

DOI 10.26886/2520-7474.2(66)2025.2

UDC: 35.071.1

**POSITIVE REPUTATION OF A HIGHER EDUCATION TEACHER
IN MODERN SCIENCE**

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The article considers existing interpretations of a concept "individual reputation", developed by researchers in various fields of science. It is noted that the assessment of a company reputation is carried out thanks to quantitative and qualitative indicators, while the assessment of an individual reputation according to these indicators is generally impossible. The content of the concepts "pedagogue's reputation" and "school teacher's reputation" is considered as close concepts to the studied phenomenon of a higher education teacher's reputation. It is noted that the basis of the reputation of a higher education teacher should be the qualities of professional and personal reputations. The specifics of determining a pole of modality of a higher education teacher's reputation is substantiated. The importance of purposeful formation of a higher education teacher's reputation with a positive pole of modality is indicated. The definition of the concept "positive reputation of a higher education teacher" is formulated. The prospects for

further research, which consist in the determination of macro- and microelements of the studied phenomenon, are outlined.

Key words: positive reputation, higher education teacher, reputation of a higher education teacher, reputation of a pedagogue, individual reputation, reputation of a higher education institution, higher education teacher's reputation formation.

Доктор педагогічних наук, професор, завідувач кафедри хорového диригування та теорії і методики музичної освіти, Козир Алла Володимирівна; аспірантка Юник Олеся Олегівна. Позитивна репутація викладача закладу вищої освіти у сучасній науці / Український державний університет імені Михайла Драгоманова, Київ, Україна.

У статті розглянуто існуючі тлумачення поняття «репутація особистості», розроблені дослідниками різних галузей науки. Зазначено, що оцінка репутації підприємства здійснюється завдяки кількісним та якісним показникам, тоді як оцінка репутації особистості за такими показниками взагалі неможлива. Розглянуто зміст понять «репутація педагога» та «репутація вчителя» як близьких до досліджуваного феномену репутації викладача закладу вищої освіти. Зазначено, що основу репутації викладача закладу вищої освіти мають становити якості професійної та особистісної репутацій. Обґрунтовано специфіку визначення полюсу модальності репутації викладача закладу вищої освіти. Вказано на важливості цілеспрямованого формування репутації викладача закладу вищої освіти з позитивним полюсом модальності. Сформульовано визначення поняття «позитивна репутація викладача закладу вищої освіти». Окреслено перспективи подальших наукових розвідок, які полягають у визначенні макро- та мікроелементів досліджуваного феномену.

Ключові слова: позитивна репутація, викладач закладу вищої освіти, репутація викладача закладу вищої освіти, репутація педагога, репутація особистості, репутація закладу вищої освіти, формування репутації викладача закладу вищої освіти.

Introduction. The content of a concept "individual reputation" has been studied for a long time in works on political science, jurisprudence, psychology, sociology and other fields of science. Scientists explain this concept as a modal reaction of society to certain actions of the bearer of reputation. His advantages over other individuals' achievements and his personal shortcomings are taken into account. Unfortunately, in pedagogical science, there are rather no studies on this concept, because there is a small number of scientific works devoted to a study of the reputation of the pedagogue and teacher. In turn, a "higher education teacher's reputation" is a much broader concept and one that has not yet been considered in pedagogy, the level of formation and modality of which depends on the success and effectiveness of teaching activities in a higher education institution and beyond.

Analysis of recent research and publications. In pedagogy, there is a small amount of theoretical and practical research on the individual reputation. In particular, I. Yunyk considered a reputation as one of the components of a higher education teacher's brand formation; S. Sysoieva and T. Krystopchuk pointed out the importance of purposeful formation of a positive reputation in order to achieve an impeccable pedagogue's reputation, which is possible through constructive behavior and adherence to social norms; B. Khoi attributed to pedagogue's professional reputation his accumulated practical and theoretical experience, author's methods, positive feedback on professional competence, the presence of professional awards and prizes, scientific publications, etc.; V. Kravchuk and N. Stashkiv drew

attention to importance of taking into account moral, ethical qualities and behavior, which form the basis of reputation of any individual, including a pedagogue; K. White and K. Jones suggest understanding a school teacher's reputation as an aspect of pedagogical honor and dignity, his awareness of his responsibility for a development of a schoolboy; T. Shpotia considered a formation of professional renome (reputation) of future higher education teachers; an article by O. Yunyk is devoted to a study of the future university professor's business reputation.

At the same time, it is worth noting that there are developments that are more or less close to a concept of "reputation of a higher education teacher": the issue of realizing professional potential of an individual (P. Bourdieu, D. Collis, A. Formen, A. Glenna, C. Montgomery, H. Pratama, R. Sølvik and others); managing an individual's online and offline reputation (M. Khyzhniak, O. Mitsura, M. Rubin, O. Smolinska, D. Vogler, R. Zinko and others); research into the process of forming reputation of a higher education institution (S. Ahsan, M. Alam, Md. Alauddin, M. Chowdhury, E. Dooty, K. Gołata, B. Khoi, M. Sharif, O. Smolinska and others).

