.3. Analysis

All the selected methods formed the basis of a psychological and acmeological (related to laws and mechanisms of personal development during maturity) toolkit for studying regularities and mechanisms of functioning and formation of an image as a phenomenon of intersubjective interaction. Its use makes it possible to successfully solve the problem of scientific cognition of the nature of the image as a phenomenon of intersubjective interaction and its targeted optimization.

3. Results

3.1. Results of extensive literature review

In the 60s of the XX century, the notion of the image was introduced into business and scientific parlance. He substantiated its usefulness for business success. In the 90s of the XX century, thanks to the work of a Russian scientist Shepel (2002), the development of social image studies as an independent scientific and applied field of knowledge began (Lysikova & Lysikova, 2006).

Naumova (2012) believes that from the theoretical point of view, image is a socially appreciated "showcase" of a teacher. Therefore, the image becomes an important source of sociological information enabling the study of social features and perceptual stereotypes about a teacher and providing an opportunity to classify them. This enables considering the image as a structure with an internal organization, as well as an element of a more general construct of socially acceptable components accepted by an individual. At the same time, from a practical point of view, this notion of the image makes it possible to determine the degree of influence of image on the social state of health of a teacher by revealing the adequacy of this or that image of the social situation in the changing system of domestic professional education. Amurzhuev (1994) regards the image as an idea of the prestige of an organization.

Under the assumption of the analysis of scientific literature, we can note that a person himself creates a cultural environment oriented to his/her inner and spiritual life. To meet social requirements, cultural prerequisites, which represent a personality-related achievement and the established cultural world of a person, are necessary. Unlike the social environment, the image of which can be represented as a "foundation" for the activities of a person (the creation of the image of a physical education teacher), culture is the way of these activities (the creation of the students' image of a physical education teacher). A cultural environment determines how people act, and what they create and transmit from generation to generation. In this environment, culture is an aspect of an act (ability to do), a part of any activity, and its qualitative characteristic. At the same time,

cultural activities are the activities aimed at the creation, distribution, and consumption of cultural values (pedagogical values that make up the core of the teacher's image). This can be an integral part of any social activities (labor-related, lifestyle-related, etc.). Cultural communication occurs in a certain cultural environment that, according to Kogan's definition (1995), is a stable set of material and personal elements around a member of society directly affecting his/her cultural development and cultural activities. It should be noted that cultural communication is the mechanism that creates and conveys an image (Klimova and Kuptsova, 2008; York-Barr and Duke, 2004; Nigris, 1988).

The activities of a physical education teacher are in demand by society. Therefore, each teacher forms his or her professional image (Dobozy, 2015; Johnson and Sherlock, 2009). Under the assumption of the essence of a teacher's image, several authors emphasize its following features:

- The image of a teacher is developed purposefully given all positive components included in the professional activities.
- This has a stereotypical character.
- The image of a physical education teacher as a special mental image holistically reflects the personal and professional characteristics of a teacher.
- This has an emotional and psychological impact on certain individuals (students, colleagues, and social environment).
- This can be a means of pedagogical influence on students. Image affects the emotional system of a person (sometimes a person's subconsciousness) and, subsequently, the consciousness, behavior, and results of joint activities.

The image of a physical education teacher implies a systemic and holistic education that has its structure including interrelated, interdependent, internal, and external components. Internal components include

- Knowledge (general professional knowledge and the knowledge of the theoretical foundations of pedagogical image studies);
- Skills (methodological, psycho-technological, diagnostic, and evaluative);
- Empathy and tolerance.
- Attitudes oriented to understanding, empathy, the relative independence of students, professional and personality-related growth, and self-development are expressed in the attitude oriented to the development of a positive image.
- Values (the value of a child's life, his/her personality as an intrinsic value, the value of a child's and his or her health).

External components include

- Habitus-based element contributing to the appearance of a teacher implying business casual style.
- Verbal element characterizing the speech of a teacher.
- Kinetic element expressed in the "language of acceptance", is the absence of aggressive manifestations in gestures, facial expressions, and postures.
- Procedural element implying the democratic style of a teacher's leadership.
- Communication style based on the enthusiasm of a teacher towards joint physical education and sports activities with students.

