

## The role of the possibilities of the influence of traditional and modern art on the self-presentation of future teachers.

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### Abstract

Current research has considered the possibilities of the influence of traditional and contemporary art on self-presentation among future teachers at the stage of university professional training in the framework of the educational process and students' activities. The purpose of the article is to determine the effectiveness of the implementation of the complex influence of traditional and contemporary art in pedagogical conditions, as a way of organizing and managing the process of forming a culture of self-presentation among future teachers. The research collected data through a questionnaire and the sample consisted of 216 students. The collected data was analysed using statistical methods such as student t-tests and percentages. The main results are that the developed and implemented author's complex of possibilities for the influence of traditional and contemporary art in pedagogical conditions ensures its successful formation in future teachers at the stage of professional training at the university.

**Keywords:** contemporary art; professional training; self-presentation; traditional art.

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## 1. Introduction

In the modern period, in the training programs for future teachers, not enough attention is paid to the formation of a culture of influence of the traditional and modern art of self-presentation as one of the most important aspects of the professional and pedagogical culture of a teacher. One of the ways to solve this problem is the optimization of pedagogical work (Ödalen et al., 2019) through educational and extracurricular activities with future teachers (Tsybulsky & Muchnik-Rozanov, 2019) at the stage of professional training at the university (Spiridonova, 2015).

Self-presentation of the influence of traditional and contemporary art in the professional activity of a teacher in modern psychological and pedagogical research is considered in various aspects. Thus, a number of scientific works are devoted to the study of self-presentation and the related phenomenon of "the image of a cultural teacher". Gluhih (2012) considers the image of a modern teacher as a condition for the formation of his professional competence, Chekalina (2012), examines the features of the influence of traditional and modern art of self-presentation of women teachers, Semenova (2009) studies the features of self-presentation of male teachers, Anokhina(2013) studies self-presentation of a teacher in the Internet space. Others pays attention to the teacher's image as a component of the quality of the system of geometric-graphic training of students, and the teacher's image as a component of his professional personality.

Most researchers also pay attention to the pedagogical image of a modern teacher of higher education, Kalyuzhny (2004) investigates the psychology of the formation of the teacher's image. The scientific work "Pedagogical education with updated content based on an integrative approach" describes well the role of the influence of art on the activities of a modern teacher in modern education Nebessayeva et al. (2021).

Other researchers explore the psychological conditions for the formation of the image of a teacher of higher education and highlights the psychological and pedagogical foundations of the formation of the image competence of a teacher of a university. Frenzel, Taxer, Schwab and Kuhbandner (2019) in their experimental study show the joint influence of enthusiasm and teacher motivation on the motivation and experience of students. Researchers come to similar conclusions (Schmidt et al., 2017; Chen, 2019; Hayik, 2019).

Similarly, other researchers consider the image of a modern university teacher through the eyes of a student, and foreign researchers Forster-Heinzer et al., (2019)- on the basis of students' impressions in the classroom. These researchers explore self-presentation and effective communication as the basic competencies of a teacher, consider self-presentation as the most important element of the teacher's professional culture and also consider the features of self-presentation of teachers in a situation of pedagogical interaction "student teacher".

Saidah, Louvet and Pansu substantiate the influence of self-presentation on the perception of a person as successful in the process of learning interaction (2019) . Bulavkina and Mayer consider the creative self-presentation of a preschool teacher in the context of a professional skill competition (2018).

In our opinion, self-presentation with the influence of traditional and contemporary art of a teacher is not sufficiently considered by modern pedagogy in the aspect of professional culture, the possibilities of its formation during the period of professional training at a university are not sufficiently disclosed.

### **1.1. Purpose of research**

The authors investigate the problem of the possibilities of the influence of traditional and contemporary art on self-presentation among future teachers at the stage of university professional training in the framework of the educational process and students' activities. The purpose of the article is to determine the effectiveness of the implementation of the complex influence of traditional and contemporary art in pedagogical conditions, as a way of organizing and managing the process of forming a culture of self-presentation among future teachers based on the author's theoretical ideas about the essence of this phenomenon.

