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# Effectiveness of Training in Building the Professional Image of Future Preschool Teachers

## Efectividad de la formación en la construcción de la imagen profesional de los futuros docentes de preescolar

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### Abstract

The aim of the study is to empirically verify the effectiveness of training in building the professional image of future preschool teachers. The research employs the following methods: diagnostics, qualitative and quantitative analysis, comparative analysis, testing, fulfilling tasks and resolving situations, completing creative professional assignments. A comparative analysis of the data on the level of the professional image of future preschool teachers with bachelor and master qualification levels was carried out. A professional image building programme was developed and tested within the scope of the study. It consists of ten training classes. The study found an increase in the level of the professional image of future preschool teachers by an average of 26.7%. The highest indicators of the professional image of future preschool



teachers were recorded for the motivational and value component (75% of respondents), the medium — for the practical and activity component (65%), and the lowest — for the prognostic and reflexive component (60%). The use of training is effective for building the professional image of future preschool teachers in the process of their professional training.

**Keywords:** educational institution, preschool teacher, professional training, student, training technologies.

## Resumen

El objetivo del estudio es comprobar empíricamente la eficacia de la formación en la construcción de la imagen profesional de los futuros docentes de preescolar. La investigación utiliza los siguientes métodos: diagnóstico, análisis cualitativo y cuantitativo, análisis comparativo, pruebas, cumplimiento de tareas y resolución de situaciones, realización de tareas profesionales creativas. Se realizó un análisis comparativo de los datos sobre el nivel de imagen profesional de los futuros docentes de preescolar con niveles de titulación de licenciatura y maestría. Se desarrolló y probó un programa de creación de imágenes profesional dentro del alcance del estudio. Consta de diez clases de formación. El estudio encontró un aumento en el nivel de la imagen profesional de los futuros maestros de preescolar en una media del 26,7%. Los indicadores más altos de la imagen profesional de los futuros maestros de preescolar se registraron en el componente motivacional y valorativo (75% de los encuestados), los medios en el componente práctico y de actividad (65%) y los más bajos en el componente pronóstico y reflexivo. (60%). El uso de la formación es eficaz para la construcción de la imagen profesional de los futuros docentes de preescolar en el proceso de su formación profesional.

**Palabras clave:** estudiante, formación profesional, institución educativa, profesora de preescolar, tecnologías de formación.

## Introduction

The role of the teacher's image is increasing in view of current educational transformations and destructive challenges. The teacher is the organizer of the optimal educational and cognitive environment for students, for their harmonious development. Such an environment should be created and maintained at all educational levels. Such an environment begins to be formed in preschool. A teacher's ability to organize an educational environment appropriate to the children's age characteristics, interests, and requests is an indicator of his/her professional image. Today, a teacher who knows how to make a child interested, find an approach to him/her, develop and implement an optimal programme for his/her individual harmonious development takes leading image positions. This especially applies to preschool education. In preschool, there are many children with different indicators of development, different manifestations of behavioural reactions, with different requests. The system of private preschool institutions is also actively developing in Ukraine. So, the demand for teachers with a high level of professional image is growing. The image of a preschool educational institution on the market of educational service providers (both private and public) depends on the teacher's professional image. It should, however, be stated that higher education institutions (HEIs) engaged in the training of preschool teachers do not provide future teachers with a sufficient amount of knowledge, skills, and abilities necessary for occupying and maintaining high image positions in the professional environment. Moreover, constant changes are taking place in the educational sphere, which require preschool teachers to constantly study, update and improve their existing knowledge, abilities, skills, and experience. Therefore, experimental implementation of training technologies is used for building the professional image of future teachers in higher pedagogical education institutions. The training contributes to building future preschool teacher's ability to establish image positions in the professional environment. However, there is a lack of thorough empirical research that would study the impact of training technologies on the development of the professional image of teachers in general and preschool teachers in particular. Therefore, we decided to conduct an experimental testing and evaluate



the effectiveness of the training in building the professional image of future preschool teachers.

The aim of the research is to empirically verify the effectiveness of the training in building the professional image of future preschool teachers.

The research objectives include:

- studying the level of the professional image of future preschool teachers;
- development of a programme for building the professional image of future preschool teachers by means of training;
- experimental testing of the programme for building the professional image of future preschool teachers by means of training;
- drawing conclusions and outlining prospects for building the professional image of future preschool teachers by means of training.

Research hypothesis: training methods contribute to improving the professional image of future preschool teachers.

