FEATURES OF THE FORMATION OF THE "SELF" CONCEPT OF STUDENTS USING DIGITAL TECHNOLOGIES DURING THE COVID-19 PANDEMIC

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Abstract. Modern psychological and pedagogical studies of professional training of undergraduate students in the specialty "Pedagogy and Psychology" in online learning conditions increase the relevance of research in the field of the "Self" concept. The psychological term "Self" in science has many meanings. On the one hand, the "Self", as mentioned above, is the result of the separation of a person from the surrounding communication space, which allows them to feel ~~and feel~~ their physical and mental state and to know themself as a subject of activity. On the other hand, self-realization of their own "Self" is an object of self-knowledge for them, especially at the stage of professional development. Diagnostics of the "Self" concept of students in the conditions of professional training was carried out using the methods of S.A. Budassi, M. Kuhn, T. McPartland "Who am I?", "I am in the past. I'm in the present. I'm in the future" and a specially designed questionnaire. The sample consisted of 141 students of Pavlodar Pedagogical University (PPU) and Toraighyrov University (TOU) aged 17 to 23 years, without work experience. Based on the results obtained, the hypothesis of the existence of a relationship between the "Self" concept and the professional training of future specialists was confirmed.

Keywords: self concept; professional training; student; personality; future specialist

Relevance of the work

Self-realization of a future specialist is impossible without creating your own life and professional strategy. Therefore, it is necessary to develop the skills of

self-realization and management of individual actions, as society puts forward new requirements for a person – a modern professional, as an active, creative thinker, able to transform his moral potential in changing conditions.

The basis for the effective formation of these characteristics of new requirements is the "Self" concept of the future specialist, which needs scientific and pedagogical rethinking in connection with the natural desire of future masters of their craft, even in the process of online studying at the university, that is, at the initial stage of self-determination of the future profession.

In this case, the "Self" concept of the future specialist's includes his self-perception – innovative tools for teaching management skills, organizing his activities, for example, the "time management" technique (time management, time organization), which should be understood not just a set of planning techniques, but a comprehensive system for managing the development of professional activity – self-management. Anti-crisis emotional intelligence management is a kind of psychology and philosophy of self-management.

According to the "Self" concept person carries out his activities. Therefore, the professional behavior of a person – a future specialist "is always logical in its own way, but it may seem illogical from the point of view of other people. In other words, the way a given person sees himself and explains his actions to himself forms the "Self" concept.

In the modern world, the application of psychology knowledge in the professional sphere has its own difficulties and prevailing stereotypes. The most common stereotype is that psychologists attribute this to some supernatural, magical and mythical abilities. So, one of the most influential psychoanalysts of the twentieth century, the founder of the British Psychoanalytic Society, Edward Glover, based on a variety of myths that have grown up around psychologists, considers them something like modern shamans, doctors. It is believed that a psychologist can read people's thoughts during a short-term relationship. In addition, psychologists are judges who determine a person's actions and behavior (Glover 2010).

The need for self-realization is one of the leading needs of professional psychologists. This is the main reason for activities aimed at benefiting oneself and others.

The lack of new directions of research work and insufficient knowledge of this issue prevent the formation of the "Self" concept among students of the specialty "Pedagogy and Psychology" in the context of professional training.

The contradictions between the need to form the "Self" concept in the context of vocational training in accordance with social expectations and the lack of new information about the theory and practice of this process increase its relevance to research.

The main purpose of the study is to maximize the opportunities of students to overcome and optimize external conditions, problems of formation of professional qualities of a specialist teacher-psychologist in a chain of difficulties

and contradictions during the formation of the "Self" concept in the conditions of professional training.

In this regard, we believe that the study of the "Self" by the founder and ancestor W. James has a lot of flexible ideas about the global personal "Self". This is a dual formation that combines the "Self" of the conscious and the "Self" of the object. These are two parallels – experience and content, of the same integrity, always existing simultaneously (James 1890).