## **2. Research methods and Materials**

### **2.1. Data collection method**

The study was conducted from 2020 to 2021. The study was carried out in the logic of a formative psychological and pedagogical experiment, the material obtained from the collection of empirical data was analyzed and generalized.

By a complex of pedagogical conditions, we mean a set of forms, methods and techniques for organizing pedagogical activities aimed at forming the components of the culture of influence of traditional and contemporary art of self-presentation (the formation of knowledge and skills about the influence of traditional and modern art of self-presentation, about oneself as a subject of self-presentation and about other people; mastering the methods and means of influence of traditional and contemporary art of self-presentation, which determine its effectiveness; assignment of the significance and value of the influence of traditional and contemporary art of self-presentation in the life and work of a teacher and oneself as a subject of self-presentation, self-knowledge as the basis of self-regulation and self-development of a personality in the process of influence of traditional and contemporary art self-presentation, manifestation of creativity in the process of influence of traditional and modern art of self-presentation) and carried out through educational and extracurricular activities of students.

The collection of empirical data was carried out using the following methods: criterion-oriented test "Literacy in self-presentation" (Kolmogorova & Spiridonova, 2015; 2017); Self-Monitoring Scale (Snyder, 1979); "Scale of measuring tactics of self-presentation", "Scale of perfectionist self-presentation"; Terminal Values Questionnaire; "Methodology for determining the level of formation of pedagogical reflection"; "Methodology for the study of self-attitude".

### **2.2. Participants**

The sample consisted of 216 students enrolled in different profiles of the pedagogical direction of training: "Professional training", "Fine arts and artistic work", "Design", "Primary education", aged 17 to 23 years.

### **2.3. Data analysis**

The data obtained were interpreted and subjected to statistical analysis using percentage and qualitative analyses using Student's t-test. The analysis carried out makes it possible to systematize ideas about the phenomenon of the culture of influence of the traditional and modern art of the teacher's self-presentation as an integral part of the teacher's professional culture. Based on the presented definition and components of the teacher's self-presentation culture, a complex of pedagogical conditions of the influence of traditional and modern art was developed, contributing to

the formation of a culture of self-presentation among future teachers at the stage of university professional training.

#### **2.4. Data collection process**

The study of the formation of a culture of influence of traditional and modern art of self-presentation in the psychological and pedagogical conditions of future teachers was carried out from the standpoint of an activity approach. The following stages: ascertaining, forming and controlling. The culture of influence of traditional and contemporary art of self-presentation was considered from the standpoint of Russian cultural-historical psychology and cultural studies.

In our work, we consider the essential characteristics and structure of the culture of influence of traditional and modern art of self-presentation in the context of the psychological culture of the teacher. In the study, we adhere to the position of Kolmogorova, (2013) which defines the general culture of the individual as follows: it is an integral part of the basic culture as a systemic characteristic of a person, allowing him to effectively self-determine in society and self-actualize in life, contributing to self-development and successful social adaptation, satisfaction with his own life. It includes literacy and competence in the psychological aspect of understanding the human essence, the inner world of a person (including himself), human relations and behavior, a humanistically oriented value-semantic sphere (aspirations, interests, worldview, value orientations), developed reflection, as well as art in aspect of human knowledge and their own life (Kolyuzhny, 2004; Kolmogorova, 2013).

In turn, according to the general characteristics of the structure of the psychological culture of the personality, identified by Kolmogorova, (2013) in the structure of the culture of self-presentation of the teacher, we distinguish the cognitive, competence, value-semantic, reflexive-evaluative and creative components (Kolmogorova & Spiridonova, 2017).

In our study, we relied on the phenomenological basis for identifying types of culture, presented in the work of Kolmogorova (2013). On this basis, the culture of self-presentation is considered among such types of personality culture as the culture of thinking, the culture of emotions and feelings, the culture of influence of traditional and modern art of personal safety, moral culture, the culture of life self-determination, etc. That is, from the point of view of familiarization with the achievements of the sciences), it is possible to distinguish such types of personality culture as mathematical, historical, ecological, psychological, etc.