The image of a physical education teacher is also understood as a purposefully developed image, which is stereotypical and has an emotional and psychological impact on students, colleagues,

and the social environment. The image of a physical education teacher is characterized by strong links that exist between elements and unifying reinforcing structures. Important elements of the image are the appearance of a physical education teacher, his/her inner state, self-esteem, and a system of values and attitudes (his/her knowledge and skills) (Gioia & Corley, 2017; Rutkowska & Zalech, 2014). All elements are manifested in his/her activities, like interaction with students, students' parents, colleagues, etc. (Grigorov et al., 2009; Shen & Shen, 2005). This makes it possible to form a positive image of a teacher as a person and a professional among the audience (students, students' parents, and colleagues) (Klimova & Kuptsova, 2008; Van Petegem, 2005).

Below, we present a content analysis of the concept of image in the works of researchers (1994-2012).

Table 1

Content analysis of the concept of image in the works of Russian and Kazakh researchers (1994-2012)

#	Authors	Essence	Source
1	G.M. Andreyeva	Image is a specific "portrayal" of a perceived object when the perspective of perception is deliberately shifted and only certain aspects of the object are emphasized.	Andreyeva, G. M. (1994). <i>Sotsialnaya psikhologiya</i> [Social Psychology]. Moscow: Nauka.
2	P. Bird	Image is a general impression that you make on others. It consists of how you present your ideas, how you behave in society, how you dress, what you say, and what you do.	Bird, P. (1994). <i>Sell yourself: Persuasive tactics to boost your image</i> (Institute of Management). Pitman Publishing.
3	L.A. Zolotovskaya	The main component of the professional image of a teacher is his/her influence.	Zolotovskaya, L. A. (2005). Osobennosti professionalnogo imidzha pedagoga: sotsialno-psikhologicheskii aspekt [Features of the professional image of a teacher: socio-psychological aspect]. <i>RR v obrazovanii</i> , 3, p. 124.
4	V.M. Markin	An image is not a mask, not an embellishment of one's professional image. The core here is the ability to convey information about oneself, about one's true and deep (personal and professional) principles, ideals, plans, and actions through certain image signals.	Vasishcheva A.V., & Nenasheva A.V. (2005). Imidzh: opredeleniye tsentralnogo ponyatiya imidzhologii [Image: the definition of the central concept of social image studies]. <i>Sotsialno-gumanitarnyye znaniya</i> , 4, 311-317.
5	V.M. Shepel	Image is a kind of human toolkit that helps to build relationships with people.	Shepel, V. M. (2005). <i>Imidzhologiya: sekrety lichnogo obayaniya</i> [Social image studies: secrets of personal charm]. Rostov-on-Don: Feniks, p. 64.
6	A.P. Panfilova	Image structure: Appearance; Social-role characteristics; Image symbolism; Individual-personality properties.	Panfilova, A. P. (2007). <i>Imidzh delovogo cheloveka</i> [Image of a businessperson]. Moscow, St. Petersburg: IVESEP, pp. 23-25.
7	A.A. Kalyuzhny	Appearance is an important component of a teacher's professional image because it affects not only the attitude towards the personality of a teacher but also the assessment of his/her professional performance.	Kalyuzhny, A. A. (2004). <i>Pedagogicheskaya imidzhologiya</i> [Pedagogical image studies]. Almaty: Ėilim, p. 199.
8	M.A. Goncharov	An image is a direct or deliberate visual impression of a person or social structure.	Goncharov, M. A. (2008). <i>Osnovy menedzhmenta v obrazovanii</i> [Fundamentals of management in education] (2 nd ed.). Moscow: KNORUS,