The formation of the "Self" concept in the educational process cannot but be associated with aspects of pedagogical introspection and self-attitude as a process of self-management, which is a consistent and purposeful use of proven methods of work in everyday practice in order to optimally and meaningfully give the student the opportunity to achieve success – N.V. Kuzmina, Y.L. Lvova, L.M. Mitina, etc.; – self-regulation of behavior – R. Burns, V. Kessel, N.S. Shadrin, etc.; – immersion in one's own "Self" – A.I. Kochetov, D.I. Namazbayeva, K.K. Shalgynbayeva, etc. We have also highlighted the basic skills of effective self-government: self-government, setting clear personal goals, focusing on sustainable personal growth, using effective decision-making strategies for learning – V.A. Slastenin, N.V. Chekaleva, V.D. Shadrikov, etc. taking into account educational technologies in the training of future specialists – Sh.A. Amonashvili, V.P. Bespalko, Yu.K. Babansky, etc.

This is far from a complete list of promising areas that provide a new and very diverse basis for specific psychological phenomena in a person in specific historical conditions of the modern world, characteristic of the previous stages of the development of self-organization skills so that any goal would have the meaning of the embodiment and the desired results formulated for the future (Raygorodsky 2003).

As a scientific of "Self" concept, the concept has entered the use of specialized literature, but this does not mean that it has not been studied before. However, in the 50s of the twentieth century, the attention of the Western scientific community to the problems of the individual "Self" and its uniqueness increased dramatically. These questions have taken a central place in the humanistic direction of Western psychology.

The fundamental works of R. Burns, W. James, A. Maslow, K. Rogers, Z. Freud, E. Fromm, V. Frankl and others presented an abstract anthropological position in understanding the individual and his personality. The "Self" concept is a general view of oneself, a system of views on personality, or, as psychologists say, the "Self" concept is a "theory of oneself".

You also need to know that the "Self" concept is not a static, but a dynamic psychological formation and the implementation of a personal self-management plan makes it possible to identify reserves for further improvement and rational use of one's resource.

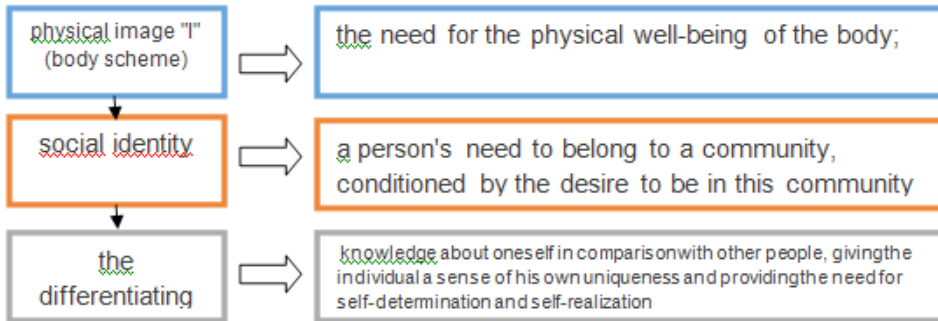In turn, V.V. Stolin (Stolin 1983) identifies three levels in the "Self" concept (Fig. 1):

Figure 1. Three levels of "Self" concept according to V.V. Stolin

V.V. Stolin notes that until recently, the analysis of the latest products of self-knowledge as a good level of knowledge, experience and intelligence was considered a determining factor of human success. But here is an important fact: the image of the "Self" or "Self" concept is carried out either as a search for types and classifications of the "I", or as a search for "dimensions", i.e. these are important parameters of the image of this image. Human self-realization is a multidimensional concept: it can be considered not only as a process, but also as a need, goal, result. There are many people with intellectual abilities in the world, but not all of them live well in social, personal and business relationships. Often this is due to emotional intelligence, which determines our destiny and requires the development of self-image.

Self-realization is not an individual action, but a process of constantly overcoming internal contradictions in order to fully reveal their strengths and abilities.

Self-realization of a person is a transition from life in his inner world, in the world of his consciousness, to life in the outside world, i.e. from self-knowledge or self-management in a broad sense from words to practice, or from the ideal "Self" to the real "Self".

According to the study, students with high self-esteem think well of themselves, set appropriate goals for themselves, take into account the opinions of other professionals in order to increase their income and get out of difficult situations. Students with low self-esteem think poorly of themselves, often choose unrealistic goals or avoid them altogether, have a pessimistic outlook on the future and are hostile to criticism or other negative reviews.

