https://www.sworldjournal.com/index.php/swj/article/view/swj07-04-063
DOI: 10.30888/2663-5712.2021-07-04-063

UDC 378.091.12:004.774

TECHNOLOGIES AND CONDITIONS OF THE HIGHER EDUCATIONAL INSTITUTION IMAGE FORMATION IN THE MASTER'S TRAINING PROCESS

ТЕХНОЛОГІЇ ТА УМОВИ ФОРМУВАННЯ ІМІДЖУ ЗАКЛАДУ ВИЩОЇ ОСВІТИ В ПРОЦЕСІ МАГІСТЕРСЬКОЇ ПІДГОТОВКИ

Mykola Lokhonya
ORCID ID 0000-0003-0778-252X
A.S. Makarenko Sumy State Pedagogical University, Sumy, Ukraine

Abstract. *In today's labor market, it is important for every specialist to remain competitive: to know their business well, to be enterprising, to have a good reputation, as well as to take care of a positive image, a bright image in the minds of others. The image type is determined by consumer demands. Nowadays, a personal brand creating in the information space of the pedagogical field is an urgent task. In particular, the higher education institution image formation in the master's training process by means of information technology. The article examines the information technology social environments, which are used to form the higher educational institution image in the master's training process, most often social networks. The pedagogical conditions for the image formation of a higher educational institution in the social environments of the Internet are presented.*

Key words: *technologies, conditions, formation, image, institution of higher education, process of master's preparation*

Introduction

Formulation of the problem. The dynamic changes in the life of modern society, which have occurred under the influence of socio-economic factors, indicate that at present the problems of reputation, public opinion about a particular organization and, therefore, the formation and management of it in an attractive way are gaining wider resonance in the educational field. in the media, at the interpersonal communication level of employees of an educational institution, students and their parents. The positive image formation of an educational institution and its maintenance affects not only the strengthening of the competitiveness and prospects of an educational institution, but also, in general, allows one to indicate the level of educational development in the region and the country, which significantly affects the image of education.

Analysis of recent research. Image is usually created as a result of the interplay between two elements, as an integration of the information presented by the organization and the selected communication instruments (Boulding, K., Dutton, J.E., Dowling, G.R., Martineau, P.).

The theoretical foundations of imageology were the research subject of such authors E.N. Bogdanov, V.G. Zazykin, A.A.Kalyuzhny, T.E. Klimova, A.Yu. Panasyuk, E.A.Petrova, E.B. Perelygina, G.G. Pocheptsov, I.A.Fedorov, V.M.Shepel and others; the pedagogical design theory is considered in scientific works of M.P. Gorchakova-Sibirskaya, E.S. Zair-Bek, I.A.Kolesnikova, L.M. Kustov, N.O. Yakovleva, etc.; works reflecting various aspects of new information technologies use in the educational process (Ya.A. Vagramenko, E.P. Velikhov, A.L.Denisova, M.P. Lapchik, V.G. Razumovsky, N.K. Solopova,

etc.).

The purpose of the article – To characterize the theoretical bases of formation of future teachers' readiness to creation of the higher educational institution image.

Results.

Kotler, P., Fox K. considered the educational institution image as "an information system that combines software and hardware, organizational, methodological and mathematical support through network technologies, designed to improve the efficiency and accessibility of the specialists' educational training process" (Kotler, Fox, 1995). The pedagogical goals of using the educational institution image in the learning process are considered by Parameswaran R. and Glowacka A. (Parameswaran, Glowacka, 1995):

- acquisition of a certain knowledge amount within the framework of a specialty or area of training;
- development of skills of independent cognitive activity;
- development of skills and abilities to work with information, mastering the methods of cognitive and creative activity, which can be used in the future when retraining or changing professional activities;
- the formation of social qualities, first of all, the ability to work in a team, where complex cognitive tasks are solved by joint efforts.

Of the above pedagogical goals of the image of an educational institution in our study, we will adhere to the position of Parameswaran R. and Glowacka A., therefore, as one of the possible technologies in the educational institution image formation, it is considered the educational portal creation in which theoretical and practical material is considered to prepare the future teacher for the use of new information technologies in the educational institution image formation.

Drūteikienė, G., Marčinskas, A., Miškinis, A., Galinienė, B. distinguishes the following distinctive features of educational portals (Drūteikienė, and others, 2009):

- versatility (availability of information on many disciplines and areas of educational activity);
- availability of independent sites (virtual servers) in major areas; availability of our own distance learning system with open access;
- availability of databases of educational and normative materials for the supported areas of educational activity;
- built-in server navigation system;
- system of mock exams, tests and creative assignments;
- section describing the server and information about the company that supports it;
- section of supported open educational projects;
- a collection of links to similar educational resources.

Kotler P. And Fox K. offers the following classification of educational portals (Kotler, Fox, 1995):

- educational portals of general purpose (contain all or most of the above sections);
- specialized educational portals (have a predominant activity direction).

In our study, it is adhered to the second classification type of educational portals

– a specialized portal dedicated to the use of information technologies in the educational institution image formation, in which students will be able to effectively search for the necessary information, gain access to developed projects, other participants' works for the experience exchange, etc.

The pedagogical conditions complex is included in the model, which cannot exist in any other form, except as a part of these conditions. Otherwise, we will have a model with different characteristics.