## Literature Review

The studies on the problem of building the teacher's professional image emphasize the spontaneity of its development during training in HEIs. The researchers interpret the professional image as a status and role characteristic of an individual that unites a specialist's external and internal personal and professional qualities, as well as competencies, which is aimed at the formation of public perception of the social and professional role that an individual constructs (Kurok & Tkachenko, 2020). The teacher's professional image is also defined as the perception of his/her personality by others, an image that embodies harmony and balance between the teacher's spiritual and moral image and his/her appearance (Karimova, 2022). The motivational and value, gnostic, personal and reflective, as well as practical and operating components are distinguished in the structure of the teachers' professional image (Kurok & Tkachenko, 2020).

The researchers also single out destructive influences on the teachers' professional image. This is the excessive enthusiasm of the pedagogical community for the commercialization of its activities through the provision of a system of paid services, in which material reward comes to the fore, not the quality of education (Samoylenko et al., 2020). Other destructive influences on the teacher's professional image include the high regulation of his/her activity, the presence of the teacher's figure on the professional continuum between subordination and autonomy (La Velle, 2023). At the same time, the development of the preschool teacher's professional image is positively influenced by the provision of additional opportunities for learning and improving one's professional competencies (Barentien et al., 2020).

Important correlates of a teacher's professional image are the recognition of the student as the highest value in the education system, the teachers' ability to empathize with their students and motivate them to acquire knowledge, the ability to competently teach this knowledge independently in the process of communicating with students, and the teacher's cultural level (Antoniuk et al., 2021).

In the context of building the image of a modern teacher, the opinion about the importance of teacher's professional self-development, the use of various traditional and innovative methodical forms of promoting the professional development of a teacher and preschool teacher is of particular importance. They include both formal and informal methods of professional development of the preschool teacher. At the same time, the opinion about the lack of motivation of modern teachers for professional self-development caused by insufficient financial support, an unstable working environment, and overwork (Maksimović et al., 2021),

is being urged. Other equally important correlates of a teacher's professional image are his/her cognitive, social, and academic competence (Erkaboeva & Musaeva, 2022), a professional identity as a means of self-understanding of a teacher as a professional (Meyer et al., 2023).

The teacher's professional image is associated with such features as: professional flexibility, the ability to generate original ideas, creativity Makhkamovna (2023), digital competence (Garzón Artacho et al., 2020), improvement of the teacher's professional profile within the framework of education throughout life (Melyk et al., 2021). The opinion about the importance of combining formal and informal learning (Formosa, 2019) is essential, which has a positive effect on the preschool teacher's professional image. The teacher's motivational component is no less important (Gogh & Kovari, 2018), which ensures his/her desire for continuous learning. For example, continuous professional learning is an important condition for the formation and maintenance of the educator's image positions. At the same time, the teacher must be aware of the importance of learning throughout the entire professional career (Talmage et al., 2018), have clear intentions to learn throughout life (Mbagwu et al., 2020).

Training of preschool teachers to build their professional image should involve the creation of such an educational environment that will make it possible to overcome the gaps between learning at the workplace and professional education, to reconcile the trajectories of the current acquisition of knowledge in the educational institution and future learning at the workplace (Nottingham, 2019), a complex relationship between adult learning and vocational education (Hodge et al., 2020). A preschool teacher who cares about his/her professional image should be in a continuous and unlimited personal self-development based on rapid digital progress (Poplavskiy & Bondar, 2021). The forms of continuous professional development and obtaining new qualifications should be implemented for this purpose (Poplavskiy & Bondar, 2021). Such forms can be represented by combining non-formal and informal learning in modern educational systems (Kanwar et al., 2019). Moreover, the students' need for additional education is actualized in all spheres (Broiakovskyi et al., 2020). The importance of lifelong learning is cultivated on the basis of rapprochement and understanding of representatives of different generations (Lyu et al., 2020).

Professional image can be clearly associated with the development of professional mobility, building an individual educational and professional trajectory (Kravchenko et al., 2021), the continuous improvement of the qualifications of specialists in the conditions of sustainable development of education and science (Sydorenko et al., 2020). The preschool teacher's professional image has a positive effect on the achievement of creative self-realization (Mushynska, 2018), on the formation of spiritual and moral behaviour, and the development of the emotional and motivational sphere (Yekimov et al., 2020). A creative educational environment of professional self-development makes it is possible to build a professional image of a modern preschool teacher (Bashkireva et al., 2021).