9	M.V. Noskova	Image is the result of skillful orientation in a particular situation and the right choice of behavior.	p. 394. Noskova, M. V. (2009). Kultura i pravila povedeniya prepodavateley vuzov kak sostavlyayushchaya chast ikh imidzha [The culture and rules of conduct of HEI teachers as an integral part of their image]. <i>PR v obrazovanii</i> , 2, 103-106.
10	G.K. Kusametova	The development of one's image is a complex and painstaking process necessary for the realization of one's professional and personal qualities. An image is created by deliberate and unintentional actions of a person, and more people trust the information caused by unintentional actions.	Kusametova, G. K. (2010). <i>Pedagogicheskiye osobennosti formirovaniya imidzha prepodavatelya v vuze</i> [Pedagogical features of the development of the image of a teacher in a HEI] [dissertation]. Aktobe, Kazakhstan.
11	A. Mynbayeva, A. Zhamankulova	Image is a portrayal of a person or organization designed to have an emotional, psychological, and intellectual impact to popularize the subject (person or organization).	Mynbayeva, A., & Zhamankulova, A. (2012). Imidzh uchitelya i prepodavatelya vuza: sravnitelnyy aspekt [Image of a school teacher and HEI teacher: a comparative aspect]. <i>Vestnik KazNU. Seriya "Pedagogicheskiye nauki,"</i> 2(36).

Thus, given the above table, it is possible to summarize that an image is a correct choice of the model of the behavior of a teacher, possession of effective methods and means of building stable and harmonious relations with others (students, students' parents, team, colleagues, administrators) when performing professional activities.

In our opinion, image is a broader concept than prestige and reputation, which are part of the image. Prestige is an ego-correlated assessment of the social significance of various objects and phenomena shared by members of a given society or group based on the adopted system of values. The objective criterion of such assessment is, ultimately, the ability of the object to meet some social needs.

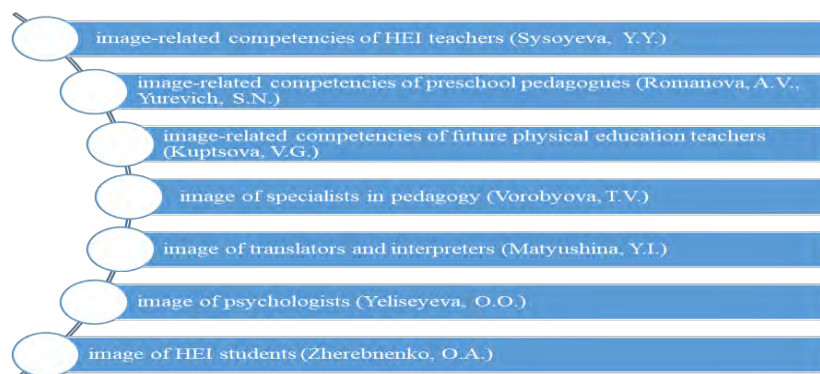
The category of an image as a social fact has also been studied in the context of prestige. It is assumed that prestige is the part of the image that ensures its positive perception based on the vision of an actor (subject) as a bearer of qualities desirable for society or relevant social groups. Unlike a stereotype that gives a certain rigidity to the imaging system, prestige is defined as one of its parts that is responsible for an actor's sensitivity to change in favor of a perceiving environment, i.e. an actor's adaptability. We use this provision to substantiate the possibility of developing image-related competencies of students following the social demand in the field of education.

Thereafter, the research tried to generalize the data of scientific research on the problem of image and image-related competencies in different areas of human activities (Figure 1).

Given the below figure, it can be seen that scientists consider the spectrum of the study of image and image-related competencies in the following professions: psychologist, translator, pedagogue, HEI teacher, physical education teacher, preschool teacher, and student. Thus, we believe that an image influences the formation of ideas, attitudes, and values of students. The image of a future physical education teacher has a positive impact on the development of the image of future graduates because the professional image of a teacher is an integral characteristic that includes a set of external and internal individual, personality-related, and professional qualities and contributes to the effectiveness of teaching activities.

Figure 1

Overview of some scientific works on the development of image-related competencies in different areas



The ability to influence others and empathy are the main structural components of the image-related competencies of future physical education teachers. We tried to study the levels of manifestation of these qualities in students. To determine the prominence of these qualities we used the following methods: the test “Can you influence others?” and the “Empathy” self-test.