Singling out the pedagogical conditions, it is taken into account the influence of the following factors: the society order to the vocational education system in the aspect of the problem under study; understanding the essence and content of the future teacher's readiness to use information technologies in the higher educational institution image formation; the need to implement the main provisions of the interdisciplinary, integrative, contextual and object-based approaches, the results of the ascertaining experiment.

As the analysis problem result in the directions indicated above, it is identified the following pedagogical conditions complex:

• interdisciplinary integration in preparing a future teacher for the information technologies use in the higher educational institution image formation;

• immersion of the future teacher in project activities on the information technologies use in the higher educational institution image formation;

• electronic support for the preparation of a future teacher for the information technologies use in the higher educational institution image formation.

Let us consider the first condition – interdisciplinary integration in preparing a future teacher for the new information technologies use in the higher educational institution image formation.

In the content of higher pedagogical education today there is no special integral theoretical course devoted to the information technologies use in the higher educational institution image formation, thereby generating a contradiction between the elements of knowledge obtained by a student of pedagogical specialties in the study of various disciplines and the need to use them in the future as a complex in their pedagogical activities. Although some theoretical issues from the imageology field and the new information technologies sphere are considered in various disciplines of different educational programs partially and not in full, or are absent altogether.

Let's move on to considering the second pedagogical condition – the immersion of the future teacher in project activities for the new information use technologies in the higher educational institution image formation.

The highlighted condition is due to the need to develop the experience, knowledge and skills of students in the information technologies use in the higher educational institution image formation, as well as the fact that designing the content of a special course on the principle of interdisciplinary integration is a necessary, but not sufficient condition for solving the problem under consideration. The effectiveness of this process largely depends on the teaching technologies used.

After analyzing the scientific and pedagogical literature, it should be noted that in the higher education practice today, various teaching technologies are used:

traditional, problem-based learning, multi-level learning, modular, project-based learning, contextual learning, etc. One cannot but agree that the use of various teaching technologies in the future teacher preparing process for the information technologies use in the higher educational institution image formation will ensure their creative activity.

The third condition is electronic support for the future teacher preparation for the new information technologies use in the higher educational institution image formation.

The traditional approach to education, focused on the classroom-lesson system, on listening, and not on active independent activity, does not allow optimal possibilities use of the new information technologies that have appeared recently. These opportunities, first of all, include the ability to involve each student in an active cognitive process aimed at independent activity, to apply the acquired knowledge in practice and a clear understanding of where, how and for what purposes this knowledge can be applied. It is also an opportunity to work collectively in solving various problems, in cooperation not only with teachers, but also with peers, the possibility of free access to information in order to form their own independent and reasoned opinion on a particular problem.

Conclusions.

The future teachers' readiness to information technologies use in the higher educational institution image formation is the person's integrative education, which has a systemic organization, a complex, multi-level structure and acts as a set, interaction and interpenetration of motivational, cognitive and activity components, the degree of formation of which allows the future teacher to productively use information technologies in the higher educational institution image formation, to improve their experience in this activity and to expand its boundaries.

The core of the research is a block of necessary and sufficient pedagogical conditions, the implementation of which ensures the dynamics goal achieving of future teachers' preparation for the new information technologies use in the higher educational institution image formation. As such conditions, we have identified and theoretically substantiated the following:

- interdisciplinary integration in the future teachers' preparation for the information technologies use in the higher educational institution image formation;
- immersion of the future teacher in project activities on the information technologies use in the higher educational institution image formation;
- electronic support for the future teachers' preparation for the information technologies use in the higher educational institution image formation.

References

1. Drūteikienė, G., Marčinskas, A., Miškinis, A., Galinienė, B. (2009). The impact of study quality on the image of a higher education institution. *Informacijos mokslai*, T. 48, pp. 68–81.

2. Helms, S. Key, C.H. (1994). Are students more than customers in the classroom? *Quality Progress*. 27(9). P. 97-99.

3. Kotler, P., Fox K. (1995). *Strategic marketing for educational institutions (2nd* ed.). Upper Saddle River, NJ: Prentice-Hall.

4. Nagashima, A.A. (1977). Comparative 'made-in' product image survey among Japanese businessmen. *Journal of Marketing*. July. P. 95-100.

5. Nagashima, A. A. (1970). Comparison of Japanese and US attitudes toward foreign products. *Journal of Marketing*. January. P. 260-266.

6. Parameswaran, R. Glowacka, A. (1995). University image: An information processing perspective. *Journal of Marketing for Higher Education*. 6(2). P. 41-56.

Анотація. *На сучасному ринку праці для кожного фахівця важливо залишатися конкурентоспроможним: досконало знати свою справу, бути підприємливим, мати гарну репутацію, а також дбати про позитивний імідж, яскравий образ у свідомості оточення. Тип іміджу визначають запити споживача. Нині створення особистого бренду в інформаційному просторі педагогічної галузі є актуальним завданням. Зокрема формування закладу вищої освіти в процесі магістерської підготовки засобами інформаційних технологій. У статті досліджено соціальні середовища інформаційних технологій, які використовують для формування іміджу закладу вищої освіти в процесі магістерської підготовки, найчастіше це соціальні мережі. Представлено педагогічні умови формування іміджу закладу вищої освіти в соціальних середовищах Інтернету.*

Ключові слова: *технології, умови, формування, імідж, закладу вищої освіти, процес магістерської підготовки.*