The researchers are unanimous about the fact that building of a professional image falls on the period of training of future preschool teachers in HEIs. Therefore, after completing vocational education, preschool teachers should have a professional image formed at least on a conditional level (Dudchak, 2020). Scientific works specify the conditions and methods of building the teachers' professional image (Kurok & Tkachenko, 2020). Training is one of the methods that contributes to building the professional image of preschool teachers and combines the features of formal and informal education. It is considered as a means of developing the professional and creative potential of preschool teachers, developing such concepts related to professional image as: promoting professional development, forming positive self-awareness, increasing the level of pedagogical culture (Hevko & Bytsiv, 2019). Domestic researchers positively evaluate the role of training in promoting the pedagogical creativity of future preschool teachers and in preparing them for professional activities in general (Havryliuk et al., 2023).

Today, training methods are actively introduced into the system of professional development of specialists of different professions. But the issue of using training as a means of forming the professional image of a



preschool teacher is poorly studied. There are no empirically proven effective practices of using training as a means of building the professional image of a preschool teacher in the course of his/her professional training at a HEI. Therefore, in view of the episodic studies on building the professional image of a preschool teacher, as well as the poorly studied issue of using training method in building image positions of a modern preschool teacher, we decided to empirically test the impact of training on building the professional image of a preschool teacher.

## Methods

### Research design

Empirical testing included the following stages: preparatory, summative, formative, and final. The preparatory stage involved sampling, choosing research methods, as well as determining its aim and objectives. At the summative stage of the research, the level of professional image of future preschool teachers was studied. An experimental testing of the programme for building the professional image of future preschool teachers by means of training was developed and carried out at the formative stage of the research. The final stage provided for the interpretation of the research results and drawing conclusions. The experimental study was initiated by the academic communities of Ukrainian HEIs. The study was conducted during 2023-2024: preparatory stage — August 2023, summative stage — September 2023, formative stage — October 2023 - January 2024, final stage — February 2024.

### Sampling

The study involved a total of 150 future preschool teachers. They are holders of Bachelor's and Master's qualification levels: 80 bachelors and 70 masters. Motives for the selection of students of different qualification levels are dictated by the need to identify their levels of professional image upon completion of professional training. The respondents are 21-23 years old.

The motives for forming the research sample were:

- 1) completion of professional training at the appropriate qualification level;
- 2) readiness of students to perform professional functions in a real educational environment;
- 3) students' understanding of the essence and significance of professional image.

## Methods

The research employed the following methods: diagnostics of the level of the professional image of future preschool teacher, qualitative and quantitative analysis of the obtained data, comparative analysis.

Three components of the analysed phenomenon were distinguished in order to diagnose the level of the professional image of future preschool teachers: motivational and value, practical and activity, prognostic and reflexive (Table 1).



**Table 1.***The structure of the professional image of future preschool teachers*

| <b>Components</b>        | <b>Component description</b>  |
|--------------------------|---|
| Motivational and value   | the level of an understanding of the importance of the professional image in the preschool teacher's career, clearly defined preschool teacher's aspirations to build and confirm the professional image positions  |
| Practical and activity   | the high level of practical skills necessary to deepen and maintain one's professional image, a clear awareness of the dependence of the professional image on professional competence, professional skills, and the ability to learn throughout the professional career of a preschool teacher |
| Prognostic and reflexive | the development of the ability to critically analyse and evaluate the current level of the professional image and awareness of the need to improve the professional image of a preschool teacher  |

Source: developed by the author

The teaching staff used testing, solving situational tasks, professionally oriented creative tasks in order to determine the level of a professional image for each of the components.

The test assignments covered the essence, structure and meaning of the professional image of the future preschool teacher. The situational tasks offered to the students involved the application of practical skills aimed at finding ways to improve one's professional image. Professionally-oriented creative tasks involved the students' use of their existing professional image to achieve success in professional communications.

All of them were developed by the teaching staff. The following levels were used to determine the level of the professional image of future preschool teachers: high, medium, low (Table 2).

