

The teacher's self-presentation in terms of students' assessments or the study of the teacher's self-presentation features

La auto-presentación del maestro en términos de las evaluaciones de los estudiantes o el estudio de las características de auto-presentación del maestro.

Tatyana A. Busygina* 

Samara State University of Social Sciences and Education, Samara, Russia
ORCID: <https://orcid.org/0000-0002-4088-8935>

Tatyana N. Ivanova 

Togliatti State University, Togliatti, Russia
ORCID: <https://orcid.org/0000-0002-7701-2806>

Maria Vladimirovna Zelinskaya 

Kuban State Agrarian University named after I.T. Trubilin, Krasnodar, Russia
ORCID: <https://orcid.org/0000-0001-7662-2648>

Elvira Emilevna Safonova 

Peter the Great St. Petersburg Polytechnic University, St. Petersburg, Russian Federation
ORCID: <https://orcid.org/0000-0002-2199-3115>

Mikhail A. Kolesniko 

Shadrinsk State Pedagogical University, Shadrinsk, Russia
ORCID: <https://orcid.org/0000-0003-0521-9717>

Sardana Trofimovna Lytkina 

North-Eastern Federal University named after M.K. Ammosov, Yakutsk, Russia
ORCID: <https://orcid.org/0000-0002-7108-8658>

Received 02-12-20 Revised 02-25-20 Accepted 06-13-20 On line 06-29-20

*Correspondence

Email: busyg@pgsga.ru

Cite as:

Busygina, A., Ivanova, N., Zelinskaya, M. V., Safonova, E. E., Kolesniko, M. A., Trofimovna Lytkina, S. (2020). The teacher's self-presentation in terms of students' assessments or the study of the teacher's self-presentation features. *Propósitos y Representaciones*, 8 (SPE2), e664. Doi: <http://dx.doi.org/10.20511/pyr2020.v8nSPE2.664>

Summary

The article is devoted to the study of the phenomenon of self-presentation, as a significant mechanism that helps to build effective communication between teachers and students. To study the described phenomenon, we used the author's questionnaire "Assessment of the image of the teacher." A study conducted on a sample of teachers and their students led us to the conclusion that there are differences between the "I-image" of teachers and the "I-expert", i.e. between teachers' self-image and student grading system. Teachers evaluate themselves higher in terms of the studied parameters than their students evaluate. As a result, we came to the empirical conclusion that it is important for teachers to pay attention to the development of self-presentation skills.

Keywords: Self-Presentation; Social Perception; Pedagogical Image; Effective Pedagogical Communication.

Resumen

El artículo está dedicado al estudio del fenómeno de la autopresentación, como un mecanismo significativo que ayuda a construir una comunicación efectiva entre profesores y alumnos. Para estudiar el fenómeno descrito se utilizó el cuestionario del autor "Valoración de la imagen del docente". Un estudio realizado con una muestra de profesores y sus alumnos nos llevó a la conclusión de que existen diferencias entre la "imagen yo" de los profesores y el "yo-experto", es decir, entre la autoimagen de los profesores y el sistema de calificación de los alumnos. Los profesores se autoevalúan más alto en términos de los parámetros estudiados de lo que evalúan sus alumnos. Como resultado, llegamos a la conclusión empírica de que es importante que los profesores presten atención al desarrollo de las habilidades de autopresentación.

Palabras clave: Autopresentación; Percepción social; Imagen pedagógica; Comunicación pedagógica efectiva

Introduction

Creating an image in the field of education is a universal psychological process carried out by each teacher, because it interacts with the subjects of the educational process - students, colleagues and the university administration.

Answering the question whether there is a specific image of a teacher, L.M. Mitina writes that "... it is very simple to identify teachers in an unprofessional environment. Many educators drive their individuality and identity into the Procrustean bed of obsolete and unconstructive traditions and rules, identifying themselves only with the role and function of the teacher." [7].

We agree with A.A. Kalyuzhny in that "... it is necessary not only a theoretical justification of the nature, characteristics and types of images of the teacher, but the creation of the very tools for the formation of the teacher's pedagogical image, the arming of each teacher with methods of studying his professional image ..." [6].

An image is formed with the help of targeted actions of an image maker, a specialist in a personal brand in order to provoke the image of a successful professional among the target audience. But first, it is important to determine the definition of the analyzed concept in the context of the research topic. We will consider the image as a symbolic representation of the personality of the social group that makes up the audience of the image.

One of the main mechanisms of image formation is self-presentation.

Methodology

A review of the literature shows the low interest of modern psychologists in the topic of self-presentation. Let us analyze foreign and domestic approaches to understanding this socio - psychological mechanism.

I. Hoffmann, the most cited researcher in the field of self-presentation, introduced the concept of “social drama”, which reveals the topic of social role interaction and management in this process of the impression made. Self-presentation according to I. Hoffmann is based on the performed roles, which are masks of our true self. So gradually the fulfillment of the role becomes an integral part of the personality. Thus, we choose the mask closest to the image of the desired self-image [3].