In addition to the general self-assessment, each student has specific, partial, assessments of their abilities in a certain area. For example, a student may have a high overall self-esteem, but at the same time know that it is difficult for him to talk to strangers and he is not very psychologically ready. The other student's overall self-esteem may be low, but know that he or she is doing well.

Taking into account their peculiarities, most studies show that the level of a person's self-esteem is associated with the cognitive aspects of the "Self " concept.

The field of higher education can be safely called one of those on which the pandemic has had the greatest impact on a global scale. Moreover, the field of higher education has become one of the few prepared to transfer most of its processes to digital format, that is, online learning. Although certain problems have arisen here, which will be discussed further not only from the perspective of political assessment, but also from the point of view of the development of anti-crisis management.

Another determining factor in the level of self-esteem during a pandemic, as D.V. Lusin notes, may be a way to "systematize" positive and negative information about a person and the situation in his memory. Just the amount of positive information compared to the amount of negative information determines the level of self-esteem of emotional intelligence in general. The main thing here is the "management organization" of knowledge about management and the knowledge of the person himself (Lyusin et al. 2004).

Some people tend to divide information about themselves into positive and negative categories ("I'm good" and, conversely, "I'm not good"). Others tend to form mental categories that contain a mixture of positive and negative information about themselves. If people tend to divide information about themselves into positive and negative within the framework of the concept of "Self", and the former is often mentioned, then this cognitive style increases their self-esteem and reduces the level of depression. It is important to note that the separation of positive and negative information about yourself may eventually be part of a process that helps to remove negative information from memory, and this, in turn, removes such information from the "Self" concept. "Self" seems more important, it is psychologically more convenient to communicate with yourself, to recognize the pros and cons of your "Self".

Self-management is the practical management of personal and professional development. The content of the vertical structure of self-knowledge is aimed at the effective implementation of socially significant activities such as career growth, the implementation of individual projects, decision-making in the choice of self-development and self-management technologies for effective communication and conflict resolution.

In the self-management system, we have also identified components that reveal the process of professional growth as an integral and interrelated process of student personality development and his future professional activity. The motivational and installation component for the human "Self" integrates the coverage of the complex of components of the "Self" concept, which in turn determine the needs and interests of the individual in the formation of his image of "Self". In this connection, we have chosen the field of formation of the "Self" concept of students in the conditions of professional training as the current direction of research.

Research methodology

The "Self" concept as a scientific concept was introduced into specialized literature relatively recently, so there is no single definition in domestic or foreign literature. Theoretical and applied development of this concept was carried out by scientists B.G. Ananyev, K.A. Abulkhanov-Slavskaya, R. Burns, S.M. Zhakupov, A.R. Ermentaeva, I.S. Cohn, D.A. Leontiev, A. In connection with the works of Maslow, D.I. Namazbaev, A.A. Rean, K. Rogers, V.V. Stolin, K.K. Shalgynbaev, H.T. Sherezdanov, Eric H. Erickson and other scientists who have studied personality.

In our constructive model, the closest meaning of the "Self" concept is conscious self-esteem and is complemented by the evaluative aspect of self-management.

Also, based on the teachings of D. Goleman, we have expanded the advanced model of emotional intelligence, in which the concepts are generalized into a complex system (Fig. 2):
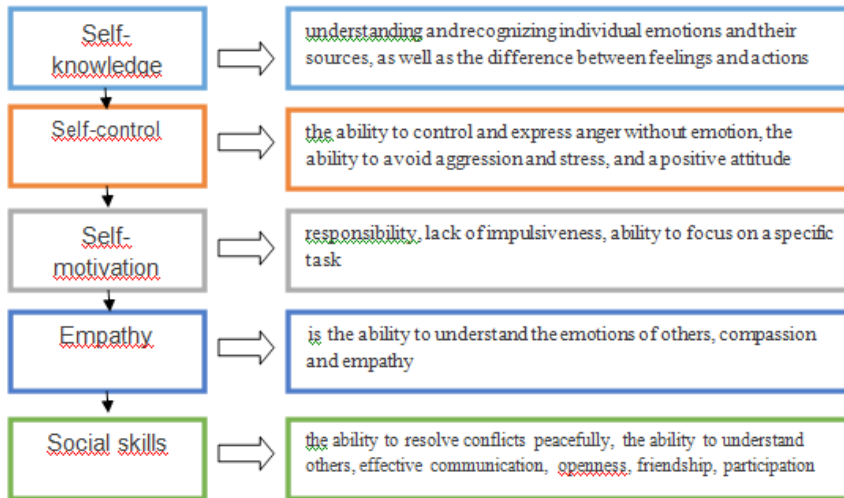

