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SOCIO-PEDAGOGICAL LEVEL STRATIFICATION: PORTRAIT OF A VIRTUAL PERSONALITY

Abstract

The authors tried to determine the psychological and pedagogical characteristics of the phenomenon of “virtual personality” in this article. The main purpose of this work is to show the results of the content analysis of socio-psychological reasons (anonymity and confidentiality, expression, and self-expression, research of roles and identities, social interaction and acceptance) for designing a portrait of a virtual personality in an “online community”. The quintessence of modeling the portrait of a virtual personality in the “online community” provides for the identification of a methodological concept for the analysis of socio-pedagogical stratification, applicable to establish a correlation between indicators of network communicative culture and behavioral patterns of Kazakhstani students.

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The results of the conducted research are presented, and the concepts are clarified: “virtual personality”, “virtual personality image”, and “virtual identity”. The algorithm of experimental research developed by us will allow: us to substantiate the deterministic features of social networks; reveal the dominant role of “online community” in the socialization of personality; to reveal its real influence on the value orientations of modern students.

Keywords: online community, virtual personality image, virtual personality, virtual space, social networks, virtual self, virtual reality, virtual identity.

Introduction. In light of the growing societal importance of communicative culture among participants in the educational process within the “on-line community” – emerging as a novel virtual reality – digital pedagogy prompts a

customization of communication structures on network platforms.

The utilization of networking enables students to access information at any time and from anywhere, thereby enhancing their motivation

for academic achievement (Diacopoulos & Crompton 2020). The attributes of digital culture create avenues for personalized, context-specific interactions in the field (H. A. Alamri & S. Watson & W. Watson 2021). Additionally, within the “on-line community,” studies affirm the effectiveness of collaborative completion of educational tasks through wireless communication technologies (Li Sha 2021; T. Favale & F. Soro & M. Trevisan 2020).

The “on-line community” emerges as a new dimension shaping the reality of the virtual world, representing a system of endless creative design. Conversely, the unique phenomenon has its downside – the absence of authentic communication, the desire for social status change, and unfulfilled personal qualities motivate the preference for the “on-line community.”

An exploration of international scientific discourse within this framework reveals a decade-long focus on works dedicated to the phenomenon of the virtual personality. The diffusion of virtual reality culture compels modern society to increasingly “structure itself around the opposition of network systems (net) and personality (self),” as articulated by M. Castells (2018). This phenomenon is justified by the recognition that the “search for identity” is a pivotal driver of social development in the digital era. Media theory classics (M. McLuhan & S. Turkle & M. Poster & A. Viso 2012) emphasize the substantial influence of social networks on personality variability and the impact of virtual self-presentation on authentic identity. Consequently, this influence transforms membership in a specific on-line community into a tangible social identity.

In his dissertation research, based on the scientific views of the classics of media theory M. McLuhan, S. Turkle, M. Poster, determines the factors of influence of social networks on personality variability and the influence of virtual self-presentation on real identity (Kuatbekov, 2022). Research portrays the phenomenon of virtual personality as akin to a multiplayer role-playing game, fostering not only a sense of belonging but also motivating individuals to enhance their scientific potential (Turkle, 2012).

In contemporary science, a virtual image is defined as an element of an individual’s self-presentation in virtual space, shaped by specific

signs and symbols. Posits that the virtual image is the impression the user conveys to others, not encapsulating the totality of personal qualities but serving as a representation created in the observers’ perception (Egorova, 2012). This image functions as a user’s business card, crafted through personification (nicknames, avatars, usernames, play of color and font) and depersonification (communication style, language) (T. G. Antonia & P. Limone 2020).

Scientific perspective contends that facets of individuality manifest in network communication with minimal distortion (Tikhonov, 2022). This includes the transfer of personal meanings related to beliefs, the emotional and value sphere, and behavioral reactions. Furthermore, characteristics such as erudition, intelligence, ability for creativity, and reflection are reflective of a person’s inner world. Argues that the Internet, as a novel communication environment, becomes a sphere of self-affirmation for individuals seeking recognition and social expansion through online interactions (Kosenchuk, 2014). In most instances, virtual self-presentation on the Internet is closely associated with the user’s real identity.