**Table 2.***Levels of the professional image of future preschool teachers*

| <b>Levels</b> | <b>Level description</b>  |
|---------------|---|
| High          | The future preschool teacher understands the importance of professional image in his/her professional career, strives to achieve and confirm his/her professional image positions, has a high level of skills necessary to improve and maintain his/her professional image, understands the dependence of professional image on professional competence, professional skill, ability to study during the professional career of a preschool teacher, and shows readiness to improve his/her professional image, has the skills of critical analysis and assessment of the current level of professional image |
| Medium        | The future preschool teacher understands the importance of professional image in his/her professional career, strives to achieve and confirm his/her professional image positions, has certain skills necessary to improve and maintain his/her professional image, understands the dependence of professional image on professional competence, professional skill, ability to learn during the professional career of a preschool teacher, occasionally demonstrates the ability to critically analyse and assess the current level of professional image   |
| Low           | The future preschool teacher partially understands the importance of professional image in his/her professional career, but does not show a desire to achieve and confirm his/her professional image positions, has certain skills necessary to improve and maintain his/her professional image, does not understand the dependence of professional image on professional competence, professional skills, the ability to learn during the professional career of a preschool teacher, does not have the ability to critically analyse and assess the current level of professional image                     |

The formative stage of the research involves developing and testing a programme for building the professional image of future preschool teachers. Table 3 presents the content of the programme.





**Table 3.***Programme for building the professional image of future preschool teachers*

| <b>Session number</b> | <b>Topic of the training session</b>  | <b>The aim of the training session</b>   | <b>Target audiences of the training session</b>  |
|-----------------------|---|--|--|
| 1                     | Why does the future preschool teacher need a professional image?                                    | Formation of a conscious attitude to the professional image of a preschool teacher   | Future preschool teachers, teaching staff of HEIs  |
| 2                     | What is included in my professional image?  | The formation of an understanding of the components of the professional image of a preschool teacher, the ability to self-assess the professional image  | Future preschool teachers, teaching staff of HEIs  |
| 3                     | Building a professional image: components, criteria, advantages                                     | Development of an individual programme for building the professional image of a preschool teacher  | Future preschool teachers, practicing preschool teachers   |
| 4                     | Changing the professional image: methods, ways, results   | Adjustment of the individual programme of building the professional image of a preschool teacher   | Future preschool teachers, teaching staff of HEIs, researchers, methodologists of preschool education institutions   |
| 5                     | Start, restart and transformation of the preschool teacher's professional image                     | Formation of image flexibility of a preschool teacher, taking into account current educational transformations and destructive challenges  | Future preschool teachers, researchers, methodologists and heads of preschool education institutions   |
| 6                     | Professional image and target audiences of a preschool teacher                                      | Awareness of the leading influence of the target audiences with whom he works (children, parents, colleagues, the administration of the educational institution, specialists of other profiles, representatives of education management bodies) on the preschool teacher's professional image  | Future preschool teachers, practicing preschool teachers, methodologists and heads of preschool education institutions, representatives of parent communities and public organizations |
| 7                     | The professional image of a preschool teacher: how to respond to the challenges of modern education | The formation of a conscious understanding of the positive and at the same time destructive effect of various factors of the educational and professional environment on the preschool teacher's professional image, the formation of adaptation skills to the action of factors that have a corrective effect on the preschool teacher's professional image | Future preschool teachers, practicing preschool teachers, methodologists and heads of preschool education institutions, teaching staff of HEIs   |
| 8                     | How a modern preschool teacher can maintain image positions   | Development of skills necessary for correcting and improving the current level of the preschool teacher's professional image, awareness of the difference between the current and optimal level of the preschool teacher's professional image and determination of ways to achieve the optimal level of the preschool teacher's professional image           | Future preschool teachers, practicing preschool teachers, methodologists and heads of preschool education institutions   |
| 9                     | How to use your professional image in employment  | Confirmation of understanding of the clear relationship between the level of the preschool teacher's professional image (current, achieved,  | Future preschool teachers, practicing preschool teachers, methodologists and heads of preschool  |



|    |  |  |  |
|----|--|--|--|
|    |  | optimal) and its impact on the results of employment and consolidation in the profession | education institutions, teaching staff of HEIs   |
| 10 | How a developed professional image works | Development of skills to optimally use the advantages of professional image              | Future preschool teachers, practicing preschool teachers, methodologists and heads of preschool education institutions, teaching staff of HEIs |

The primary data were processed using Excel spreadsheet. Statistical processing of the research results was carried out using Spearman's rank correlation coefficient. Cronbach's alpha was used to determine the reliability of the author's questionnaire (Cronbach's alpha — 0.8).

Ethical criteria. The study involved obtaining consent from all its participants. All respondents of the study gave consent to participate in it. The study involved direct intervention in the educational process through the introduction of training sessions in the professional training of future preschool teachers. All adjustments to the educational process have been agreed with the administration and teaching staff of the HEI.

## Results

Testing of future preschool teachers was conducted at the summative and formative stages of the research. Tables 4, 5 summarized the results of testing all respondents at the summative stage of the research in percentage for each component of the preschool teacher's professional image.