Figure 2. Advanced model of emotional intelligence by D. Goleman

One of the issues on the introduction of evidence-based self-management at the university is related to two areas, such as social and professional areas (including social design and management of educational programs with social projects). Unlike other professions in the higher education system, pedagogical specialties today should be concentrated in special state educational standards, since pedagogical specialties are related to the development of future generations and it is important which teacher is next to the child.

Is it possible today to apply the principle of proof in social management in the higher education system of the Republic of Kazakhstan? Yes, it is possible. We consider the

following methodological areas of assessment in this area promising as a generalization of the empirical assessment of insufficient or questionable aspects of the social and professional situation.

Therefore, according to the content of the "Self" concept, the constructive model of self-government is expanding, which makes it easier for students to understand the concept of "self-knowledge" as difficulties arise. understands personality in the context of the meaning of this concept, because the content of the category of personality, such as self-esteem, self-knowledge, self-regulation, self-realization, is closely related and depends on the "Self" concept.

Many researchers (Baumeister et al. 1989. Burns 1979; Rogers, et al. 1957) describe two types of "Self" - real and ideal, and already a certain type of the "Self" concept can be attributed to the student professional "Self" concept. The concept of the real "Self" corresponds to the idea of "who I am", and the "ideal" – "what I want to be". In many cases, the real and ideal "Self" concept is different, which can lead to both negative consequences (intrapersonal conflict) and positive ones.

In this regard, one of the most relevant areas of study of personal and professional characteristics is the field of "Self" as the most important integrative knowledge, which serves as a powerful regulator of human behavior, determining its dynamics. and the direction of personal development. The idea of the "Self" as a system-forming and integrative core of a person often determines the level of his life principles and aspirations, forms a system of special qualities.

History has shown that if the concept of "self-knowledge" of a person is not perfect, then it is important to find a new modern concept – emotional intelligence management.

A.V. Karpov also believes that the formation of the "Self" concept occurs in the process of an individual's interaction with the world of things and the world of people, in the process of further fragmentation of his image of "Self". detailed constructions that are superficial and deep mental properties (Karpov 2005).

Most importantly, to teach students win-win cooperation based on a high level of emotional intelligence and management, consistent with their interests and the needs of others.

In the works of S.L. Rubinstein, it was assumed that his image of "Self" constantly interacts with the surrounding reality, as a result of which the image of "Self" appears in different signs and forms that define different qualities. As a result, through these individual interactions, through self-perception, self-control and self-analysis, a collective image of the "I" is formed, combining all the important semantic features of a new modern person or the "Self" concept as self-management in our conditions (Rubinstein 2009).

In addition, A.V. Karpov also connects the formation of the "Self" concept with the process of self-knowledge, who believes that mental formation is not static, but constantly changing and developing. The degree of his identity and the level of his formation is determined by the specific actions and professional actions of the individual,

in connection with which the "Self" concept has a significant impact on professional behavior (Karpov 2005).

The main elements of professional self -identification are:

– statuses and roles to which it is necessary to attach future teachers - psychologists as an indicator of the level of their professional self-identification and adaptation.

According to the majority of scientists in our country, there are four main areas of research related to the study of the "Self" concept in foreign psychology:

1. The main aspects of W. James., in which he highlighted the dependence of the image of the "Self" on the relationship of self-esteem and success, as well as the first researchers identified the components of the "Self". consciousness and the object of consciousness (James 1890). In turn, according to W. James, the self as an object of consciousness includes the most detailed formations – physical, material, spiritual and social.

2. Scientific works of Cooly C.H. (Cooly 1922), reveals the influence of society on the "Self" concept. They believed that a person values himself only to the extent that he respects the environment, and that he loses his importance due to a negative and disrespectful attitude to the social environment.

3. Development of Eric H. Erikson's aim is to study the field of personality formation and its foundations (Erikson1968).