The purpose of this article is to consider the essence of a concept "individual reputation" and to distinguish within it a higher education teacher's reputation with a positive pole of modality in modern pedagogical science.

Presentation the main material. The concept of "reputation" became the object of focused scientific research only in the 19th century. The lack of a clear tool for measuring a phenomenon in question, which would allow for its accurate assessment under any conditions, has led to the emergence of different interpretations of content of a concept in different fields of science.

In our opinion, it is possible to generalize existing approaches to study of a concept "reputation" thanks to their division into three levels: macro-, meso- and micro-level. Within the macro-level, it is necessary to consider the

patterns of formation of reputation of country, region and settlement. Thus, in management, a phenomenon of reputation involves the adoption by leadership of a country/region/settlement of certain management decisions based on a positive result of previous interaction (country-country, region-region, settlement-settlement, country-enterprise, region-enterprise, settlement-enterprise, country-person interaction and other configurations in these interaction). In the absence of these interaction, decisions made by management are based on comparing information provided by bearer of reputation (country, region, settlement, enterprise or individual) with information from other participants in the business environment (partners, intermediaries, competitors, etc.) [1, 2, 3].

Modern scientific works on marketing research understand reputation (of a country, region, enterprise, individual, product, service or idea) as a social influence on people's behavioral mechanisms (through culture, trust, etc.), which allows adjusting the choice in favor of a particular bearer of reputation or attitude towards it [4, 5].

Scientists in a field of political science understand reputation of the specific person or party endowed with power as its competitive advantages, which are based on the real results and achievements of its political activity and are reflected in public consciousness [1, 6].

At the meso-level, within the framework of our study, it is advisable to consider formation of own reputation of an educational institution, including an institution of higher education, and a education sphere as a whole, which also includes reputation of a group of individuals, a collective, a community, and an organization. Examples of research at this level include scientific works on law, accounting, and pedagogy. In legal works, the meaning of a concept of "business reputation" (this formulation used in the Laws of Ukraine, starting with the Law of Ukraine "On Restricting Monopoly and Preventing Unfair Competition in Business Activities" of February 18, 1992)

is interpreted as an intangible asset of civil law, which is formed as a result of influence of certain intangible factors (social relations, assessments, opinions) on an individual or legal entity. Its assessment (mostly in context of compensation for damages) and protection are clearly defined in accordance with current legislation [7].

It is worth noting that consideration of content of a concept of "reputation" is possible not only in a context of interaction between different individuals/groups of individuals, but also between them and enterprise. Thus, in accounting, reputation is divided into goodwill and badwill. Both concepts mean the value of corporate reputation, which is subject to accounting from the beginning of its creation. The presence (or absence) of certain intangible assets (business connections, qualified personnel, management experience, etc.) in an enterprise implies a premium (in the case of goodwill) or a discount (in the case of badwill) from its market value [8, 9]. It should be emphasized that assessment of reputation of an enterprise is carried out thanks to quantitative and qualitative indicators of this phenomenon, while assessment of the individual's reputation based on such indicators is generally impossible.

In pedagogical science, formation of positive reputation of a higher education teacher is directly related to formation of the same reputation of a higher education institution. By this concept, scientists understand a stable opinion about a higher education institution held by group of people based on this organization's image, which arose in their minds as a result of direct contact with a higher education institution or based on information obtained about this institution from other sources. Typically, the sources of information and the basis of reputation of a higher education institution are: graduates, employers, parents of students, applicants, schoolchildren, media, educational and business partners [10, 11, 12].

Within the micro-level approach, it is advisable to pay attention to a

scientific contribution of sociologists, psychologists, and pedagogues to study of a phenomenon of an individual reputation. "Individual reputation" as a socio-psychological concept is result of filtering information about reputation's bearer and his activities due to perception or rejection of this information in one's own consciousness (formation of subjective opinion) or public consciousness (formation of public opinion) [5, 13].

It is worth noting that there are no clear definitions of a higher education teacher's reputation in the pedagogical scientific literature, however, there have been attempts to highlight the meaning of a concept "reputation of a pedagogue". Most often, in pedagogical scientific literature, interpretation of specified concept is considered as an opinion formed in society about the advantages and disadvantages of a particular teacher or as an objectively formed set of opinions about a pedagogue who, to one degree or another, implements educational functions. Scientists include in a pedagogue's reputation the acquired practical and theoretical experience, original methods, reviews from children, parents, and colleagues about professional competence, professional awards and prizes, photo and video evidence of his activities, author's websites, publications, etc. K. White and K. Jones propose to understand a school teacher's reputation as an aspect of pedagogical honor and dignity, his awareness of his responsibility for the development of student [14]. According to S. Sysoieva and T. Krystopchuk, creating an impeccable reputation for a pedagogue involves the purposeful formation of positive public opinion about him through constructive behavior and adherence to social norms [15]. Compared to the work of scientists in other fields of science on a concept "individual reputation", a content of this concept in pedagogical science is quite limited, since the latter associate it only with a professional aspect of pedagogical activity.