In our study, we consider the culture of self-presentation as an integral part of the psychological culture of a person, which includes a set of knowledge and skills necessary for self-presentation, and their effective application in the process of self-presentation, value attitude to the content and awareness of the importance of self-presentation, reflection of the process and result of self-presentation, creativity in self-presentation.

This basic definition was taken by us as a basis when determining the culture of influence of traditional and contemporary art of teacher's self-presentation, taking into account the content and specifics of his professional activity and professional training. This definition corresponds to the previously identified components in the teacher's self-presentation as an integral part of his psychological culture (Popova, 2004; Kolmogorova & Spiridonova, 2015; Spiridonova, 2015). By the culture of influence of traditional and modern art of teacher's self-presentation, we mean an integral part of the teacher's professional culture, which includes a set of knowledge and skills about self-

presentation and their application to increase its effectiveness in professional activity and communication, value-semantic attitude to self-presentation and awareness of its significance, reflection of the process and result of self-presentation in pedagogical activity and the manifestation of creativity in the presentation of oneself as a teacher in front of students in the process of professional activity and professional communication.

### 3. Research results

At the ascertaining stage of the experiment, the initial level of the culture of self-presentation of 1-2-year students was revealed, which makes it possible to determine the problems and main directions of psychological and pedagogical work on the formation of a culture of self-presentation of students at the next stage of professional training. In general, the results of the ascertaining stage of the experiment demonstrated that there are problems and gaps in all indicators of the culture of self-presentation: students did not pay enough attention to the knowledge on the basis of which the process of self-presentation was built, a significant part of the students experienced difficulties in self-presentation. In the process of interaction and communication, students used a fairly wide range of tactics and strategies of behavior, this indicates that the behavior of students was of a varied nature of presenting themselves as subjects of self-presentation, but they did not have enough knowledge on the use of one or another tactics and strategy in the course of self-presentation.

Students also tend to avoid situations in which their shortcomings can become a target for public comment, and to behave in a way that hides their own imperfections from others. Students were characterized by a desire for recognition, respect, approval from others, as a rule, the most significant persons, to whose opinion they listen to the most and whose opinion they are guided primarily in their judgments, actions and views. They also noted difficulties in self-presentation when speaking in front of an audience, in emotional self-regulation.

Based on the results obtained in the further organization of psychological and pedagogical work on managing the process of forming a culture of self-presentation among future teachers, we paid attention to the following aspects: knowledge on the basis of which the process of self-presentation is built; self-acceptance of students; skills to overcome fear of the public and emotional self-regulation; increasing the importance of self-presentation in interaction with others; a sense of self-worth, self-worth and increased self-esteem as components of self-presentation; readiness for the manifestation of creativity in self-presentation through the characteristics of creativity (flexibility, originality and originality); skills to establish contacts with others; reflection as a way to obtain information about oneself as a subject of self-presentation; planning and building your self-presentation, achieving tangible results in self-presentation; knowledge of resisting the influence of other people and developing their own individual style of self-presentation; the skills of self-organization, self-regulation, the correct distribution of forces and time in self-presentation; self-knowledge skills in self-presentation; analysis of the effectiveness of their own actions in self-presentation; presentation of an adequate image of "I" in self-presentation.

The analysis of the results of the ascertaining stage made it possible to create, before the start of the forming experiment, two compared samples (control and experimental groups), which were balanced in all indicators relevant for the study, reflecting the severity of individual indicators of the culture of self-presentation of students. In terms of the number of respondents, the experimental (105 people) and control (111 people) groups did not differ significantly, which made it possible to

carry out a comparative analysis of the results of the formative experiment in the experimental group and the results of traditional education in the control group. Also, the results of the ascertaining stage determined the need to develop and implement in the experimental group special conditions for organizing the process and managing the process of forming a culture of the influence of traditional and contemporary art in self-presentation among future teachers, taking into account the results obtained.

Both educational and extracurricular activities were systematically carried out in the course of further professional training. Within the framework of the classroom and extracurricular work on the curriculum, lectures, practical classes, the influence of traditional and modern art in the pedagogical support of students during their pedagogical practice were held. An important form of work was the independent activity of students, carried out according to the developed assignments with methodological guidance and advice from teachers.

