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Students Virtual and Social Identity in the Process of Humanities Study: The Problems of its Correction

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ABSTRACT

The relevance of the research problem is reasoned by global use of Internet technologies, altering the forms of personal self-identification: A transition of the external world and human individuality in a digital code, the creation of informational imprint in space of the worldwide web, the alienation of the student youth in society, the substitution of reality by virtual world. In this direction a significant potential belongs to humanities, studying of which contributes to the interpenetration and mutual reinforcement of students' social and virtual identification based on universal norms, values, value orientations, correction of virtual identity redundancy in real society. This article is aimed at scientifically-methodical substantiation of structure and content of pedagogical correction of higher school students' self-identification in the process of humanities' study. The leading method in this problem study is a method of modeling of the structure and content of students' self-identification pedagogical correction in the process of humanitarian disciplines' study. The article presents the theoretical and methodological foundations of the design and implementation of student's social and virtual identity correction's model, its discursive content and mechanisms, structure and new forms' content in the process of humanities' study. The presented materials in the article contribute to evidence-based correction of students' virtual and social identity in the process of humanities' study and are recommended to use for teachers, methodologists, university information departments' programmers, improvement of qualification and teacher retraining courses' attendants.

Keywords: Pedagogical Correction, Social Self-Identity, Virtual Self-Identity, Internet Space

JEL Classifications: A23, I23, I26

1. INTRODUCTION

The creation, use and further development of highly complex technologies, the implementation of computer and information technology put forward for higher school the task of training a new generation of specialists, professionals - Intelligent, possessing flexible mechanisms of self-identification as a stage in their development, outstripping the needs of the labor market. In the works of the leading specialists in the design and implementation of learning innovative models in higher education (Vyugina, 2015; Novikov, 2000; Slastenin, 2003; Shaidullina et al., 2015b; Khairullina et al., 2016), in the experience of large University complexes and in humanities teachers' innovative pedagogical

experience (Shchelkunov, 2010; Zakirova et al., 2016) the focus of humanitarian training on the process of self-identification of the student - Future specialist becomes a methodological principle of mechanisms cognition of personality self-development and self-transformation in the study of the humanities, as well as self-organization of humanitarian knowledge which is directed on multidimensionality, complexity and the polyphonic nature of cognition processes of personality self-identification in humanitarian training, on detection of them in undisclosed or insufficiently disclosed conditions, based on openness, co-creation, self-development. The results of the study indicate that the productivity of students' self-identification new forms in the process of Humanities studying is largely determined by pedagogical

correction mechanisms of virtual social identity, reinforcing the integrity of the organic interpenetration and mutual reinforcement of social and real self-identification and their pedagogical potential, which is necessary for the reproduction of a qualitatively new product - A specialist focused on the use of humanitarian samples and norms of an open civilized society in future professional activity (Kupriyanov et al., 2015; Ibragimov et al., 2015).

2. METHODOLOGICAL FRAMEWORK

2.1. The Concepts and Theories

The theoretical basis of the study includes the following concepts:

- Self-identification of personality in professional activity (Vyugina, 2015; Tikhonov, 2013; Shaihitdinova, 2004).
- Pedagogical correction of students' virtual and social identity in humanitarian training (Asmolov, 2013; Zhichkina, 2005).
- A synergic approach to students' humanitarian training (Boguslavsky, 1999; Vinenko, 2001).

2.2. Key Notions

The theoretical basis of the study is presented by the following key notions:

- Identification - Assimilation, equating, likening.
- Self-identification - The process of emotional or other identification of the individual with another person, group of people, social samples. In pedagogical literature the term acquired more broader meaning, denoting, on the one hand, emulation, imitation, and on the other hand - Especially in studies of the personality - The emotional merging with an object of identity.
- Social self-identification - The process of man identification with traditional qualities of social order and structure of society, which are the basis of norms of behavior, specimens, activity, coordination and behavior correction for him or her.
- Virtual self-identification - A modern form of self-identification defined by the network interactions of the personality in the space of internet.
- Pedagogical correction - The complex of pedagogical techniques, aimed at overcoming difficulties in the process of the interpenetration and mutual reinforcement of students' social and the virtual self-identification in humanities study.
- Mechanisms of correction of students' virtual and social self-identification in the process of humanities studying - A set of organizational - structural, content, technology, criterion-related elements of humanitarian disciplines aimed at the harmonization of social and virtual self-identification.
- Simulacrum - copy, which does not have original in reality.
- Internet space - sphere of online communication for different types of social interactions of the individual, the quality of which is constantly renewed under the influence of technical achievements.