It is common for the American tradition (J. Tedeschi and M. Ries, I. Jones, T. Pittman) to perceive self-presentation as a manipulative tool to control the impression of an audience, based on the demonstration of the best qualities in order to attract attention and a positive assessment [13,14].

Representatives of interactionism G. Mead and C. Cooley saw in self-presentation a means of forming an I-image, maintaining self-esteem on the basis of receiving feedback from a social group. [8].

R. Baumeister and A. Steinhilber expressed the idea that self-presentation helps self-disclosure in interpersonal communication [8].

The outstanding Russian psychologist A. A. Bodalev, working in line with the socio-perceptual approach, considers himself self-presenting as an object of cognition that causes a certain attitude in other people by his behavior. Moreover, the perception filters (stereotypes, evaluative standards, attitudes) of the perceiver determine the uniqueness of the called impression [1].

Following the individual-personal approach A.E. Zhichkina and E.P. Belinskaya, they define self-presentation as “a behavioral expression of the emotional and cognitive elements of the self-concept” [5].

I.P. Shkuratova, studying the phenomenon of self-presentation of personality in communication, says that the process of self-expression is more aimed not at creating a controlled impression of oneself, but at revealing the characteristics of her personality. Self-expression, on the other hand, represents a wide range of verbal and non-verbal behavioral actions, for transmitting information about oneself to other people and creating a certain image of oneself [12].

E.A. Petrova, within the framework of a communicative approach, implements a psychosemiotic approach to visual self-presentation of the image of “I” based on three strategies: self-presentation, self-disclosure and self-masking. Self-presentation refers to the desire to present an image for an external audience, and for the audience, in the view of the person himself. This mechanism helps to learn to manage the impression of oneself, helps to express one’s self-determination in interaction with others, and to receive an answer to a coded message in an image based on visual and communicative reflection of the audience [10].

E.L. Dotsenko, G.V. Borozdin is considered as a whole self-presentation as a process of managing the recipient’s perception, the ability to control images in his mind, namely “... by

purposefully drawing his attention to such features of his appearance, his behavior, situations that trigger the mechanisms of social perception.” [2,4].

We give the following definition of self-presentation - this is the implementation of a spontaneous or intentionally formed self-image that helps build communication with a social group to form the image of the recipient and achieve his goals.

In our opinion, the goal of the teacher is to create a developing, motivational learning space, conditions for mastering the subject. Self-presentation contributes to the rapid presentation of professional competencies and the creation of points of contact with the audience. Oratory skills, a high level of emotional intelligence, the ability to be expressive and infect with your love of science should be read from the first lesson.

Well-known specialist in the field of psychology of the subconscious A. A. Panasyuk believes that the source of the opinion that arises when communicating with a person is direct image-forming information sent directly by the teacher and perceived by students, as a rule, unconsciously and reflecting what is most characteristic of this person [9]. Based on this information, the teacher can competently build a self-presentation [16]. Its main goals will be to create trust as a professional, interest in the discipline and, accordingly, receive positive feedback, which will become an indicator of the acceptance of the teacher and his subject.

Results

Theoretical research has led us to an empirical study of the teacher's self-presentation. The purpose of this study was to compare the “self-image” of a teacher with a student assessment system of his image qualities.

A statement of the main research material with a complete justification of the scientific results obtained.

The study involved 10 teachers with an experience of 15-20 years of both sexes and 303 students, 240 women and 63 men, aged 20-21. The goal was a comparative analysis of the "I-image" of the teacher with his "I-expert" (that is, student assessment). The teachers also conducted a procedure for assessing their image qualities through the eyes of students (“I am image”).

So, the teachers were given the task to evaluate themselves according to the criteria of the author's methodology “Assessment of the image of a teacher”. Students who studied with teachers who participated in the study needed to fill out the same questionnaire. As a result, we got an array of data reflecting the “I-image”, “I-image” and “I-expert”. A comparative analysis was carried out on the basis of data obtained by the method "Assessment of the image of a teacher." The data obtained were compared using Student's t-test. Comparing the average for teachers' self-assessment and student assessment, i.e. revealing the differences between the "I-image" and the assessment of students ("I-expert"), we found the following trend. Teachers generally rate themselves higher than their students [15].

Significant differences were identified by the following indicators:

"The ability to influence the audience," Objectivity "(t-cr. = -5.38)," Clear diction "(t-cr. = -3.56)," Love for the profession "(t-cr. = -2.65)," Professional self-criticism "(t-cr. = -5.68)," Sense of humor "(t-cr. = -3.74)," Modesty "(t-cr. = -3.74)," Possession of non-verbal communication skills "(t-cr. = -2.77)," Good manners" (t-cr. = -3.85)," Principality", (t-cr. = -3.88)," Expressiveness of speech" (t-cr. = -1.95)," Activity" (t-cr. = -2.97)," Developed socio-perceptual abilities" (t-cr. = -5.02)," Affordable presentation of material" (t-cr. = -3.15)," Focus on partnerships" (t-cr. = -3.23)," Eph objective self-presentation "(t-cr. = -4.25)," Dominance "(t-cr. = -4.28)," Efficiency

”(t-cr. = -3.05), “Application of active teaching methods ”(t-cr. = -5.26), “Developed listening skills” (t-cr. = - 5.27), “Congruence” (t-cr. = -5.28), “Charm” (t-cr. = - 3.12), “Flexible behavior strategy ”(T-cr. = -6.12).