Also, the work consisted in identifying the influence of traditional and contemporary art in pedagogical support of students within the framework of the Aru Art Center of the Abai Kazakh National Pedagogical University through group and individual forms (consultations, work in practice).

At the control stage of the experiment, we re-diagnosed the indicators of the culture of self-presentation in the experimental and control groups of students enrolled in the third and fourth courses. The main task of this stage was to assess the effectiveness of our formative experiment. Let us present the sequential statistical comparisons of the experimental and control groups for all indicators for each of the four components of the culture of self-presentation: literacy (cognitive component), competence component, value-semantic component, reflexive-evaluative component. We used Student's t-test for independent samples.

Table 1 presents the results of a comparative analysis of the literacy levels of the influence of traditional and contemporary art in pedagogical support in self-presentation of students of the experimental and control groups. Recall that to determine the cognitive component of the culture of self-presentation among students, the criterion-oriented test "Literacy in self-presentation" was used.

**Table 1:** *Characteristics of literacy in the culture of self-presentation in EG and KGat the control stage of the experiment*

Index	МЭГ	МКГ	t-value	df	p
Literacy	<b>15,371</b>	9,405	13,739	214	0,000001

*Note:*

*Note:* МЭГ - the average value of the indicator in the experimental group, МКГ - the average value of the indicator in the control group, t-value - Student statistics, p - the level of significance.

The results presented in Table 1 indicate that after the implementation of the influence of traditional and contemporary art in pedagogical support in a formative experiment, the literacy level

of students in the experimental group turned out to be higher than in the control group ( $p < 0.000001$ ).

Table 2 presents the results of a comparative analysis of indicators of the severity of the competence component of self-presentation of students in the experimental and control groups. To identify the competence component of the culture of influence of traditional and contemporary art of self-presentation, students used the following methods: Snyder's (1979) self-monitoring scale and others.

Table 2: *Indicators of the competence component of the culture of the influence of traditional and modern art of self-presentation in the experimental and control groups at the control stage of the experiment*

Index	МЭГ	МКГ	t-value	df	p
Self-monitoring indicator	<b>10,019</b>	9,279	1,623	214	0,106
Justification with denial of responsibility	3,675	3,729	-0,339	214	0,734
Justification with Acceptance of Responsibility	<b>4,147</b>	3,441	5,087	214	0,000001
Renunciation	3,524	3,491	0,508	214	0,611
An obstacle to yourself	3,431	3,320	1,515	214	0,131
Apology	4,160	4,087	0,383	214	0,701
Desire (effort) to please	4,343	4,093	1,355	214	0,176
Intimidation	3,075	3,058	0,236	214	0,812
Request (supplication)	3,309	3,276	0,431	214	0,666
Ascribing achievements to yourself	3,555	3,675	-1,253	214	0,211
Exaggerating your accomplishments	3,036	3,151	-1,088	214	0,277
Negative assessment of others	3,154	3,121	0,417	214	0,676
Example carrier	3,294	3,236	0,774	214	0,439

Note:

МЭГ -the average value of the indicator in the experimental group, МКГ -the average value of the indicator in the control group, t-value - Student statistics, p - the level of significance.

The results presented in table 2 indicate that after the formative experiment in general, the indicators in the experimental group are higher than in the control group. The indicator "Justification with the acceptance of responsibility" in the experimental group turned out to be statistically more pronounced than the analogous indicator in the control group ( $p \leq 0.000001$ ). Along with this, at the

level of the statistical trend ( $p < 0.10$ ), it was found that the level of self-monitoring in the experimental group also became higher than in the control group.

Table 3 presents the results of a comparative analysis of the indicators of the expression of the value-semantic component of the self-presentation of students of the experimental and control groups. To diagnose the value-semantic component of the culture of students' self-presentation, the following were used: questionnaire of terminal values, self-attitude research methodology (partially).