2.3. Principles of Pedagogical Correction of Students' Social and Virtual Self-identification

As pedagogical correction principles of students' virtual and social self-identification, we propose:

- The principle of personal goal setting - The focus on the identity of the student possessing flexible mechanisms

of virtual and social self-identification, anticipating requirements of the labor market to the qualifications of a specialist.

- The principle of network communication - Implementation of online social interactions on the Internet and in the real world.
- The principle of self-presentation - A creating the image of someone as an erudite person, capable of deep emotions, original thinking, creativity and reflection (Sakhieva et al., 2015a; 2015b; 2015c; Shaidullina et al., 2015a).
- The principle of virtualization - Internet computer reality as a modern technological manifestation of social reality, characterized by qualities such as immateriality of the impact, the conditionality of the parameters and the ephemeral. The combination of these qualities makes the Internet space more comfortable space for self-identification and social interactions. Being in virtual reality is perceived by the user as an internally motivated activity, followed by meaningful sense and a sense of control over the situation.
- The principle of correction providing for the harmonization of students' social and virtual self-identification in the study of the humanities.

3. RESULTS

3.1. The Essential Characteristics of Students' Virtual and Social Self-identification Correction Model in the Process of Humanities Study

Correction model of students' self-identification in the process of humanities study is a complex, multi-level, theoretically and practically well-grounded process of interpenetration and mutual enrichment of social and virtual self-identification with its goals, structure, content, criteria and technology base. The virtual image complements the real "I" and does not oppose it as something fancy, which weakens the virtual reality of the Internet. The results of the study confirm the trend that this process means the increasing of social self-identification's role in Internet communications.

In relation to models of virtual and social self-identification correction a high level of significance for its implementation belongs to form of self-representation of the student on the Internet. The specifics of the technical resources of the Internet creates unprecedented opportunities for self-expression in forms which are free from external influences: Nickname instead of a name, an Avatar instead of appearance, social network page, in which one can successfully represent some aspects of one's own individuality ignoring the other. These forms of self-presentation, due to their complete dependence on the user's will are able to create the feeling of a breakthrough to one's own genuine personality. Personal self-identification with network forms of self-presentation brings about the illusory aspect of self-identification of the student. The results of the study confirm the assumption that an adequate reflection of self-identification on the Internet is made possible through the efforts directed not on self-image but on the external object and through the interaction with the identity of another person.

3.2. The Structure and Content of Students' Virtual and Social Self-identification Correction Model in the Process of Humanities Study

The model structure includes:

Theoretical justification: The formation of the information base of the educational - Scientific knowledge; the goals and objectives' definition of the contents' correction of students' virtual and social self-identification; the creation of conceptual schemes, projects of educational curricula documentation (Nabiyeva et al., 2015); the contents' relationship justification of students' virtual and social self-identification in the process of humanities study; definition of the design principles of self-identification's content; rethinking of conceptual-categorical apparatus of social and virtual self-identification's correction; scientific and methodological justification of the choice of students' social and virtual forms of self-identification in humanities studying process.

1. Structural - Semantic updating of the content of humanitarian training, which is determined by virtual and social self-identification's correction: Scientific justification of principles of educational material's content and structure selection; definition of scientific knowledge system, providing training's and practical knowledge's profoundness which form the basis of self-identification; the establishment of interdisciplinary, network linkages in the conjugate spaces of social and virtual self-identification; the selection in the content of virtual and social self-identification of the basic interaction components, in which the virtual self-identification is considered as a technological embodiment of modern simulacrum social reality.
2. Methodological support of pedagogical correction's model content of students' social and virtual self-identification: Preparation of technological cards of self-identification (goal setting; design of social and virtual forms of self-presentation, communication; forms of diagnostic and correctional work of self-identification; taking into account of students' individual and age features; characteristics of co-creation of lecturers and students in the creation of new channels of social and virtual self-identification.
3. Technological support is focused on the full implementation of interactive, design and computer technologies. Installed set of technologies is based on the development of students' intellectual activity, on the harmonious combination of social and virtual self-identification which is manifested in their readiness for self-presentation in social reality and in the virtual space of the Internet as well as to the self-evaluation of this activity.

