Student Identity and Various Procedures of its Development

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ABSTRACT

It is resolved that from the socio-philosophical perspective, the comprehensive idea of the picture suggests its understanding as a multidimensional, mechanical, conflicted informative and administrative marvel, which has a representative nature, emerging because of the observation by the individual or gathering of people of coded message, adding to the completion in their brains and subconsciousness of the required intentions of conduct including the systems of ID, self-recognizable proof and self-introduction. The picture of the understudy has comparative qualities, yet in addition has various explicit highlights. Its assorted variety is dictated by the way that it is framed in the field of contact and interpenetration of the social condition of society and the particular social condition of a specific College. Innovative nature lies in the way that its arrangement can happen unexpectedly through the abstract observation and assessment of the objects of the encompassing reality during the time spent self-advancement, and through focused mental and instructive impact during the time spent preparing and training. Uncertainty is showed in the way that the arrangement of the understudy’s picture can be joined by an adjustment in the officially natural individual quirks and attributes, and the presentation of new ones either through their genuine installing into the structure of the character, or through the formation of a dream of their quality. The open and administrative quintessence of the understudy's picture is that its arrangement during the time spent reflection adds to the
development and improvement of the understudy's character from one viewpoint, and on the other – during the time spent picture correspondence changes the picture of the world among the picture beneficiaries. Enough shaped picture adds to the fruitful socialization and successful expert movement of the understudy later on.

Introduction

The study of both the personal image of the student and the students in General is actualized nowadays due to the entry of the world civilization into a new formation – the information society, when information becomes one of the main resources for well-being, and one of the important means of achieving the goal in both personal and public life. Real communication is increasingly replaced by virtual ones, in which the main subjects of communication are not so much the people themselves as the images that, on the one hand, they create themselves, on the other hand – images associated with existing stereotypes, and the third – the images formed in the minds of one side of communication in relation to the other (Kutuev et al., 2017; Ju et al., 2017; Gluzman et al., 2018). In the field of such communications, in order to achieve success, it is necessary to understand the basics of creating an adequate image of the individual, social group, any organization or tangible and intangible objects (for example, goods or services). And such student knowledge, skills and abilities are very important to form, as they stand at the beginning of their adult life, their professional path, where they should be effective professionals and successful people. It is also important to form a positive attitude in society to the institution of higher education in General, to the specific higher education institutions, to the student youths as a specific social group, in order to return them to prestige, which was largely lost in the period from the early 1990s to the end of 2010-ies due to the global crisis in all spheres of life of our society and the state and the change of social priorities.

The category of image concentrates in itself ontological elements for reflection of the image content, epistemological elements in the sphere of its cognition process, elements of active action in the field of management of its formation processes. In the individual and public consciousness the attitude to the image is increasingly fixed as to a certain value, which determines the success of life in General and professional activities in particular (Zherebneenko, 2008).

Various aspects of the overall image of students are fixed in the public consciousness and shaped in stereotypes. What is the image of a specific or generalized student what kind of positions represent the image of a student of a particular University influence largely on the process of engaging prospective students, student participation in future projects, the status of the University in the system of higher professional education.

A student in Russian society throughout the history of higher education in Russia has always been a figure that attracted public attention. The image of students always accumulated the latest, often opposition to the existing image, ideological and cultural priorities of a particular historical period. In modern society, the student's image reflects the existing disproportions of the socio-cultural plan, such as a decrease in respect for educated people due to the priority of monetary and material criteria of values, a traditional protest of Russian students against the prevailing socio-political and economic conditions through vivid manifestations of informal, marginal subcultures (Petukhova & Klein, 2014).
Image is very important when applying for a job. First, the novice specialist needs to make a resume that reflects the characteristics of his/her strengths and weaknesses, life position and interests, that is, his/her image as a whole. Secondly, in the process of interviewing a novice specialist will have only a few minutes to provide the potential employer with the most favorable information about his/her business professional competence and personal qualities. The formation of the image of the graduate, the future specialist is also important because the popularity of the University depends on public opinion about its graduates. In addition, the image of the future specialist affects the formation of the professional image of his/her supervisor (Alemasova & Guseva, 2010).