Main part. The intersection of higher education and the digital realm within the “on-line community” poses a highly relevant and significant challenge, as it involves addressing complex and unresolved issues. These issues include understanding how the assimilation of cultural communication patterns from various sources occurs, both externally and within oneself. Additionally, identifying exemplary models of behavior and determining the most significant concepts and values are central to this inquiry. Finally, the study aims to explore how norms established through socialization processes in an offline society undergo transformation in a network society.

An exploration of the scientific literature in the contemporary period of the development of the “virtual personality” concept reveals a consensus among most researchers. They posit that online communication in the modern world contributes to the formation of relatively isolated identity qualities, imbuing the ego-identity of an individual with a distinct specificity within the structure of the authentic identity – a novel substructure termed the “virtual personality”.

Given the absence of a readily available definition for “virtual personality” in conventional dictionaries, considering its conceptual ties to virtual reality, our approach involves presenting a comparative analysis of how foreign scientists interpret this phenomenon.

Table 1. *Comparative definitions of the concept of “virtual personality”*

Authors	Definitions
Virtual personality	
Z. Tedeschi, M. Riess, S. Turkle, J. Cumming, L. Lengel ,	The ideal self, striving for self-expression in various forms.
M. D. Back, R. E. Wilson, N. Doering	Digital character – avatar.
Howard, Th., Dautenmann, Serpentelli	«Double» of the real one identity, replacement of the real image of one’s own “I”
D. Winnicott , H. Kohut , R. Laing	Self-presented personality in the virtual space
Danet, B., Ruedenberg, L., Rosenbaum-Tamari , Y.	A phenomenon other than human connected according to the “ creator - creation ” model .
Cheung,C., Green, E., Adam, A., E.A. Mountain	Author to complex signs existing in digital _ environment
A. S. Evdokimenko, N. Yu. Fedunina, A. E. Voiskunsky	The phenomenon of personality transformation during network interaction.
I. N. Blokhin N. A. Senchenko	«Communicator, author and navigator « of the network.
D.N. Pogorelov, E.L. Soldatova, O.N. Astafieva	Virtual image as reflection ideal I, a subjectively significant image.
E. Belinskaya, E. Galichkina, T. Vinogradova	Totality virtual identities subject exhibiting _ myself How conscious behavior personality in sociocultural virtual space
Y. Babaeva, M. Bergelson, V. Nesterova, G. Guseinov	Element self-presentation personalities sign-symbolic forms
M. I. Borishevsky, P. I. Gnatenko, L. B. Shneider	Product of self-presentation and self-identification personalities in the virtual space .
E.V. Perov E.M. Burnaeva, D.N. Pogorelov	Metaphorical image created during perception reality similar to virtual reality reality
M. Abdurazakova, O. N. Tsvetkova , I. V. Mironova , Zekeryaev R.I.	An imitator whose character, actions , actions reflect real personality
Donath, J. S. Z.S.Zavyalova A.E. Zhichkina , Belinskaya E.P.	Reliable , virtual (network) reconstruction personal and social identity subject

Our examination of foreign literature reveals diverse interpretations of the concept of virtual personality. For instance, suggests approaching the psychological features of a virtual image as a reflection of two aspects in the actual genesis of personality: the processes of personification and personalization (Orlova, 2010).

Within the framework of the real world’s structure, emphasizes that the virtual image is “unembodied and unknowable,” lacking the characteristics of its originating environment (Egorova, 2012). In the “on-line community,”

describes the virtual image as a sort of business card shaped by personification (nicknames, avatars) and depersonification (communication style, language) (Egorova, 2020). In the eyes of others, the virtual image is distinct from the real person, as “...he is not real and is not the totality of his personal qualities”. Adds that the external, facial, verbal, mental, and background components of the virtual image adapt depending on the intended communication partner (Blokhin, 2013). Associates the formation of a virtual image with social roles, influenced by a person’s

status, interests, needs, and requirements (Perov, 2019).

Synthesizing these perspectives, it becomes evident that the creation of a virtual personality serves not only as an attempt to realize the ideal of the Self but also as a means for expressing oneself in various forms.