3.2. Results from the empirical study

The 3rd year students specializing in physical culture and sports in the Academy of Sports and Tourism (Almaty) took part in the experiment. According to the results of the test “Can you influence others?” we can conclude that 30% of students who scored 34 and fewer points, showed a low level, i.e., they cannot always succeed to convince others, and 69.7% of students who scored 35-65 points, showed that they have excellent prerequisites to effectively influence others (Table 2).

Table 2

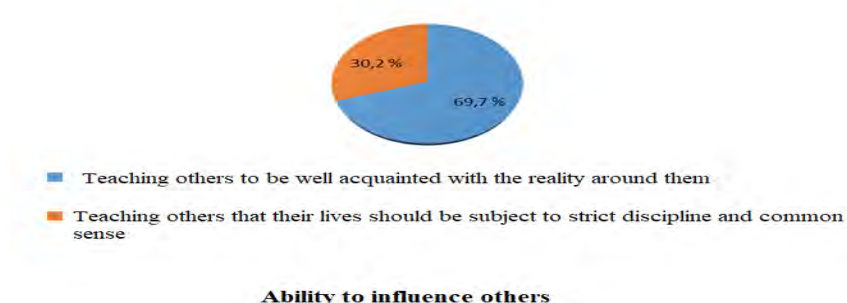
Respondents’ ability to influence others

Test	Total number (n)	Teaching others to be well acquainted with the reality around them		Teaching others that their lives should be subject to strict discipline and common sense	
		abs	%	abs.	%
Ability to influence others	139	97	69,7	42	30,2

Respondents who scored from 35 to 65 points can also be characterized as people who can change the behavior patterns of others, learn to manage, and guide the true path. Students with a score of 34 or less can be characterized as not like to do anything “involuntarily” (Figure 2).

Figure 2

The prominence of the ability to influence others



The processing of the “Empathy” self-test data showed that 7.9% showed a very high level of empathy. If we describe it in more detail, it should be clarified that a very high level of empathy expresses painfully developed empathy. In communication, they subtly respond to the mood of an interlocutor who has not yet had time to say a word.

86.3% showed a high level – they well tolerate criticism against them, when assessing events, they more trust their feelings and intuition than analytical conclusions, and prefer to work with people rather than alone.

5.7% showed a normal level of empathy – they delicately prefer not to express their point of view when not being sure that it will be accepted, they have no relaxed feelings, and this prevents them from the full perception of people (Table 3).

Table 3

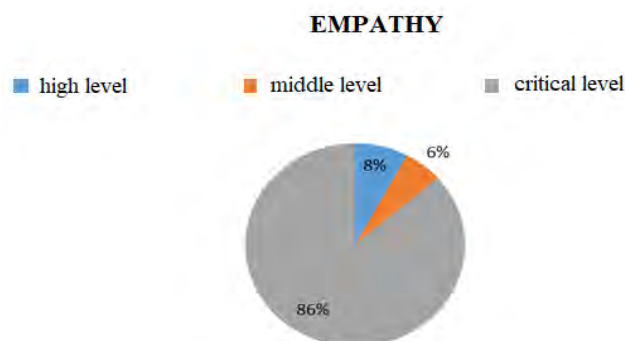
Indicators of empathy levels

	Total number (n)	Very high level		High level		Normal level	
		abs.	%	abs	%	abs.	%
“Empathy” self-test	139	11	7,9	120	6,3	8	5,7

The results are shown graphically In Figure 3.

Figure 3

Respondents’ empathy scores



Thus, we can say that empathy is a necessary professional quality for future teachers. Empathy helps to increase productivity, develop communicative competence, to create deeper and more personal relationships.

4. Discussion

It should be noted that for the first time the term “image-related competencies” was suggested by Perelygina (2003), who interpreted it as a special complex quality of an actor (subject) representing the ability and willingness to work to create a productive image and its targeted correction in the course of intersubjective interaction aimed at optimizing the image.

At the same time, in the new environment of higher education, image-related competencies become a necessary component of the school teacher’s professionalism. A specific type of pedagogical competence provides a high level of adequacy of the teacher’s perception (including the knowledge and values he or she conveys) by various actors (subjects) of the educational process (students, colleagues, and administrators) (Fishman & Dede, 2016; Waks, 2019).