### Table 4.

*The levels of the professional image of future preschool teachers (bachelor qualification level) at the summative stage of the research (%)*

| Components of professional image | Development levels |        |      |
|----------------------------------|--------------------|--------|------|
|                                  | High               | Medium | Low  |
| Motivational and value           | 40                 | 50     | 10   |
| Practical and activity           | 20                 | 40     | 40   |
| Prognostic and reflexive         | 20                 | 30     | 50   |
| Mean                             | 26.6               | 40     | 33.3 |

Source: developed by the author

Table 4 shows that at the formative stage of the research respondents with medium and low levels of professional image for each of the components prevail. Among future bachelor preschool teachers, the most developed professional image is based on the motivational and value component, and the least — on the practical and activity, as well as prognostic and reflexive one. Future bachelor preschool teachers understand the importance of professional image in the professional career of a preschool teacher, strive to achieve and establish professional image positions. But the obstacles in their aspirations are the absence or insufficient level of the skills necessary for building a professional image, for carrying out a critical analysis and assessment of the current level of the professional image and awareness of the need for the growth of the preschool teacher's professional image.





**Table 5.**

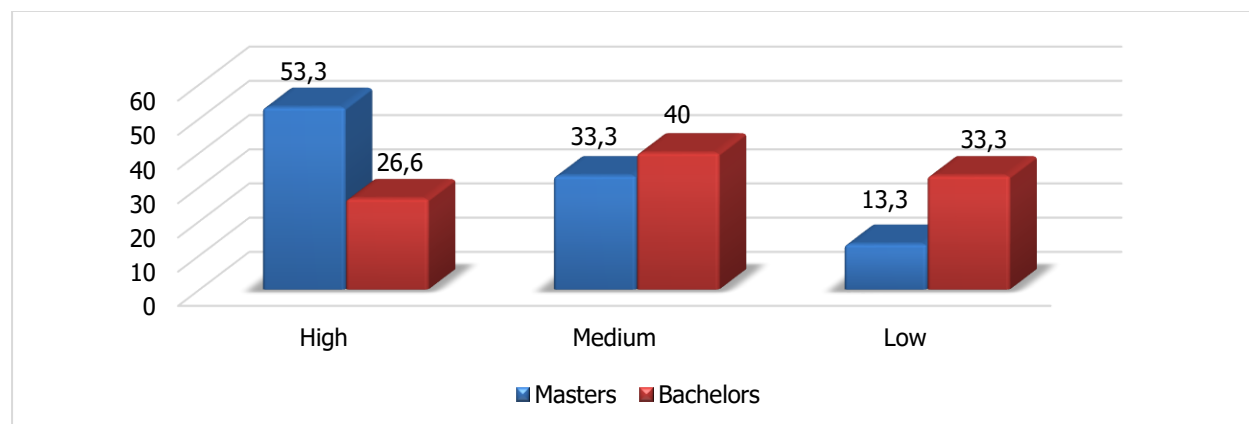
*The levels of the preschool teachers' professional image (master's degree) at the summative stage of the research (%)*

| Components of professional image | Development levels |        |      |
|----------------------------------|--------------------|--------|------|
|                                  | High               | Medium | Low  |
| Motivational and value           | 70                 | 30     | 0    |
| Practical and activity           | 50                 | 40     | 10   |
| Prognostic and reflexive         | 40                 | 30     | 30   |
| Mean                             | 53.3               | 33.3   | 13.3 |

Source: developed by the author

Table 5 shows that persons with high and medium levels of professional image prevail among the future master preschool teachers for each of its components. The most developed professional image is based on the motivational and value component, and the least — on the prognostic and reflexive one. Future master preschool teachers understand the importance of professional image in their professional career, strive to achieve and establish professional image positions, and have the necessary skills for this purpose. At the same time, it is difficult for them to critically analyse and evaluate the current level of professional image.

The comparative data shown in Figure 1 give grounds to state that among the future master preschool teachers, the indicators of professional image are higher compared to bachelor students.



**Figure 1.** Comparative analysis of the level of the professional image of future preschool teachers (masters and bachelors) at the summative stage of the research, %

Source: developed by the author

At the formative stage of the research, a programme for building the professional image of future preschool teachers was developed and implemented by means of training. The aim of the programme is to adjust the current level of the professional image of future preschool teachers. This programme consists of a series of training sessions aimed at building/correcting the professional image of future preschool teachers.

The experimental testing of the programme was followed by a re-diagnosis of the levels of the professional image of future preschool teachers. Tables 6, 7 provide the data on the level of the professional image of future preschool teachers at the formative stage of the study.