4. Research by K. Rogers, according to which the inner meaning of the "Self" is formed in the process of self-control and self-knowledge on the basis of impulse action. At the initial stage of its formation, skills and expansive tendencies are concentrated in the environment, which determines its positive and negative characteristics. The assimilation of these tendencies takes place in the context of the influence of others, their civilization and their "Self" (Rogers 1961).

The content of the study and the interpretation of the results

Having analyzed the scientific and theoretical literature on the problem of professional formation of the "Self" concept of students of the specialty "Pedagogy and Psychology" in the process of professionogenesis, we identified three main structural components representing the "Self" concept of students in the process of their professional training:

– *cognitive* – ideas about yourself as a person and a future professional were studied using the following methods: questionnaire (do you plan to work as a teacher – psychologist in the future), methods "Who am I? What am I like?", "Was. There Is, I Will", Budassi;

– *affective* – self-esteem and value orientations were studied using the following methods: questionnaire (who or what influenced your choice to enroll as a teacher – psychologist), methods "Who am I? What am I like?", "Was. There Is, I Will", Budassi;

– *behavioral* – educational, professional and personal motivation was studied using the following methods: aanket (in which field you plan to work), Rean's methods, Budassi.

The experimental base of our ascertaining study was made up of students: Pavlodar Pedagogical University – experimental group (hereinafter EG), Toraighyrov University – control group (hereinafter CG). The ascertaining experiment was attended by students from 1st to 3rd courses in the number of 153 people, of whom 141 forms were suitable for processing.

The ascertaining experiment was carried out on paper in the period from January to April 2020. The participants of the experiment were provided with forms in Kazakh/Russian. All respondents were familiarized with the purpose and objectives of the experiment and warned about the publication of the research results in a generalized analysis of the dissertation work, scientific journals, conferences, etc.

At the stage of the ascertaining experiment, the following sampling features were identified:

– the tendency to the predominance of a set of factors and processes in the educational activities of students, which encourage and direct a person to study future professional activity;

– EG students most often perceive themselves in the profession as a person, and CG students in the future profession perceive themselves as a person and give a mixed characteristic;

– students in most cases, in self-description, most often note the objective characteristics of the social "Self", and the level of professional "Self" is quite low;

– in most cases, students most often use personal qualities in self-description. As for professional qualities, respondents use them in a rather small volume;

– the evaluative component of the "Self" concept is insufficiently developed in the students studied;

– students have a more pronounced desire to link future professional activities in the training specialty;

– students have identified the leading qualities that are the same for the images of the "Self" real and "Ideal specialist", that is, attributing honesty and diligence to their real image, students transfer to the image of the ideal specialist, which indicates the coincidence of the cognitive component of the "Self" concept.

At the same time, an adequate self-esteem with a tendency to overestimation was revealed. Moreover, if we consider the features of self-esteem of oneself as a person and oneself as a professional, then we can see that the level of self-esteem of oneself as a person is higher than oneself as a professional.

Thus, it was proved that at the stage of the ascertaining experiment, both groups of students under study do not differ much from each other in terms of the level of formation of the "Self" concept. Which confirms our hypothesis about the need to develop a special program for the formation of the "Self" concept of students in the conditions of professional training.

In connection with the above, at the stage of the formative experiment, a special course "Self" concept: theory and practice" (hereinafter referred to as the Program)

was introduced, in order to form the "Self" concept of students in the conditions of professional training. I would also like to note that the formative experiment had to be carried out at the time of the introduction of the world lockdown into the educational process of the university during the COVID-19 pandemic affected our research. The organization of the formative and control experiment, the procedure and technology of the formation of the "Self" concept in the conditions of professional training were revised; reducing the number of subjects and revising the tools for studying the "Self" concept.

The forming experiment was attended by students of the 3rd – 4th courses of the Vocational school of the specialty "Pedagogy and Psychology" in the number of 47 people. Classes were conducted through the Zoom application, and the WhatsApp messenger was also used in parallel. The period of the COVID-19 pandemic has become a turning point in the introduction of innovative digital technologies for the educational process of our country.

The basis of the program is fundamental knowledge about the teachings and theories of the "Self" concept, factors and patterns of its formation and development, interiorization and exteriorization of its structural components, integration and interrelation of its modalities, components and aspects in professionalization, the implementation of which assumes the position of theory and technology of contextual learning.