A teacher shall constantly solve the following image-related tasks:

- Attracting attention to and managing the image in the course of interaction;
- Creating an atmosphere of trust, interest, and psychological safety (it is in this atmosphere that a person shows himself and develops better);
- Ensuring the information understanding;
- Motivating explicit actions.

The main task of the pedagogical activities of a physical education teacher is not to achieve an informational (positional) priority but to make it important that a student hears and understands him/her, and would like to further comprehend new things. Ananyev (2001) proposes a structure of image-generating factors according to a scheme consisting of four blocks. The first includes natural (biogenetic) characteristics, the second – personality-related ones, the third social and empirical ones, and the fourth (objectively affecting the characteristics of the second and third blocks) – symbolic ones.

Kalyuzhny (2011) presents the following principles of pedagogical image studies as a science:

- Content principles of pedagogical image studies reflect the regularities associated with the selection of the content of the teacher's image as a professional (the principles of citizenship, humanism, love for children, professional duty, honor, conscience, justice, respect, communicativeness, unity of demands of all participants in the holistic pedagogical process, etc.);
- Organizational and methodological principles of the pedagogical image reflect the features and regularities associated with the organization and implementation of the development of the professional image of a teacher. These include
- The principle of fundamentality and practical orientation of the development of a teacher's image;
- The principles of science, consistency with age and individual characteristics of a teacher, consciousness and creativity of a teacher, clarity, visibility, continuity, coherence, and systematic nature.

Shcherbakova (2012) defines that when developing the image of a modern teacher, motivation is of great importance and singles out 2 options for motivating individual and professional image development:

- Psychological motivation – raising self-esteem. The result of image development is the achievement of the inner goals of a person, the achievement of psychological comfort.
- Instrumental motivation – the creation of a tool for social influence. The result is the achievement of external goals.

Burns (1982) includes the following components to the main components of an image:

- The inner "Self" (the inner image of a teacher corresponding to the chosen specialty, which is expressed in his/her professional culture and thinking, emotionality, creative mood, attractiveness, refinement, inner stability, dignity, position, degree of mobilization, etc.);
- The appearance of a teacher (indicates his/her qualities, which, in harmony with pedagogical artistry, create a positive image of a teacher, contribute to the formation of a good impression and reputation, and help to prove oneself not only an attractive person but also an excellent teacher);
- Teacher's use of verbal and non-verbal means of communication (gestures, facial expressions, pantomime, intonation, word magic, and teacher's speech tempo can draw students' attention to him/her, inspire trust and motivate their active interaction);
- Tolerance (lat. Tolerans – patience) – tolerance for the opinions and beliefs of others.

Petrova (2005) highlights the following iconic components of the image:

1. Signs of voice (verbal and non-verbal aspects).
2. Signs of expressive behavior (gestures, gait, facial expressions, etc.).
3. Signs of body composition (habitus).
4. Signs of personality socialization (clothes and accessories).
5. Signs of scents emanating from a person (natural and artificial).
6. Signs of object environment (the environment against which a person is perceived).

All these signs carry information about a person's gender and age characteristics, nationality, physical features, type of activity, his/her intentions, actions, emotional state, mental and physical health, attitude to something, social status, etc. (Schnitzius et al., 2019).

Representativeness and sufficiency of the sample allowed to reveal significant correlations across all presented groups of respondents. It confirmed the hypothesis that the perception of an image represents an individual choice and personally significant semantic interpretation of image-forming symbols following the goals, attitudes, and self-concept of the individual in the context of norms and stereotypes of the environment, as well as status and role of a person.

The results of the ascertaining experiment showed that the research on the components of image-related competencies of future physical education teachers showed that more than half of students had a more pronounced level of empathy, i.e. they constantly need social approval of their actions.