**Table 6.**

*Levels of the professional image of future preschool teachers (bachelor qualification level) at the formative stage of the research (%)*

| Components of professional image | Development levels |        |     |
|----------------------------------|--------------------|--------|-----|
|                                  | High               | Medium | Low |
| Motivational and value           | 60                 | 40     | 0   |
| Practical and activity           | 50                 | 40     | 10  |
| Prognostic and reflexive         | 50                 | 40     | 10  |
| Mean                             | 53.3               | 40     | 6.7 |

Source: developed by the author

Table 6 shows that at the formative stage of the research, respondents with high and medium levels of professional image prevail among future bachelor preschool teachers. Among future bachelor preschool teachers, the most developed professional image is based on the motivational and value component, and the least — on the practical and activity, as well as prognostic and reflexive one.

This gives grounds for asserting that future bachelor preschool teachers understand the importance of professional image in a professional career, strive to build and maintain professional image positions. At the same time, they do not have a sufficient level of the necessary skills to build a professional image. Future bachelor preschool teachers have difficulties in carrying out a critical analysis and assessment of the current level of professional image and awareness of the need to improve the professional image of a preschool teacher.

**Table 7.**

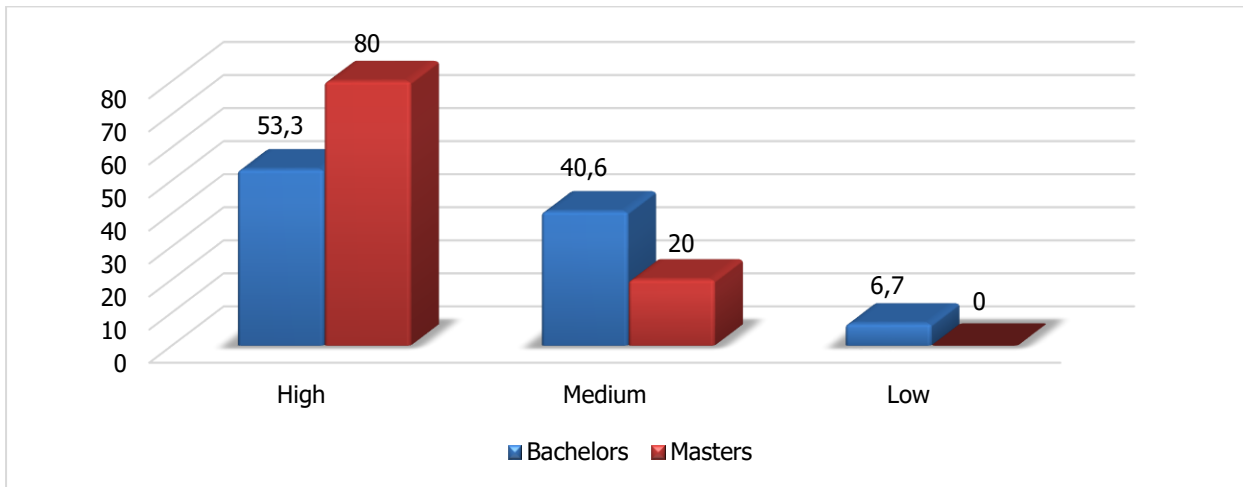
*The levels of the professional image of future preschool teachers (master's qualification level) at the formative stage of the research (%)*

| Components of professional image | Development levels |        |     |
|----------------------------------|--------------------|--------|-----|
|                                  | High               | Medium | Low |
| Motivational and value           | 90                 | 10     | 0   |
| Practical and activity           | 80                 | 20     | 0   |
| Prognostic and reflexive         | 70                 | 30     | 0   |
| Mean                             | 80                 | 20     | 0   |