**Table 3: Indicators of the value-semantic component of the culture of self-presentation in the experimental and control groups at the control stage of the experiment**

Index	МЭГ	МКГ	t-value	df	p
Own prestige	<b>5,711</b>	4,257	3,17	214	0,001
High financial position	4,114	<b>6,774</b>	-8,30	214	0,0001
Creativity	5,847	6,018	-0,85	214	0,45
Active social contacts	<b>6,333</b>	3,780	7,99	214	0,0001
Developing yourself	<b>7,315</b>	6,309	2,31	214	0,001
Progress	<b>7,414</b>	6,180	2,54	214	0,001
Spiritual satisfaction	4,723	<b>6,414</b>	-6,27	214	0,0001
Preserving your own individuality	6,504	<b>6,567</b>	-0,32	214	0,74
Self-worth	6,209	6,081	0,37	214	0,711
Self-acceptance	<b>7,000</b>	6,054	2,60	214	0,009

*Note:* МЭГ - the average value of the indicator in the experimental group, МКГ - the average value of the indicator in the control group, t-value - Student statistics, p - the level of significance.

The results of statistical analysis presented in Table 3 indicate that at the control stage of the experiment, statistically significant differences were revealed between the experimental and control groups in a number of indicators of the severity of the value-semantic component of the culture of students' self-presentation. Thus, for the students who made up the experimental group, such values as their own prestige ( $p \leq 0.001$ ), active social contacts ( $p \leq 0.00001$ ), self-development ( $p \leq 0.001$ ) and achievements ( $p \leq 0.001$ ) became statistically more significant, and for the control group students - high financial status ( $p \leq 0.0001$ ) and spiritual satisfaction ( $p \leq 0.0001$ ).

Statistical analysis also indicates that at the control stage of the experiment, there are significant differences in self-attitude indicators between the experimental and control groups. In particular, it was found that in the experimental group, in comparison with the control group, such an indicator as self-acceptance is statistically higher ( $p \leq 0.009$ ).

Table 4 presents the results of a comparative analysis of the severity of the reflexive-evaluative component of the self-presentation of students in the experimental and control groups. To diagnose the reflexive-evaluative component of the culture of self-presentation of students, the following methods were used: the scale of perfectionist self-presentation, the



method of determining the level of formation of pedagogical reflection, the method of self-attitude research (partially).

Table 4: *Indicators of the expression of the reflexive-evaluative component of the culture of the influence of traditional and modern art of self-presentation in the experimental and control groups at the control stage of the experiment*

Index	МЭГ	МКГ	t-value	df	p
Demonstration of perfection	36,019	36,675	-0,507	214	0,612
Behavioral non-manifestation of imperfection	48,304	<b>50,522</b>	-1,835	214	0,067
Verbal non-manifestation of imperfection	27,514	29,054	-1,478	214	0,140
Pedagogical reflection	<b>16,942</b>	13,027	6,551	214	0,000001
Isolation	5,428	<b>6,396</b>	-2,701	214	0,007
Self-confidence	<b>7,266</b>	4,936	7,497	214	0,000001
Self-guidance	<b>7,733</b>	6,117	5,152	214	0,000001
Reflected self-attitude	<b>6,400</b>	5,666	2,789	214	0,005
Self-attachment	4,542	4,639	-0,365	214	0,715
Internal conflict	4,295	<b>5,090</b>	-3,411	214	0,0007
Self-accusation	4,457	<b>4,846</b>	-1,706	214	0,089

Note: МЭГ - the average value of the indicator in the experimental group, МКГ - the average value of the indicator in the control group, t-value - Student statistics, p - the level of significance.

The results presented in Table 4 indicate that at the final stage of the study in the experimental group, in comparison with the control group, such indicators of the reflexive-evaluative component of the culture of self-presentation as pedagogical reflection ( $p \leq 0.000001$ ), self-confidence ( $p \leq 0.000001$ ), self-guidance ( $p \leq 0.000001$ ), reflected self-attitude ( $p \leq 0.005$ ) were statistically more pronounced. In the control group, the levels of behavioral rejection of imperfection ( $p \leq 0.067$ ), isolation ( $p \leq 0.007$ ), internal conflict ( $p \leq 0.0007$ ) and self-blame ( $p \leq 0.089$ ) were more pronounced.

