

EDUCATIONAL TECHNOLOGIES INFLUENCE ON STUDENT SELF-PRESENTATION IN MODERN UNIVERSITY: PROBLEMS AND FEATURES OF MANIFESTATION IN EDUCATIONAL COMMUNICATION

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Abstract:

This article is aimed at analyzing the peculiarities of educational technologies' influence and the interaction of teachers with students in the educational space on the formation of the value of self-presentation and self-expression of students. As a research method, the questionnaire method was used, which allows effective identifying the features of the participants' ideas about the value of self-presentation and self-expression in educational communication. The article analyzes the styles of pedagogical communication that help the development of self-presentation and self-expression of students to the greatest extent from the point of view of the students themselves. The authors analyzed the influence of pedagogical practices in a modern university on the development of the value of self-presentation and self-expression of students' personality. It is proved that the qualities that characterize self-presentation, from the point of view of students, are purposefulness, initiative, determination, according to which a student can express his position regarding the educational material. It is revealed that the democratic style of the teacher encourages students to self-presentation and self-expression more successfully and effectively, since students are given the opportunity to speak out, show their initiative, participate in the discussion of educational material. It is shown that most of all students remember the disciplines in which teachers provide students with the opportunity for self-expression and self-presentation. The authors determined that in the students' view, such educational technologies as video and multimedia lectures, brainstorming, case method and presentation of educational material through dialogues most effectively determine the self-regulatory qualities of a student, such as planning, self-control, discipline, responsibility, independence and organization.

Keywords: educational technologies, students, self-presentation, educational process, educational communication.

Introduction

In modern conditions, all educational institutions are full-fledged subjects of the market economy. In this regard, the progress of the education system in any country of the world is of strategic importance. In this regard, when strategically planning their activities, they are obliged to explore the market and use marketing tools to analyze the data obtained (Yegorshina & Guskova, 2004; Dalinger, 2020; Shamova, 1992; Beshkinskaya & Ioffe, 2000; Kubiato, Usak & Masalimova, 2016; Akhmadieva et al., 2018; Goncharov, Zheltukhina & Anikeeva, 2021; Tanabashi, 2021).

When approaching education as a social institution, the research analyzes the degree of satisfaction with it by various participants in the education market, by studying the opinions of various groups in the field of education. This applies to market participants directly included in its system, for example, teachers, students or their parents, and indirectly related to it - for example, end users of the product, other educational institutions hosting a university graduate, employers, and the like (Yegorshin & Guskova, 2013; Afanasyev, 1999; Zakharov et al., 2004; Shamova, Tretyakov & Kapustin, 2001; Krimlina, 2000; Tastan & Davoudi, 2020; Tezer et al., 2019; Goncharov et al., 2021; Gatan, Yangco & Monterola, 2021).

Education is a purposeful process of education and training in the interests of a person, society, and the state, accompanied by a statement of the achievement of educational levels established by the state by a citizen. In this context, education is represented as a factor of changing the position of a person in the socio-cultural sphere, ensuring the benefit of a person in activities in new working and production conditions for him (Averin, 2002; Andreev, 2002; Belyaeva & Belyaeva, 2017; Selezneva, 2007; Moroz et al., 2021; Derzhavina et al., 2021).

In the modern education system, the formation of a worldview towards moral and ethical aspects is traced, which, in turn, are the most important components of the socialization

process. Therefore, in this context, it is legitimate to talk about the inculcation for young people, first, of humanistic values and morality (Lyubetsky & Knyazev, 2015; Masalova, 2009; Khanmurzina et al., 2020; Kurennoy, 2020; Bayanova et al., 2020; Akhmadieva et al., 2021).

One should note that student involvement also depends on the level of the teacher's interest in the students' success, since this has a huge impact on the student's activity (Stukalova et al., 2018). Moreover, the teacher's interest determines what kind of communicative interaction will be in the educational space (Makashina, 2020; Gabdulkhakov & Zinnurova, 2020; Olkhovaya et al., 2019; Lebedeva et al., 2018; Belyakova, Goncharov & Gnatyuk, 2016; Shabalina et al., 2019; Natolochnaya, Zimovets & Kryukova, 2015; Tugun et al., 2020; Kagermazova, Masaeva & Abakumova, 2020; Osnitskiy, 2009). The educational process of the university is implemented in the interaction of its subjects: both teachers and students. The interested position of the teacher of a modern university contributes both to the involvement and to interest of the student in the educational process, and to communicative interaction in general (Gusinsky & Turchaninova, 2004; Bildanova & Shagivaleeva, 2009; Sorokina, 2009; Lopanova et al., 2020; Markova, 2004; Usacheva & Chernyakov, 2020; Kvon et al., 2019; Bayanova et al., 2019; Vistorobskaya, 2017; Chistyakov et al., 2021; Khodyreva et al., 2021).