Pedagogical technology in contextual learning is based on a set of basic elements (Verbitsky 2011):

– knowledge of psychological patterns of educational and cognitive activity of the student;

– knowledge of the essence of the teacher's activity;

– knowledge of the patterns of joint activity of the teacher and the student;

– knowledge of the content of the educational subject;

– knowledge of the patterns of professional activity presented in the model form, where information acts as a means of solving problems and problems.

Following the fundamentals and principles of the theory of contextual education ensures the student's personal and semantic inclusion not only in professional activity, but also accelerates the process of mastering social experience.

The main result of the program is the statement of the formation of the "Self" concept among students of the specialty "Pedagogy and Psychology". 6 credits are allocated for the implementation of the course, including 70 classroom hours, which determined the content of the following three directions:

– theoretical coverage – through traditional, problem, search, and other lecture classes on fundamental theories and applied research of the problem of the "Self" concept in various directions, schools and approaches;

– practical consolidation – by completing seminar assignments and SRS (independent work of students). At the seminars, you can use the methods of round

tables, discussions, brainstorming, and other technologies with discussion in a general group or in small groups of the following issues:

– Features of the "Self" concept of this direction/school/approach?

– In what period does the formation of the "Self" concept begin.

– The main concepts based on the "Self" concept of this direction / school/ approach?

– Features of the structural content of the "Self" concept of this direction/school/ approach?

The tasks of the SRS (independent work of students) include psychological diagnostics of aspects and components of the "Self" concept, personal and professional qualities, the introduction of the diary "My professional formation" necessary for further self-projection of the dynamics of the "Self" concept. Various situations were proposed for the organization of reflexive activity, (for example: How can you describe a situation in your life where you needed to resolve a problem or conflict...?) by answering the following questions:

– How did you feel at that moment?

– What did you do?

– How did others react to this?

– Did you manage to successfully resolve a difficult situation?

– Have you discovered something new in yourself?

– What changes would you make to the "Action Plan" now?

3. Formation in the classroom of the SRSP (Office hours) – special importance in the organization of the SRSP (Office hours) elective course is given to the use of active learning methods:

– training of reflexive skills;

– self-designing business game;

– trainings on the development and activation of personal resources;

– trainings on the formation of personal and professional qualities.

When developing the third direction of the program, materials of proven training programs were used by (Ann 2007; Gorbushina 2008; Gretsov 2006; Minullina et al. 2015).

Thus, the work was carried out using game methods, group discussion methods, projective methods, methods of "behavioral repetition" and elements of psychogymnastics. The program is aimed at creating a favorable environment for students so that they can provide themselves with tools for self-discovery, increase awareness of their importance, and increase self-esteem. In addition, the training helped to develop the skills necessary for confident behavior, overcoming difficulties in learning, communication and future professional activity; increasing resistance to destructive influences.

As a result of the formative experiment with the use of digital technologies, the main criteria for the formation of the "Self" concept of students of the specialty "Pedagogy and Psychology" in the conditions of professional training:

– consistent representations of the images of "Self" real and "Self" ideal; "Self" professional and "ideal specialist";

– possession of reflexive activity skills;

– adequate or moderately inflated self-esteem (slightly inflated self-esteem can serve as an indicator of a high level of claims);

– value orientations inherent in the student's self-actualizing personality;

– positive self-acceptance as an individual, personality and part of a group;

– positive acceptance of others;

– flexibility of behavior, adaptability;

– motivation of training aimed at obtaining the skills of the future profession.

To identify shifts in the above-mentioned criteria for the formation of the "Self" concept of students after the formative experiment, a control experiment will be conducted using the following methods: The methodology "Studying the motives of students' educational activities" by A.A. Rean, the Methodology "Unfinished sentences", the Methodology of M. Kuhn, T. McPartland "Who am I?", the author's questionnaire, essay, "I am the past, I am the present, I am the future" and A.S. Budassi "Self-assessment of personality" on digital media or through the use of various WEB programs. The estimation of the significance of the shifts was studied using the nonparametric Wilcoxon T-test and the sign criterion. Statistical data processing was carried out using the SPSS Statistics 21 program.

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