In our opinion, there are more clearer definition of "individual reputation" proposed in pedagogical science as a modal reaction of society to certain

actions or inaction of a reputation's bearer, which are evaluated from the outside by identifying the competitive advantages and disadvantages of a particular person and comparing them with reputation of other people. The result of this assessment is a emergence of a state of trust/distrust, perception/rejection at the level of subjective or public opinion [16]. However, beyond the scope of this definition, as well as the previous ones (devoted to the "reputation of a pedagogue" and "reputation of a school teacher"), there remain conditions for the formation of a person's reputation, possibility of its adjustment by the target audience, etc. In particular, above-mentioned characteristics should take into account the moral and ethical qualities and behavior of the individual. This thesis is supported by scientific study of V. Kravchuk and N. Stashkiv, who argue that these qualities form basis of reputation of any individual [7].

Due to the lack of existing definitions of a concept "higher education teacher's reputation", one can refer to an article by O. Yunyk, in which the researcher studied the future university professor's business reputation. In her opinion, "The defined phenomenon should be interpreted as a public opinion about the future university professor's business reputation, formed on the basis of information received by target audience through personal or indirect acquaintance with his abilities, achievements and virtues, as well as negative personal and professional traits and qualities that manifested during his studies at the university, with a clear pole of modality and level of formation" [16, p. 31]. Interpreting this definition for reputation of a teacher at higher education institution is not difficult, because we can change only "time of study at the university" to "process of work at the university," all other aspects described by researcher are relevant for characterizing teaching activities.

Extrapolating the initial provisions of research into content of a concept of "individual reputation" in various fields of science to the theory and

methodology of professional education, it should be noted that basis of a higher education teacher's reputation should be the qualities of his professional and personal reputations. This idea is confirmed in a scientific work of O. Yunyk. The scientist states that this phenomenon is formed as a result of symbiosis of professional and personal reputations. Personal reputation should be understood as moral, ethical qualities and behavior of a teacher at a higher education institution. The professional reputation of a teacher at a higher education institution indicates that he has the appropriate professional qualities [16]. B. Khoi attributed to the pedagogue's professional reputation his accumulated theoretical and practical experience, positive feedback on professional competence, the presence of professional awards and prizes, author's methods, scientific publications, etc. [12]. A reliable and stable reputation is based on objective information about individual's behavior so far and indicates confidence that individual will behave similarly in the near future [7, 14, 15].

We can assess an individual's reputation thanks to its mandatory characteristic, which is modality. Unlike the concepts of "trust", "authority", "status", "respect", "image", "honor", "dignity" and a number of others, that imply only positive characteristics of their bearer, individual's reputation reflects an entire spectrum of modality: positive, negative, or neutral (zero). The scientist suggests that positive reputation means that the target audience's confidence in a successful experience of interaction with a reputation's bearer, while negative reputation has an opposite meaning. The neutral or zero reputation indicates an insufficiently formed expression of the specified phenomenon's qualities [15, 16, 17].

Negative attitudes towards a higher education institution teacher, which can manifest itself in the form of insult, contempt or discredit, should be considered as a reputational risk. Scientists define this concept as an existing or potentially possible threat to reputation, which, if the situation is

not controlled sufficiently, can lead to negative consequences, including a reputational crisis for its bearer, the way out of which is extremely difficult and exhausting.

However, under the condition of positive presence in the information field and constant monitoring of the information spread about a bearer of reputation, it can be argued that there is a large reserve of his reputational stability and formation of a high level of reputation. The advantages of which are as follows: trust in the person, choosing him among alternative options for cooperation and interaction, listening to advice and tips provided by this person, and also, in case of minor mistakes, the absence of summation of negative previous experience of interaction [17, 18].

It is worth noting that "... reputation is formed both spontaneously (without a bearer's conscious influence) and purposefully (with clear management of it in accordance with set strategic and tactical goals using transparency technologies, social partnership and dialogue/polylogue). At the same time, it is generally accepted that a spontaneously formed reputation is much more difficult to correct" [19, p. 38].

Conclusions. 1. The meaning of the concept "individual reputation" has long been studied in works on management, jurisprudence, political science, psychology and other fields of science. Scientists explain this concept as a modal reaction of society to certain actions of a reputation's bearer. His advantages over the achievements of other individuals and personal shortcomings are taken into account.

2. We propose to understand the concept "positive reputation of a higher education teacher" as public opinion purposefully formed by specific teacher with a positive pole of modality based on information received by target audience through indirect and/or personal acquaintance with his abilities, achievements and virtues, as well as insignificant negative personal and/or professional traits and qualities manifested during his work at the

university.

3. The level of formation and the positive pole of modality of a higher education teacher's reputation determines success and effectiveness of his pedagogical activity at university and beyond.

4. The prospects for further research consist in the determination of macro- and microelements of phenomenon "positive reputation of a higher education teacher".

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Citation: Alla Kozyr, Olesia Yunyk (2025). POSITIVE REPUTATION OF A HIGHER EDUCATION TEACHER IN MODERN SCIENCE. Frankfurt. TK Meganom LLC. Paradigm of knowledge. 2(66). doi: 10.26886/2520-7474.2(66)2025.2

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