Thus, the learning process at the university is realized through the connection of the activities of teachers and trainees, that is, using active forms of communicative processes and the implementation of its main functions by the teacher.

Study Objectives and Structure

The method of studying the influence of pedagogical practices in a modern university on the development of the value of self-presentation and identifying problems and

features of their manifestation in educational communication was the questionnaire method,

consisting of the following parts. (Figure 1)

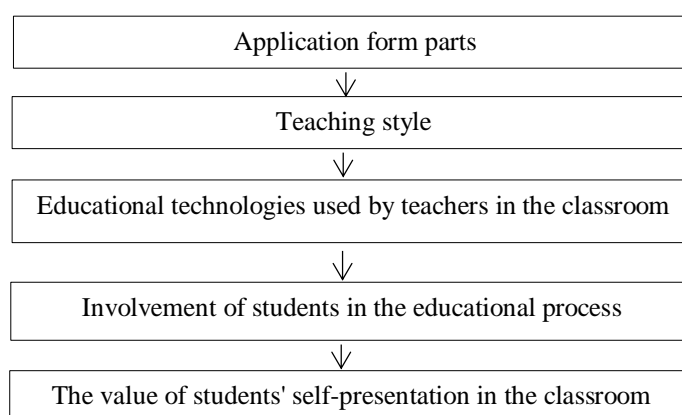


Figure 1. Units used in the study of the influence of pedagogical practices in a modern university on the development of the value of self-presentation and identification of problems and features of their manifestation in educational communication

The questions of the questionnaire were as follows:

What qualities do the teachers of your university have in your opinion?

Explain why you think so.

Did the teacher when distributing the educational material consider your opinion?

What methods did the teachers use this week?

What training methods do you like more?

- Traditional lectures and seminars

- Online classes

- using of digital technologies

- brainstorming

- Business game

- dialog methods

- Independent work

Do the methods used by the teacher in teaching correspond to those that correspond to your interests and aspirations?

Do real teaching methods correspond to those that help your self-presentation?

If not, what methods do you highlight?

Can you assess your level of involvement in practical and lecture classes?

Is it important for you to discuss the material with the teacher during practical and lecture classes during the session?

Are you an active participant in the classes?

Did you express your opinion during the lectures at the session?

What subjects do you remember and why?

What subjects did you find most interesting to study and why?

Can you assess your teacher's level of interest in the student's success?

Do you think that the majority of teachers are interested in the success of students and why?

How often do you have to express your opinion in class and enter into a discussion with the teacher?

What kind of atmosphere do teachers at lectures and practical classes most often create?

Can you describe the features of communication between teachers and students during the inter-session period?

How is your communication with the teacher organized during the inter-session period?

Determining the pedagogical style that prevails in the interaction between teachers and students, it is clear that according to the research, students distinguish competence as the predominant quality of a teacher (89%). Another quality that the students highlighted

was fairness (77%) and objectivity (71%). In addition, among the important qualities, the students identified benevolence (68%) and responsibility (54%).

Results

3.1. Features of Self-Presentation Value in Modern University

Regarding the importance of students' personal qualities in educational communication, such as self-regulation and self-presentation, the answers of the interviewed students were divided. From the respondents' answers, it can be concluded that such personal qualities as intelligence, activity, expression of one's position and one's views and proposals characterize the ability to express oneself, which is manifested in demonstrating an attitude towards the educational material. It is necessary for students to have the opportunity to express their views, criticisms, take the initiative, and apply for solutions concerning students' issues. The results of the survey

revealed the ideas of students about self-regulation. Almost half of the students (53%) define self-regulation by the following characteristics: restraint in responses, goal-setting, self-control. At the same time, a small part of students (13%) with revealed low self-regulation is characterized by such a personality quality as uncertainty. One should note that the methods of providing educational material characterize the needs of students in self-expression and self-regulation in different ways. Thus, classical lecturing and oral explanation from the point of view of the interviewed students determine the qualities that identify and contribute to the student's self-regulation. In this case, the student's activity has the following characteristics: planning, self-control, discipline, responsibility, independence. Character traits that contribute to the development of self-expression, from the point of view of the interviewed students, are purposefulness, initiative, determination, according to which the student can express his position regarding the educational material. (Figure 2)