Source: developed by the author

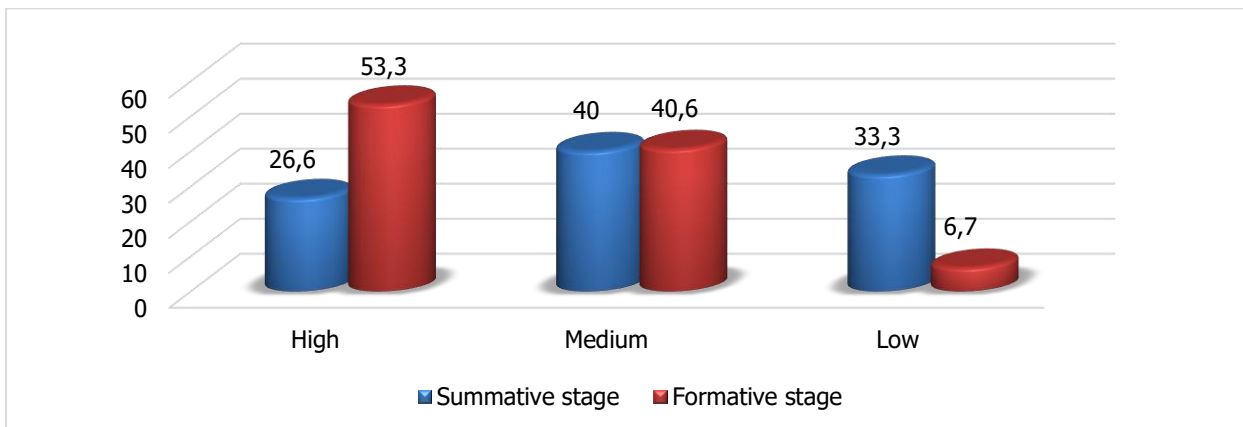
The data in Table 7 demonstrate that the vast majority of future master's preschool teachers at the formative stage of the study have a high level of professional image. Among the future master's preschool teachers, the professional image is most shaped by the motivational and value component, and the least — by the prognostic and reflexive one. Such data give grounds for asserting that future master's preschool teachers understand the importance of professional image in their professional career, strive to form and establish professional image positions, and have the necessary skills for this purpose. The main difficulty for master's preschool teachers is the ability to critically analyse and evaluate the current level of professional image.

Figure 2 gives grounds to state that there are 26.7% more persons with a high level of professional image among the future master's preschool teachers at the formative stage of the study compared to students with the bachelor qualification level. There were no respondents with a low level of manifestation of the analysed indicator among master's.



**Figure 2.** Comparative analysis of the levels of the professional image of future preschool teachers (master's and bachelor degrees) at the formative stage of the study, %

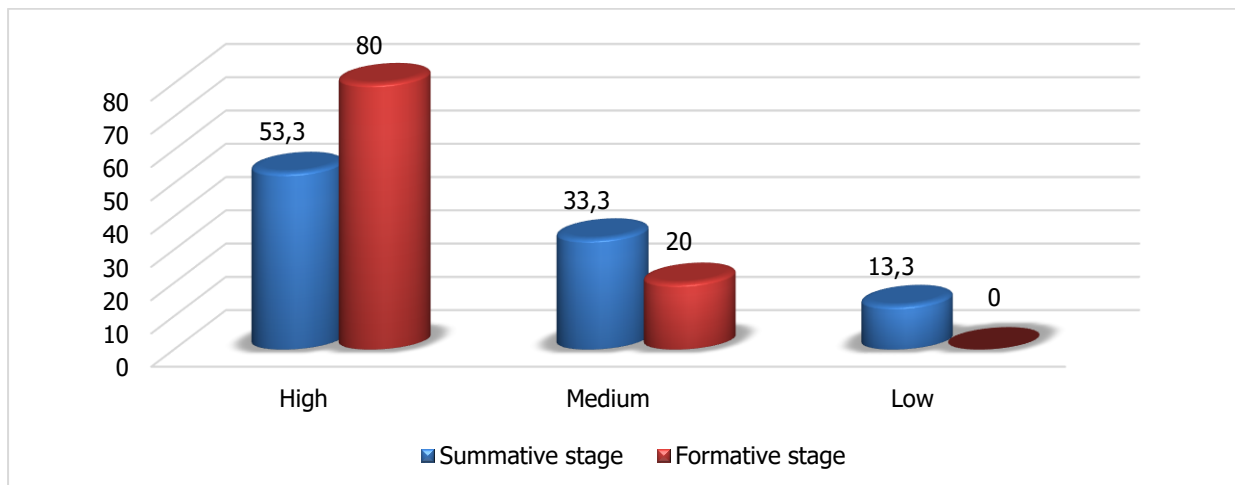
**Source:** developed by the author



**Figure 3.** Comparative analysis of the level of the professional image of future bachelor preschool teachers at the summative and formative stages of the research, %

**Source:** developed by the author

Figure 3 shows that an increased number of future bachelor preschool teachers with a high level of professional image (by 26.7%), a proportional decrease of students with a low level of the analysed indicator (by 26.7%) was recorded at the formative stage of the study.