Graduates are a reserve of future social, political, economic and intellectual elites of the Russian state; they are imposed high expectations in promoting the effectiveness of its comprehensive development. In accordance with the modern requirements of improving the quality of the humanitarian component of any professional education, the importance of forming the image competence of students increases (Pak & Yablonskikh, 2016).

Literature Review

2.1. Understanding the Phenomenon of Image in Modern Russian Social Philosophy

In social philosophy, the understanding of the object image as a combination of symbolic and real has been systematically considered within the framework of social ontology. In the phenomenology of the new time, the image was associated with the empirical or rationalistic activity of the imagination of active cognition subject. From the point of view of empiricism, the image is the result of sensual impressions, a print, and a copy of the original object, which is grasped by the mind and remains in consciousness after the termination of impressions. From the standpoint of rationalism, the image is a human thought and a fragment of the infinite world of ideas. The image is an object of imagination in the absence of the original object, which is either a reproduction (memory) or production (creativity) on the basis of the former contemplation of this object. The image of an object is not a vague idea, but a consciously organized form of special attitude, which allows us to talk about its real existence (Azarenko, 2015).

In the philosophical understanding the image is represented as the determination of perception object essence (of things or phenomena) to the otherness. In the image is the identity of the perceived entity and its other existence, implemented as a semantic identity (image, picture) and the actual (an incarnation of the essence in the otherness, sensitive thing). In the process of perception, the consciousness of the perceiving subject acts as an alien for the object of perception. In this case, the image is the result of the identification of the object of perception and non-existence, given as meaning at the expense of the perceived object, its sensual way. The image of the object essence is absolutely adequate to its reality. At the same time, the absolutely incomprehensible essence of the perceived object in the process of self-determination in itself manifests itself in Eidos, and Eidos in the process of self-determination in another manifests itself in an adequate image, and in some reflexing. These reflexing become concepts (templates) of sensory perception of the object (Taran, 2006).

In philosophy, there are two versions of understanding the image. The first-the image of the object gives a certain idea about it, the idea of one about the other by means of another (sign, symbol), that is, it is a representation after the direct presentation of the object, a representation at the time of its absence.
The image of the object gives the illusion of its presence, replaces it. The second-the image not only states the absence of the object, but makes the object to be present at its absence. The image is formed through an intermediary, for example, a writer or a storyteller, but the mediator himself has no power over this image that arises in the mind of the reader or listener, who never directly perceives the object itself. The object in the image is not an object image (Kerimov, 2015).

In modern social philosophy, there are a number of definitions of the image concept:

- The image is not only a product of consciousness, but also something that is formed in a social form as a sign, or even going beyond the boundaries of consciousness, as a simulacrum, and is a force that generates changes and differences (Azarenko, 2015).
- The image is a form of visual representation of information structurally corresponding to the object expressed in it and experienced by a person as a really existing object (Abrarova, 2010).
- The image is a set of sensory signals similar in content to the original object and which are experienced by the subject as the object itself (Rakhmatullin, Semenova & Khamzina, 2012).
- Images are phenomena that synthesize the results of sensory perception and rational cognition in itself. They arise as a result of attempts of practical implementation of theoretical ideas in human activity. In the triad scientific theory – its transformation – practice the middle link is the birthplace of the image of the theory functioning in practice and without it the practical realization of the idea is impossible (Yusupova, 2014).