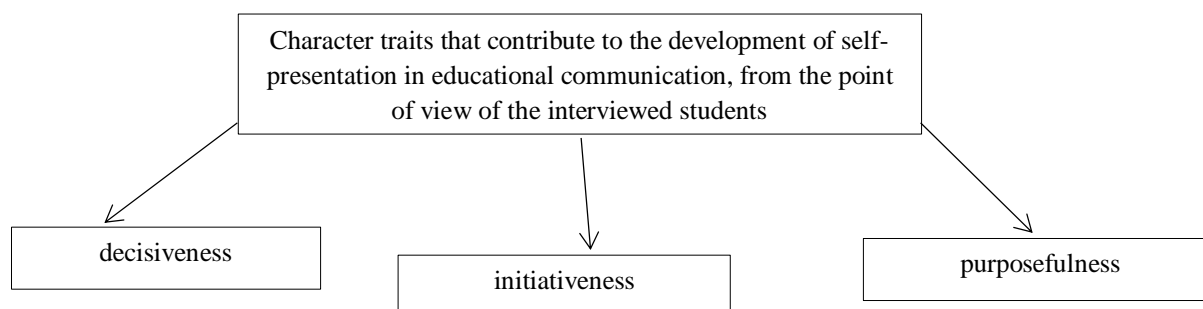


Figure 2. Character traits that contribute to the development of self-presentation in educational communication, from the point of view of the interviewed students

The survey of respondents showed that teachers used various methods of explaining classes. However, students find such methods as multimedia lectures, problem lectures, and video lectures the most suitable. The study showed that teachers used various methods of providing educational material. The predominant ones are explanation or classical lecturing, multimedia lectures. It was revealed that students preferred video lectures or multimedia lectures, as well as brainstorming. These studies have shown that students prefer a democratic style of pedagogical communication. Firstly, this style is characterized by the following qualities of the teacher: benevolence, competence, fairness, sociability. Secondly, the democratic style

of communication provides for the orientation of the teacher to develop the activity of students, involving everyone in solving common tasks. Thirdly, a teacher who adheres to this style of communication creatively approaches the explanation of the material and uses various methods of providing it.

Identifying the features of the student's involvement in the classroom, which is manifested in their active expression, namely in the form of their own questions and comments on the topic, since it is the student's involvement in the educational process that determines the process of interaction between teachers and students in the classroom. The study did not reveal a clear opinion of students

about the expression of their opinion in the classroom. The analysis of the statements of the interviewed students allows us to note that students tend to make comments about the educational material. One should note that the active position of the student in the framework of practical and lecture classes characterizes self-expression as the main quality in the process of interaction with the teacher. In this case, self-expression determines the ability to express one's position. At the same time, it turned out that some of the surveyed students (11%) preferred to refrain from making statements. In this case, the process of self-regulation is predominant among the interviewed students. Self-regulation, from the point of view of some surveyed students (23%), is characterized by such qualities as modesty, uncertainty, passivity in statements. Meanwhile, according to the results obtained, one can conclude that self-regulation in the communication of students and teachers in the classroom plays an important role. The majority of students (77%) characterized self-regulation by such qualities as discipline, organization and responsibility of the student. Thus, the student's self-expression and self-presentation in his communication with teachers are influenced by the democratic style; inclusiveness, represented by the active position of the student in the classroom; the teacher's interest in the success of students, manifested in a favorable atmosphere in the classroom and discussion of educational material with students. Self-regulation is influenced by the classical methods of providing educational material; the involvement of the student, represented by the nature of the preparation and reproduction of the educational task; the organization of independent work of students. One of the main features of the student's involvement in the work is his interest in the classroom. It was determined that the most memorable subjects for students were those in which teachers provided an opportunity for self-expression. At the same time, one can note that the involvement of students is represented not only by elements of self-expression, but also by elements of self-regulation. Self-regulation determines the formation of a person's individuality. The student's self-expression in the classroom is characterized by reliance on internal driving forces, including self-regulation. In the opinion of the interviewed