#### 4. Discussion

The analysis of the data obtained allows us to make a general conclusion that the formative experiment conducted by us led to significant changes in the parameters of the culture of self-presentation of students of the experimental group in cognitive, competence, value-semantic and reflexive-evaluative components (Agranovich et al., 2019; Bagila et al., 2019; Yesnazar et al., 2020).

In the experimental group, the positive dynamics is more pronounced at the level of literacy in self-presentation, the level of self-monitoring in self-presentation and the level of formation of pedagogical reflection, data on value orientations and characteristics of self-attitude. The results obtained in the experimental group indicate a significant positive dynamic of the culture of self-presentation of future teachers in its main components (Zhumabayeva et al., 2019;2020; Amirova et al., 2020).

We believe that the changes in the experimental group occurred during the implementation of the complex of the influence of traditional and modern art in pedagogical support of psychological and pedagogical conditions for the formation of a culture of self-presentation, which included a set of forms, methods and techniques of the organization of psychological and pedagogical activities

aimed at the formation of indicators of the culture of self-presentation carried out through the educational and extracurricular activities of students (Karasheva et al., 2021; Spiridonova, 2017). Such work is not carried out enough in the traditional process of professional training of students, which obviously affects the image and status of the teacher in the future.

In the control group, where classes were conducted in accordance with the traditional curriculum, the positive dynamics is poorly expressed. Minor changes in the level of literacy in self-presentation, the level of self-monitoring of self-presentation, the level of formation of pedagogical reflection, value orientations and values on the scales of self-attitude were revealed.

Thus, the formation of a culture of the influence of traditional and modern art in self-presentation among future teachers at the stage of professional training at the university was facilitated by the implementation of a specially organized complex of the influence of traditional and modern art in pedagogical conditions (Spiridonova, 2017).

## 5. Conclusion

The study shows the significance and insufficient elaboration of the problem of the formation of the culture of the influence of traditional and modern art in self-presentation among future teachers as one of the factors determining the worthy position of a teacher in society and education. The theoretical analysis of psychological and pedagogical literature carried out by us allows us to systematize ideas about the phenomenon of the culture of self-presentation of a teacher as an integral part of the professional psychological culture of a teacher. The presented definition of the culture of self-presentation of a teacher and its components, which were formulated and highlighted by us, allow us to consider the culture of self-presentation of a teacher as an integral part of pedagogical communication, pedagogical skills, professional activity of a teacher.

A study in the logic of a formative psychological and pedagogical experiment in order to determine the effectiveness of the implementation of the developed complex of psychological and pedagogical conditions as a way of organizing and managing the process of forming a culture of self-presentation among future teachers has shown that increasing the level of self-presentation culture is possible. We believe that a significant contribution to the formation of the possibilities of the influence of traditional and modern art of the culture of self-presentation of students was made by their pedagogical support within the framework of the ARU Art Center of the Abai Kaakh National Pedagogical University, in particular, the training "The possibilities of the influence of traditional and modern art on self-presentation among future teachers."

Various forms of work in academic and extracurricular activities for two years have led to significant positive changes. At the control stage of the experiment, positive dynamics was noted in the experimental group in terms of cognitive, competence, reflexive-evaluative and value-semantic components of the culture of self-presentation. The most significant positive changes were reflected in the following indicators of the culture of self-presentation of future teachers: the level of literacy of students in self-presentation, the level of self-monitoring in students' self-presentation, the level of formation of pedagogical reflection of students, characteristics of value orientations (own prestige, active social contacts, self-development, achievements), characteristics of self-attitude (self-confidence, self-guidance, reflected self-attitude, self-worth, self-acceptance). The significance of the changes was confirmed by the student's t-test.

The implementation of specially organized psychological and pedagogical conditions for the formation of a culture of self-presentation of future teachers in a sufficiently complete volume is more effective than individual unsystematic traditional forms of organizing the educational process without reinforcement through psychological support within the framework of the psychological service of the university. The obtained data can be used in the activities of universities to improve the culture of self-presentation in professional and interpersonal interaction among representatives of related professions in the process of their professional training.

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