The construction of the image occurs only when the human Self refrains from metaphysical thoughts, judgments and the possibility of a thing existence outside the consciousness which is perceiving it, from the perception of the world as objectively existing (phenomenological era). Then a person begins to look at life as an awareness of the world, and accepts him/herself as a pure Self with a pure stream of reflections. All stereotypes and predetermined positions in relation to the surrounding world and surrounding people are deprived of significance. The world acquires meaning and existential significance from its transcendence, from opposition and interaction with other people, phenomena and artifacts. The image is formed and makes sense for a person in the unity of perception and experience (Shnyreva, 2007).

2.2. Understanding the Phenomenon of image in Modern Russian Social Philosophy

Despite the fact that in the scientific literature, very often the concept of the imagery and the image are used as synonyms, some scientists say that between them in the socio-philosophical aspect, there are fundamental differences: the imagery is the secondary one and the image is primary one relatively to the object; the imagery is passive, and the image has a great impact on the recipient; the imagery is complete and amorphous, and the image is specific and practical; the imagery arises naturally, and the image is formed artificially, the imagery reflects the object holistically, and the image – only the outside. In the modern sense, the image is not just a imagery, which is based on emotional perception, but is a full-fledged information product, purposefully created taking into account objective laws and processes, and becoming more a sphere of scientific activity than art (Doronina & Trubnikova, 2010).

Image is a universal category applicable to any object that is the subject of social cognition. One of the founders of the national imageology V.M. Shepel (2002) defines the image as the appearance or halo
of a particular individual, organization or community of people, created purposefully by the media, interested social group or individual efforts of the individual to attract attention. He considers three understandings of image: pragmatic - as a means of achieving a person's specific goals (the American version), personological – as a way to attract attention (the European version) and developing – as conditions for externally fixed internal self-realization of the person (the Russian version).

The phenomenon of image is an immanent property of social existence in phylogenesis and ontogenesis. It is a symbolic system reflecting the totality of social relations and the characteristics of a particular individual. The binary biosocial nature of man is the cause of objective and subjective patterns of image existence. Image is an axiological system that performs the function of a translator of socially significant information. Once this function of the image is recognized by the person, the process of its formation becomes conscious and the image becomes one of the means to achieve the goal (Chereyushnikova, 2002).

Philosophy refers to the image as a phenomenon of reality, which are an area of social cognition and a universal tool of this cognition. Image can be possessed by any object or subject of social cognition. Philosophers understand the image in trinity: a model and a tool of cognition, a form of social management and image. In the General understanding in philosophy there is an understanding of this phenomenon as a stereotypical, emotionally reflected, individual, revealing the internal content, formed in the consciousness of the image recipient, which is a secondary information structure in relation to the perceived real object. At the socio-philosophical level, the concept of image is closely related to spirituality, morality, ethics and aesthetics, which are important in the practical sense as criteria of means and technology of its formation (Simonova, 2012).

In cultural studies, the ontological essence of image is determined by its ability to display the most important aspects of human existence, to form value attitudes and norms of behavior of the individual as a result of the internal resonance of consciousness structures with the symbolic content of the image. The image is the embodiment of the totality of the discourses of the social subject representing its axiological position and optimizing the system for its communications. Image is part of a model of reality that reflects social expectations and allows us to interpret the world within the boundaries of stereotyped significances and meanings (Kuzmina, 2012). In social psychology, from the standpoint of the theory of social representations, the image is interpreted as a specific kind of social representation and as a way of knowing social reality. Image, like any social representation, possesses a communicative nature, collective character, exists in the mass, not individual consciousness, and depends directly on the cultural, historical and social context. It is a dynamic formation, its attributes can be transformed, modified both depending on changes in the image carrier, and on changes in group consciousness. Image performs the regulating function of individuals’ behavior (Dagaeva, 2011).

2.3. Understanding of Modern Student Image in Russian Humanities

The image of a University student is a socially significant characteristic of the future specialist associated with the social, personal and professional success of the graduate in various areas of the dynamically changing reality of post – industrial society. The formation of the student's image is determined, firstly, by the social order for qualified specialists, secondly, by the quality of image-forming activity in the educational process of the University and, thirdly, by the student's desire to
create and design his/her image, focusing on socially acceptable and professional values of the innovative society (Pak & Yablonskikh, 2016).