students, self-expression and self-presentation perform a communicative function, since they regulate interaction, self-regulation of the individual. From the point of view of the interviewed students, self-regulation should be considered as a necessary resource and a condition for the development of a student's self-educational activity. To determine the features of communication between teachers and students, it is necessary to find out the teacher's interest in the student's success, which determines the interaction between teachers and students. According to the survey, according to the surveyed students, the majority of teachers are interested in the student's success. The results of the study indicate that teachers address students about the understanding of educational material in lecture classes. The atmosphere created in the classroom also determines the teacher's interest in the student's success. The results of the survey allow us to conclude that teachers create a favorable comfortable atmosphere in the learning process.

Discussion

Self-regulation is recognized as an extremely important component of a student's educational activity, an ability aimed at controlling one's personal mental state in order to find an optimal solution in the current situations. Within the framework of the study, student self-regulation is an important aspect in the process of interaction between teachers and students.

It should be noted that the democratic style of the teacher encourages students to express themselves, since students are given the opportunity to speak out, show their initiative, and participate in the discussion of educational material. In the process of interaction with the student, in this case, the teacher takes into account the individual and personal characteristics of the student, which include, in addition to intellectual characteristics, the nature and specifics of the student's self-expression (Salame & Makki, 2021). When studying the self-regulation of students' activities as a means of organizing academic work, factors that increase the effectiveness of independent work play an important role.

Analyzing the respondents' answers, we can conclude that students have different qualities of self-regulation and self-expression. However, one should note that self-expression penetrates into the system of communicative interaction between teachers and students, being at the same time a means of self-regulation of the student's personality, thanks to the mechanism of emotional discharge, understanding the problem situation through its verbal analysis, receiving emotional support from the teacher.

The results of the study revealed the teacher's interest in the student's success, which is determined by the atmosphere created in the classroom and the teacher's interest in the student's assimilation of educational material. It should be noted that teachers who form a comfortable and favorable atmosphere in the classroom, contribute to the manifestation of students' elements of self-regulation and elements of self-expression equally. In addition, the results of the study showed that students actively communicated with teachers in various messengers.

Conclusions

The pedagogical style of communication, the student's involvement and the teacher's interest are the determining factors that influence self-presentation and self-regulation in communication between teachers and students in the classroom.

It is revealed that the democratic style of the teacher encourages students to express themselves, since students are given the opportunity to speak out, show their initiative, and participate in the discussion of educational material. In the process of interaction with the student, in this case, the teacher takes into account the individual and personal characteristics of the student, which include intellectuality, activity, expression of their position and their views and proposals characterize the ability to express themselves, which is manifested in demonstrating an attitude towards the educational material.

Such qualities as discipline and responsibility work for the student's self-regulation in the communication process.

In addition, according to the results of the study of the pedagogical style features, it can be concluded that such personal qualities as activity, expression of one's position and one's views and attitudes characterize the ability to express oneself, which is manifested in demonstrating an attitude about the educational material. Various methods of providing educational material have an ambiguous impact on the specifics of self-presentation and self-regulation in communication between teachers and students in the classroom. Thus, the classical presentation of educational material, that is, lectures and explanations, determines the student's self-regulatory qualities, such as planning, self-control, discipline, responsibility, independence. The qualities that characterize self-expression are purposefulness, initiative, determination, according to which the student can express his position regarding the educational material.

Involvement in the educational process can affect the development of both self-expression and self-regulation of the student. If we are talking about the classical presentation of educational material, then it makes sense to talk about self-regulation in educational communication between teachers and students. If inclusion is represented by the active position of the student in the classroom, when he creates new knowledge together with the teacher, then it is advisable to talk about self-expression in communication between teachers and students. When studying the self-regulation of students' activities as a means of organizing academic work, factors that increase the effectiveness of independent work play an important role.

In conclusion, it should be noted that students and teachers use many tactics of self-expression, depending on different situations in the educational process. Based on the above-mentioned, we can conclude that self-regulation is necessary for the manifestation of students' self-expression in the classroom, since it characterizes self-organized activity, then for full-fledged self-expression in the process of communicative interaction, subjects of the educational space need to use self-regulation techniques. One can conclude that it is self-regulation and self-expression that leave a meaning-forming imprint on the ideas about the content of communication in the educational space.

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