5. Conclusions

Moreover, according to the results of the "Ability to influence others" test, most respondents were given the gift of convincing others of their rightness but they should be very careful not to become overly aggressive. A study of the components of image-related competencies of future physical education teachers gave us the following results:

- A content analysis of the concept of image in the works of researchers (1994-2012) was conducted;
- The review of doctoral dissertations on the development of image-related competencies in different areas was made;
- The real state of such qualities as the ability to influence others and revealing empathy among future physical education teachers have been presented.

The authors solved the major scientific problem of the development of the integral and comprehensive concept of image as a phenomenon of intersubjective interaction. This concept is aimed at revealing regularities and mechanisms of its formation and functioning, building universal algorithms of image creation with maximum consideration of all available scientific results in the study of various specific aspects of an image. From the conceptual point of view, a new approach reveals the intersubjective nature of image formation as a symbolic image of a subject created in the course of purposeful activity following the regularities of image formation and mechanisms of its functioning.

A set of scientific and practical methods are developed by the authors to study the regularities of image formation and mechanisms of its functioning, diagnosis, and formation. In general, the concept developed by the authors opens wide opportunities for further theoretical, experimental, and applied research not only in the field of social psychology, but also in acmeology, work psychology, and management.

References:

- Amurzhuiev, O. V. (1994). *Imidzh rukovoditelya - prestizh organizatsii* [The image of a leader is the prestige of an organization]. Moscow: Progress, 83.
- Anan'ev, B. G. (2011). Chelovek kak predmet poznaniya [Human as a subject of knowledge]. *Sankt-Peterburg Piter [in Russian]*.
- Burns, R. B. (1982). *Self-Concept Development and Education*. Holt, Rinehart & Winston.
- Dobozy, E. (2015). The learning management system discussion board as change agent. *International Journal of Continuing Engineering Education and Life-Long Learning*, 25(1), 103-115. <https://www.inderscienceonline.com/doi/abs/10.1504/IJCEELL.2015.066550>
- Fishman, B., Dede, C., & Means, B. (2016). Teaching and technology: New tools for new times. *Handbook of research on teaching*, 1269-1334.
- Gioia, D. A., & Corley, K. G. (2002). Being good versus looking good: Business school rankings and the Circean transformation from substance to image. *Academy of Management Learning & Education*, 1(1), 107-120. <https://journals.aom.org/doi/abs/10.5465/AMLE.2002.7373729>
- Grigorov, A., Georgiev, A., Petrov, M., Stefanov, K., & Varbanov, S. (2009). Building a knowledge repository for life-long competence development. *International Journal of Continuing Engineering Education and Life-Long Learning*, 19(4-6), 300-312. <https://www.inderscienceonline.com/doi/abs/10.1504/IJCEELL.2009.028828>
- Jabborova, Z. O. (2019). Historical Approach Essence in Determining Pedagogical Professional Competence and Its Level. *Eastern European Scientific Journal*, (1). <http://journale.auris-verlag.de/index.php/EESJ/article/viewFile/1077/1282>
- Johnson, M., & Sherlock, D. (2009). Learner reflexivity, technology and making our way through the world'. *International Journal of Continuing Engineering Education and Life-Long Learning*, 19(4-6), 352-365. <https://www.inderscienceonline.com/doi/abs/10.1504/IJCEELL.2009.028832>
- Kalyuzhny, A. A. (2004). *Psikhologiya formirovaniya imidzha uchitelya* [Psychology of teacher image formation]. Moscow: VLADOS.
- Kalyuzhny, A. A. (2011). *Proceedings of the conference "Education Psychology in the XXI Century: Theory and Practice"*: Imidzh uchitelya: kontseptsii i prikladnyye issledovaniya [Image of a teacher: concepts and applied research]. https://psyjournals.ru/education21/issue/54940_full.shtml.
- Klimova, T. E., & Kuptsova, V. G. (2008). Image competence of the future teacher of physical culture: theory and practice of formation. <https://elibrary.ru/item.asp?id=20055195>
- Kogan, L.N. (1995) *Zhizn v pokoleniyakh* [Life in generations], Yekaterinburg.
- Lysikova, O. V. (2006). *Imidzheologiya i pablik rileyshnz v sotsiokulturnoy sfere* [Social image studies and public relations in the socio-cultural area]. Moscow: Flinta, MPSI.
- Naumova, Y. A. (2012). Traktovka ponyatiya professionalnogo imidzha prepodavatelya vuza: sotsiologicheskii podkhod [Interpretation of the concept of a professional image of a HEI teacher: sociological approach]. *Sovremennyye problemy nauki i obrazovaniya*, 6. Retrieved from <http://www.science-education.ru/ru/article/view?id=8003>.
- Nigris, E. (1988). Stereotypical images of schooling: Teacher socialization and teacher education. *Teacher Education Quarterly*, 4-19. <https://www.jstor.org/stable/23474663>
- Pereygina, E. B. (2003). Image as a Phenomenon of Intersubjective Interaction (Content and Ways of Development).
- Permana, A. Y., Aprilia, D. I., & Teniola, N. Q. I. (2019, December). Teacher Skills Through the Development of Design and Develop Learning Program Taedes 401 (gov. au) for Building Core Skill and Employability Skills for Vocational High School. In *1st Vocational Education International Conference (VEIC 2019)* (pp. 385-395). Atlantis Press. <https://www.atlantis-press.com/article/125927437.pdf>