3.3. Educational-curricula Support of Pedagogical Correction of Students' Social and Virtual Self-identification in the Process of Humanities' Studying

Educational-curricula support of pedagogical correction of students' social and virtual self-identification in the process of humanities' studying is based on the updating of curricula, teaching content of humanitarian disciplines, the activities of teachers in its selection, structuring and presentation for students, educational activity of the student in the correction of social and virtual self-identification, the integral structure and content of normative and methodological materials, contributing to the objectives'

realization in harmonization of students' social and virtual self-identification.

It presents justified and proved in educational practice, a set of interrelated, complementary and reasoned each other techniques and methods of correction of virtual and social self-identification of teachers' and students' subject activity. This aggregation is based on the content of academic disciplines, on the activities of teachers for the selection, structuring and presentation of educational content to students, on educational activity of students, on the technology of design and implementation of training and methodical materials' complex (Erdyneeva et al., 2015). The activity of the teacher in conditions of students' self-identification correction is primarily the activity in forecasting of complementarities and interpenetration of social and virtual self-identification in the process of humanitarian content studying. It is aimed at the development of appropriate training materials, organizing of student activities, creating of necessary conditions for the objectives' effective solution. The second arrangement is training activity which is performed by the students. Outwardly it is manifested in the transformation in the learning process of their own already existing experience, as revised by the teacher and presented to students in the form of educational materials to be learned, as well as in updating of the structure and content of personal social and virtual self-identification (Nabiyeva et al., 2015; Erdyneeva et al., 2015).

3.4. Criteria and Indicators of the Correction Efficiency of Students' Social and Virtual Self-identification

Criteria of correction efficiency of students' social and virtual self-identification consist of motivational aspect, assuming the students willingness to participate in social and virtual self-presentation; the cognitive aspect, including knowledge of the content being taught and its use in social and virtual self-identification; activity aspect, which includes the experience implementation in different social and virtual forms of self-identification; axiological aspect that involves the relation to the content and object of social and virtual self-identification; aspect of emotional-volitional reflection, suggesting a relationship to forms of self-presentation on social networks in real life. As indicators of correction efficiency of students' social and virtual self-identification the following ones are identified: Completeness, structure, volume, stability, consistency, integrity of educational content assimilated by the students; personal, educational, social and professional forms of students' self-presentation; individual readiness to the synthesis of a new, to generation of ideas in the use of new online channels in the sphere of educational, professional, social and cultural life; the value orientation (common ideological, vocational, information technology, communication), behavioral manifestations in social and virtual self-identification.

3.5. The Results of the Experiment on Mechanisms' Testing for Students' Social and Virtual Self-identification Correction in the Process of Humanities Studying

Results from testing of mechanisms for students' social and virtual self-identification correction in the process of humanities

studying confirm their effectiveness in the modern specialist training, advancing the requirements of the labor market. The formative experiment's data indicate that the features of the virtual self-identification allows the Internet user completely to control the impression of oneself. However, not all modern users of the Internet realize this opportunity. In the course of the study, we conducted a conditional differentiation of students into three groups: "Hackers," "lovers" and "pragmatists." Hackers apart from other groups are mostly inclined to the perception of users of different Internet – resources as a special social category with their own rules of behavior, and identify themselves with them. Pragmatists use the Internet occasionally and using Internet resources are guided by utilitarian considerations. Therefore, they have not identifications with online communities, due to their rare use of the Network. Lovers are not identified with the community of Network users, but are not limited to the use of the Internet for utilitarian purposes (Table 1).