This trend, perhaps, indicates that either teachers, having a certain potential, cannot be fully revealed, or teachers overestimate their grades, and thus strive to maintain the integrity of their professional self-esteem.

Next, we identified the differences between the "I-image" and "I-image." By "I-image," we mean teachers' self-esteem of image qualities through the eyes of students, i.e. how they think, how students evaluate them (mirror assessment). An analysis of the differences between “I-image” and “I-image” showed that the self-esteem of teachers is higher than the assessment of teachers by the eyes of students.

The most significant differences were identified by indicators: “Developed socio-perceptual abilities” (t-cr. = 2.44), “Professional self-criticism” (t-cr. = 2.47), “Sociability” (t-cr. = 2.13).

We can assume that teachers are not confident in the visibility of their professional qualities and high marks by students.

An analysis of the differences between how teachers see themselves through the eyes of students (“I-image”) and student assessment showed that teachers rate their “I-image” higher than “I-expert.”

Significant differences were identified by the following indicators: “Effective self-presentation” (t-cr. = 2.15), “Developed social and perceptual abilities” (t-cr. = 2.97), “Focus on partnerships” (t-cr. = 2.75) , “Application of active teaching methods” (t-cr. = 2.74), “Ability to influence the audience” (t-cr. = 2.24), “Sociability” (t-cr. = 2.17), “Flexible strategy of behavior” (t -cr. = 3.13), “Developed listening ability” (t-cr. = 2.55), “Objectivity” (t-cr. = 2.57), “Efficiency” (t-cr. = 5.23), “Congruence” (t -cr. = 2.69).

Real student grades were lower than expected. The results obtained tell us that teachers are not able to demonstrate their winning professional and personal qualities.

Conclusion

An analysis of the data showed that there are differences between teachers' perceptions of self and students.

Teachers evaluate themselves higher in terms of the studied parameters than their students evaluate.

This may be due to a low level of self-presentation ability. Summarizing the results of the study, we came to the conclusion that it is important for teachers to pay attention to the development of self-presentation skills. The presentation of their own and contributes to building effective communication with students and the achievement of pedagogical goals.

References

1. Bodalev, A. A. (1995). Personality and communication. Selected psychological works. (2nd ed.). Moscow.

2. Borozdina, G. V. (2001). *Psychology of business communication: textbook*. allowance. Moscow.
3. Hoffman, I. (2000). *Introducing oneself to others in everyday life: trans. from English*. Moscow.
4. Dotsenko, E. L. (2000). *The psychology of manipulation: phenomena, mechanisms and protection*. Moscow.
5. Zhichkina, A. E. Belinskaya, E. P. (2017). Self-presentation strategies on the Internet and their relationship with real identity [Electronic resource]. URL: http://cyberpsy.ru/articles/self-presentation_identity/
6. Kalyuzhny, A. A. (2004). *Psychology of image formation of a teacher*. Moscow: Humanities. ed. Center Vlados.
7. Mitina, L. M. (1999). *To control or suppress: the choice of a strategy for professional life*. Moscow.
8. Mikhailova, E. V. (2007). *Self-presentation: theories, research, training*. Saint Petersburg.
9. Panasyuk, A. Yu. (2009). *Image building: strategy, psychotechnology, psychotechnology*. Moscow.
10. Petrova, E. A. (2009). *Visual psychosemiotics of communication*. Moscow.
11. Pikuleva, O. A. (2013). *Psychology of personality self-presentation: monograph*. Moscow: INFRA-M, series "Scientific Thought".
12. Shkuratova, I. P. (2009). *Self-identity in communication*. Rostov.
13. Jones, E. E. Pittman, T. S. (1982). *Toward a general theory of strategic self-presentation. Psychological Perspectives on the Self*. NY: Lawrence Erlbaum.
14. Tedeschi, J. T., Riess, M. (1981). *Identities, the Phenomenal Self and Laboratory Research*. In J.T. Tedeschi (ed.). *Impression management theory and social psychological research*. NY.
15. Allanina, L. M., Morozova, E. N., Volynkina, N. V., & Nazarova, L. N. (2020). The State of Legal Consciousness Formation of Russian Students. *International Journal of Instruction*, 13(2), 1-12.
16. Vasilev, V. L., & Ustyuzhina, O. N. (2017). Competences of the modern university teacher: challenges of innovative economy. *Revista publicando*, 4(13(1)), 404-418.