The image of the student is an integrative set of presentations, which are represented by verbal or nonverbal signs, expressing personal-individual, socio-psychological and significant for learning and professional activity qualities, the determinants of which are the conscious meaning of professional activity and external requirements, rules and regulations related to this activity (Simonova, 2014).

O.A. Zherebnenko (2014) defines the image of the student as an integral characteristic of the individual, including the synthesis of external characteristics and internal qualities that contribute to the effectiveness of educational activities. The image of the student develops due to the personal need for self-cognition, the level of reflection, awareness of the need to create one’s own positive image, and depending on the characteristics of the conditions and content of training. Structural-dynamic model of the student image consists of three levels: constitutional (appearance, gender, age, and temperament), personality (motivational, cognitive and activity-based components of the individual) and social (the status of the University, faculty and the social role of the student and his/her future career) (Zherebnenko, 2014).

The subjective image of a student is defined as the image of his/her developing personality in the form of a system of subjective representations, impressions, opinions formed in the process of perceiving him/her as a subject of educational and professional activities, and as an object of active social interactions. The subjective image of a University student is the result of social perception, has social significance for the object perceiving it and appears when the image carrier (object) enters into social interaction, that is, from the object becomes the subject of its direct or indirect perception (Mukhametzyanova et al., 2016).

There is also such a notion as a professional image of a student, which is defined as a conscious external manifestation by the person of socially significant inherent qualities of the profession. L.I. Savva and E.A. Gasanenko (2015) perceive professional image as a generalized, existing in the mass consciousness the image of a specialist in a specific field of activity, which includes certain values, skills, attributes and qualities and in a certain way influences others. It is formed depending on the requirements for each individual profession, and its main properties are dynamism, awareness, activity and credibility. The functions of a professional image are divided into two groups: value functions (personal uplifting function and feature of comfortization of interpersonal relationships) and process (the adaptation function and the function of shading the negative personal characteristics).

Results

Research in the field of personal image, its essence, formation, functioning, impact on the individual and other people are interdisciplinary and are at the junction of subject areas of social philosophy, sociology, social psychology, cultural studies, pedagogy, Economics.

From the point of view of the socio-philosophical approach, the image is presented in the form of a holistic unity of emotional, ethical, aesthetic and axiological components of its structure. Image plays an important role in the awareness and construction of social reality, performs a meaning-forming function and acts as its specific cultural code in a particular period of development. Image technologies make it possible to activate this code. At the same time, having an image representation of the world
and of him/her, a person builds a system of relationships with others and projects his individual social reality. Image is also a tool for forming a harmonious picture of the world on the basis of existing values and norms, as well as for creating pseudo-reality, replacing true values with artificially constructed stereotypes. Image provides a person with identification, self-identification and self-presentation in society.

Therefore, from the socio-philosophical point of view, the holistic concept of image includes understanding it as a multidimensional, technological, ambivalent communicative and managerial phenomenon, which has a symbolic nature, arising as a result of the perception by the individual or group of persons of coded message, contributing to the actualization in their minds and subconscious of the required motives of behavior including the mechanisms of identification, self-identification and self-presentation.

The image of the student has the same characteristics, but also has a number of specific features. Its diversity is determined by the fact that it is formed in the field of contact and interpenetration of the social environment of society and the specific social environment of a particular University with their characteristic maps of the world, values, norms, characteristics of behavior and communication that can both correspond to each other, complement each other and contradict each other. Technological nature lies in the fact that its formation can occur as spontaneously through the subjective perception and evaluation by the student of various material or intangible objects of reality in the process of self-development, and through targeted psychological and pedagogical influence in the process of training and education. Ambivalence is manifested in the fact that the formation of the student's image can be accompanied by a change in the already inherent personal peculiarities and characteristics (strengthening of positive, professionally significant ones and weakening of negative ones from the point of view of the target audience, for example, future employers), and the introduction of new ones either through their real embedding in the structure of personality, either through the creation of illusions about them. Communicatively managerial essence of the student image lies in the fact that its formation in the process of reflection contributes to the formation and development of the individual student on the one hand, and on the other - in the process of image communication has an impact on the opinion of the student about the others that changes him/her and their view of the world, and contributes to the successful socialization and effective professional activity of the student in the future.