**Figure 4.** Comparative analysis of the level of the professional image of future master's preschool teachers at the summative and formative stages of the research, %

**Source:** developed by the author

Figure 4 gives grounds to summarize that there was an increase in the number of respondents with a high level of professional image among future master's preschool teachers (by 26.7%) at the formative stage of the research, compared to the summative one. At the formative stage of the research, there were no respondents with a low level of professional image. The number of master's with a medium level of professional image is insignificant (20% of the total number of respondents).

## Discussion

The studies related to our study emphasize the importance of building the professional image of teachers of different majors (Karimova, 2022; Kurok & Tkachenko, 2020). The authors of empirical studies state the positive impact of training methods on the quality of professional training of preschool teachers (Havryliuk et al., 2023; Hevko & Bytsiv, 2019). In the context of our research, the approach to distinguishing the components of the professional image, in particular, such as: motivational and value, gnostic, personal and reflexive, as well as practical and operating (Kurok & Tkachenko, 2020) is also worth noting. The components of the analysed phenomenon are also distinguished within the concept of our research, which include motivational and value, practical and activity, prognostic and reflexive. In addition to the components, we distinguished the levels of each of the above-mentioned components: high, medium, and low levels.

Summarizing the results of our research, we can fully agree with the positive and negative effects on the professional image of preschool teachers identified by other researchers. Among the positive effects, the improvement in professional competence, professional self-development should be noted (Barenthien et al., 2020). And the main negative influence on the professional image of a preschool teacher is the excessive enthusiasm of the pedagogical community for the commercialization of its activities (Samoylenko et al., 2020).

The studies which are different from the our research consider the pedagogical conditions for building the teacher's professional image, which include ensuring the readiness of the teaching staff of HEIs to implement the ideas of image science, creating an algorithm for building the professional image of future teachers, introducing the category of professional image into individual educational trajectory of a future teacher, the integration of formal education or activities with informal ones on an innovative basis, the use of quasi-professional activities as a means of achieving success (Kurok & Tkachenko, 2020). We do not

single out such pedagogical conditions, but we offer an effective methodical form aimed at building the professional image of future preschool teachers. These are training sessions as part of the professional training of bachelors and masters.

Our research is characterized by a systematic approach to diagnosing the current level of the professional image of future preschool teachers and creating conditions for achieving an optimal level of professional image.

Our study is important due to the possibility of solving different points of view existing in the scientific and pedagogical communities of higher education institutions regarding the expediency of using training classes to form the professional image of future preschool teachers during their professional training in a HEI. Training sessions are more often used in the system of postgraduate education of teachers in the course of short-term and long-term improvement of their qualifications. We propose the integration of the system of training sessions for building the professional image of future preschool teachers into the professional education of students of pedagogical majors in HEIs.

### **Limitations**

The main limitations of the study are its focus on students studying to become future preschool teachers. But the problem of building a professional image is relevant for all teachers without exception.

### **Recommendations**

The main recommendations are to expand the research sample by covering teachers of different profiles. Further testing of the proposed programme of professional image building by means of training in the professional education of teachers of other profiles will also be of significant importance.

### **Conclusions**

The research raises an urgent problem of building the professional image of future preschool teachers in the course of their professional education. The main attention is focused on diagnosing the current and achieved levels of the professional image of future preschool teachers according to motivational and value, practical and activity, prognostic and reflexive components. The research established that the professional image of future preschool teachers is most formed in the motivational and value component, and the least – in the prognostic and reflexive component. This indicates that future preschool teachers understand the importance of professional image in their professional career, strive to build and maintain professional image positions, have the necessary skills for this, while being characterized by difficulties in carrying out a critical analysis and assessment of the current level of professional image and awareness the need to improve the professional image of a preschool teacher.

The study offers a system of training sessions for building the professional image of future preschool teachers. The topics of the training sessions include the formation of a conscious attitude to the professional image of a preschool teacher, understanding and adjusting its components, drawing up an individual programme for its development, awareness of the leading influence of target audiences on the professional image of a preschool teacher, the development of skills necessary for correcting and improving the current level of the professional image of a preschool teacher, understanding the impact of professional image on the results of employment and consolidation in the profession, development of skills for optimal use of the advantages of the professional image of preschool teachers.



The results of the study show that the use of training sessions has a positive effect on the professional image of future preschool teachers. This is evidenced by the increased number of bachelors and masters with a high level of professional image at the formative stage of research compared to the summative stage.

The obtained results of the research can be used in the educational process of professional training of future preschool teachers, in the system of postgraduate education of preschool teachers.

The experimental testing of the proposed programme of training sessions on the professional image for professional and postgraduate education of teachers of other majors is promising.

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