- Petrova, E. A. (2005). Image and its study in modern science. *Izvestiya Akademii Imidgelologii*, 1, 11-14. <https://ik-ptz.ru/en/exam-tests---2016-social-studies/sysoeva-elena-yurevna---lichnyi-i-professionalnyi-imidzh-prepodavatelya.html>
- Rutkowska, K., & Zalech, M. (2014). The image of a physical education teacher as seen by school community. *LASE JOURNAL OF SPORT SCIENCE is a Scientific Journal published two times per year in Sport Science LASE Journal for sport scientists and sport experts/specialists*, 15. <https://journal.lspa.lv/files/2014/2/16-27.pdf>
- Schipper, B. & Germany, S. (2019). Personified Wisdom as the Only Valid Form of Instruction. In Krüger T. (Ed.), *Proverbs 1-15*, Minneapolis: Augsburg Fortress, 86-100. <http://www.worldcat.org/title/proverbs-1-15-a-commentary-on-the-book-of-proverbs-11-1533/oclc/1122913777>
- Schnitzius, M., Kirch, A., Mess, F., and Spengler, S. (2019). Inside Out: A Scoping Review on the Physical Education Teacher's Personality. *Front. Psychol.* <https://doi.org/10.3389/fpsyg.2019.02510>.
- Shcherbakova, T. N. (2012). *Proceedings of the 2nd international scientific conference "Theory and practice of education in the modern world"*: Professionalny imidzh sovremennogo uchitelya inostrannogo yazyka [Professional image of a modern foreign-language teacher]. St. Petersburg: Renome, 200-203. <https://moluch.ru/conf/ped/archive/64/2934/>.
- Shen, L. P., & Shen, R. M. (2005). Ontology-based learning content recommendation. *International Journal of Continuing Engineering Education and Life-Long Learning*, 15(3-6), 308-317. <https://www.inderscienceonline.com/doi/abs/10.1504/IJCEELL.2005.007719>
- Shepel, V. M. (2002). *Imageology: secrets of personal charm*. Moscow: Public education.
- Van Petegem, K., Creemers, B. P., Rossel, Y., & Aelterman, A. (2005). Relationships between teacher characteristics, interpersonal teacher behaviour, and teacher wellbeing. *The Journal of Classroom Interaction*, 34-43. <https://www.jstor.org/stable/23870662>
- Waks, L. J. (2019). Guiding Intuitions in Education: Lesson Planning as Consummatory Experience. *Education and Culture*, 35(2), 27-45. <https://muse.jhu.edu/article/742913/summary>
- York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of educational research*, 74(3), 255-316. <https://journals.sagepub.com/doi/abs/10.3102/00346543074003255>
- Zakharova, S. N. (2016). Image of a teacher as a component of professional competence. *The Young Scholar*, (5-1), 16-18. <https://elibrary.ru/item.asp?id=25652399>
- Zmanovskaya, E. V. (2005). *Personal Image Management Guide*. St. Petersburg: Speech.