Conclusion

The study of the essence and formation of the image of modern students is relevant due to the fact that the modern socio-economic and socio-political conditions of development of Russian society put before higher professional education the task of not only training a competent specialist, but also the formation of personality, the perception of the image of which corresponds to the image of a modern professional in various fields of activity. In the perception of Russian society, the image of students throughout its existence was perceived, on the one hand, very positively, it showed the intellectual potential of our country both in the times of the Russian Empire and in Soviet times. On the other hand, the image of students has always been associated with rebellion, freedom of thought, with the accumulation of new progressive ideas, sometimes in opposition to the existing state ideology and state structure. After the collapse of the Soviet Union, when liberal-democratic ideas became widespread and
the economy became market-oriented, those who were able to learn how to earn a lot of money quickly without having higher education became popular in society, and the prestige of students as a specific social group fell sharply. The prestige and quality of higher education fell, as it became possible just to buy a diploma. Now there is an urgent need to return to higher education and students their high social status, which actualizes a comprehensive study of the phenomenon of the image of students and students. Socio-philosophical understanding of the image phenomenon of the modern student as a future professional is also important because it becomes one of the important factors of human competitiveness as a personality and as a professional in all spheres of life activity, and as a social construct, emerging and manifested in the process of social perception and interaction, can be understood through the use of philosophical methods that will allow to study it taking into account new realities.

The article concludes from the socio-philosophical point of view that the socio-philosophical understanding of the image is based on the priority of the subjective over the objective, manifested in the process of transformation of implicit models (symbols) into explicit ones (images), common in the ordinary consciousness of society, their mythologization, and Vice versa. It is established that in recent decades the concept of image is considered from several points of view: as a manifestation of personality, as a means of achieving the goal, as a way to attract attention and as an externally fixed condition of internal self-realization. Image is a concentrated expression of cultural, value and mental meanings inherent in a particular society.

It is determined that from the socio-philosophical point of view, the holistic concept of the image implies its understanding as a multidimensional, technological, ambivalent communicative and managerial phenomenon, which has a symbolic nature, arising as a result of the perception by the individual or group of persons of coded message, contributing to the actualization in their minds and sub-consciousness of the required motives of behavior including the mechanisms of identification, self-identification and self-presentation.

The image of the student has similar characteristics, but also has a number of specific features. Its diversity is determined by the fact that it is formed in the field of contact and interpenetration of the social environment of society and the specific social environment of a particular University. Technological nature lies in the fact that its formation can occur spontaneously through the subjective perception and evaluation of the objects of the surrounding reality in the process of self-development, and through targeted psychological and pedagogical influence in the process of training and education. Ambivalence is manifested in the fact that the formation of the student's image can be accompanied by a change in the already inherent personal peculiarities and characteristics, and the introduction of new ones either through their real embedding into the structure of the personality, or through the creation of an illusion of their presence. The communicative and managerial essence of the student's image is that its formation in the process of reflection contributes to the formation and development of the student's personality on the one hand, and on the other – in the process of image communication changes the image of the world among the image recipients. Adequately formed image contributes to the successful socialization and effective professional activity of the student in the future.

The materials of the article are of theoretical and practical value for the development of educational and methodical complexes on social philosophy, sociology, social psychology and pedagogy, as well as
programs aimed at the formation of a positive and congruent image of the student to improve the effectiveness of his/her social, professional and personal adaptation, building the path of his/her successful professional development.

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