4. DISCUSSIONS

The emergence of new information and communication technologies penetrating all spheres of human activity is one of the reasons of transition to a new form of social reality that requires new qualities and values from the individual. In modern scientific works (Ivanov, 2000) this process is denoted as "the virtualization of social reality," that is understood as the transition of the basic forms of social interaction in the virtual space of the Internet, in which a substitution of the "real" institutional practices by simulation take place. A contemporary man is immersed in a virtual reality by simulation and perceives the life-world as a conditional gaming environment. With the development of virtual reality technologies and their implementation in everyday life, the individual feels a natural need to be manifested in this new space. Today, the fact of person's being online is one of the main conditions of his or her identity (Shaihitdinova, 2004). The majority of people believe the Internet is the main space for various social interactions, and for the majority of young people today, the Internet is a place of meetings, entertainment and recreation. For modern student being present in the two opposing spaces - Social and virtual, the task of self-identification possesses a new perspective. Social world as a totality of various social institutions, clearly structures the person's life and limits his behavior. The virtual world is infinite and does not impose on the person any restrictions in the process of his or her self-identification. The openness and incompleteness of identity are the features of contemporary youth culture. Due to this change the understanding of traditional identities' properties change (gender, class, ethnicity, nationality, religious beliefs, education, professional activity). Devaluation of social institutions affecting the processes of identification take place, which leads to

Table 1: The classification of the relationship between students' social and virtual self-identification

Hackers	Virtual communication affects social self-identification	65%
Lovers	Virtual communication affects personal self-identification	45%
Pragmatists	Virtual communication has no effect on the self-identification	76%

the creation of new forms in the virtual space (Asmolov, 2000). The allocation of specific forms of "virtual self-identification" is the result of a process of personality splitting between social and virtual spaces. In each of these spaces the identities manifests themselves under its current rules. Internet, enabling identities testing of various aspects of their real self-identification, generates special types defined by network interactions. The only reality of the person in the virtual space is reality of representation. Today, as it is noted by many researchers (Zhichkina and Belinskaya, 2014), the "I" as governing and sense-making structure becomes redundant. Often socially necessary is only dramatization of personality, whereby personality manifests itself only through the "façade I." Because of actual loss of social reference points of the personality there is a growing need to construct social relations and self-identification with them, especially because in modern conditions the network (virtual) identification doesn't require giving up the real social identification. To enter the network it is necessary only to follow the generally accepted rules of self-presentation that makes these new forms of communication particularly attractive for students. The results of the study indicate that at this stage of information technologies' development, there is no creation of new social forms in the Internet space: Users reproduce patterns of behavior, taken from real life. But the interpenetration and mutual reinforcement of students' social and real self-identification in educational process of higher education still differs by redundancy of virtual forms (Shaihitdinova, 2004; Vlasova et al., 2015). The installed disparities have a strong impact on the choice of strategies of student's self-identification in the process of humanities' studying, orientations to authority, existing in the Internet space. Modern conditions of life, giving the student ample scope of self-identification, do not give him support in the form of immutable authority needed to gain self-confidence. When found, these authorities become only one of the many possibilities of self-identification. The desire to be in the Internet space, where everything is simple and clear, can be explained by the lack of personality's readiness to the realities of life, his or her "escape" from himself or herself, from responsibility, from feelings of anxiety in difficult social conditions. These symptoms are present in students. Psychological instability of students, accompanied by feelings of fear, anxiety, dissatisfaction with a career choice, insecurity - Are some of the devastating effects that impact the relationship of the student with himself, the environment, society and, as a result, the escape into virtual reality. Here there are such issues as the ratio of external assessment and self-assessment; the ratio of the experiences of their social and virtual self-identification, and reflecting on them; the ratio of the rational attributing of themselves to a certain group or position and the realization of this assignment on value and emotional and behavioral levels.

5. CONCLUSION

The study confirms the significance of the problem of students' social and virtual self-identification correction in the process of humanities studying. The study establishes that at the moment the impact of the Internet on students' social self-identification is not so much. Users mostly reproduce patterns of behavior, taken from real life. Thus, it can be assumed that the current level of development

of information technologies is able to give the students a sense of stability of self-identification. This stability is a consequence of their virtualization. In addition, the virtual self-identification presented in the Network, and social self-identification are in a state of interpenetration and complementarity.

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