In essence, the real identity of users offers a unique opportunity to experiment with their identity, creating a network identity distinct from the authentic one. Virtual self-presentation may be linked to the desire for novel experiences and the exploration of alternatives for personal development. A virtual personality is an entity to which the qualities of a subject are ascribed, yet the subject's existential status remains undefined.

Following the author's approach A.B. Orlova to the personality's modeling of a self-image in virtual space, which is not always identical to the image that has formed in the minds of the subjects of this environment, also the result of our comparative analysis, where the essential manifestation of the concept of "virtual personality" is based on its basic component - "image, self-image," we tried to give the author's definition of this phenomenon.

The essential characteristic of our definition is as follows: A virtual personality is a conscious personal virtual construct, the function of which is to create a certain self-image among subjects of the virtual environment.

In accordance with our definition, we made an attempt to construct a portrait of a virtual personality based on socio-pedagogical level stratification, first indicating the reasons and motives for its existence.

Social and psychological reasons and motives for the formation of a virtual personality.

1. features of individual self-esteem, the formation of self-concept, the experience of group affiliation and socialization of the "Z-generation" (Borishevskij et al., 2010; Gnatenko et al., 2000; Schneider, 2017);

2. change in the time of onset of personal, motivational, and value maturity of students of the digital generation (the ideal image of subsequent age stages is transformed), (Ustinova & Deineko, 2015);

3. problems of physical inactivity (excessive involvement in social networks, restriction of a healthy lifestyle);

4. decreased interest in real communication (Farakhutdinov et al., 2017);

5. transfer of elements of identity (self-presentation, self-determination of personality) from the real world to the virtual one (N. Doering et al., 2003);

6. alternative identity, due to the characteristics of the network interface (Voiskunsky & Evdokimenko, 2013);

7. compensation for the shortcomings of real socialization (Zh.I. Namazbaeva et al., 2016; Sheryazdanova & Ermentaeva, 2015; Zhienbaeva, 2014);

8. motivated, self-valued desire to gain personal experience (Tapalova & Kuatbekov, 2021).

It should be noted that due to the lack of detailed recommendations on the possibilities of filling out a profile on social networks, we cannot claim that the portrait presented below is ideal. However, according to:

1. with the characteristic features of a virtual personality (English: "virtual identity", "virtual personality", "virtual person", "virtual persona", "virtual character") as:

- a name corresponding to the idea;
- the desire for uniqueness, uniqueness of the image;
- immersion in the image;
- thoughtful tactics of the behavior of a virtual personality on the network;
- ephemerality, reduction of personality to its semiotic manifestations;
- anonymity, masking of the real name as an arbitrary connection between the "real" and "online" personalities;
- identification rendering, free attributes of the image of a network personality;
- diversity of virtual personality;
- simulation of activity through communication with artificial intelligence and robotics.

2. according to the socio-psychological reasons and motives for the formation of a virtual personality that we have identified, a portrait of a virtual personality is presented.

Table 2. *Psychological and pedagogical portrait of a virtual personality*

Fundamental quality – own name , self-presentation How exceptional and unique personality ; imaginary uniqueness and plurality virtual images and social roles.

Psychological	Pedagogical
1. has social intelligence;	1. adaptive to the global network;
2. motivated to do virtual communication;	2. knows how to identify problem;
3. can manipulate with identity;	3. capable of autonomous action, interpretation network content;
4. dominates reflection ideal self;	4. owns digital and information literacy;
5. demonstrates subjectivity significance;	5. demonstrates network thinking;
6. realizes meaning-forming function information in symbolic-sign form;	6. partially has communicative reflection;
7. able to show alternative identity having _ different from the real one identity characteristics	7. realizes belonging to a network community

Results. As part of our investigation and the development of socio-pedagogical level stratification, we experimentally assessed students’ communicative attitudes using a diagnostic technique designed for this purpose.

Study Objectives:

1. Employ group and individual psychological and pedagogical diagnostics to evaluate digital

awareness and the level of communicative attitudes.

2. Identify the motivational orientation driving the use of Internet communications.

The study encompassed 220 students with varying degrees of involvement in network communication.

Collected survey data were meticulously processed and are visually presented in Figure 1.

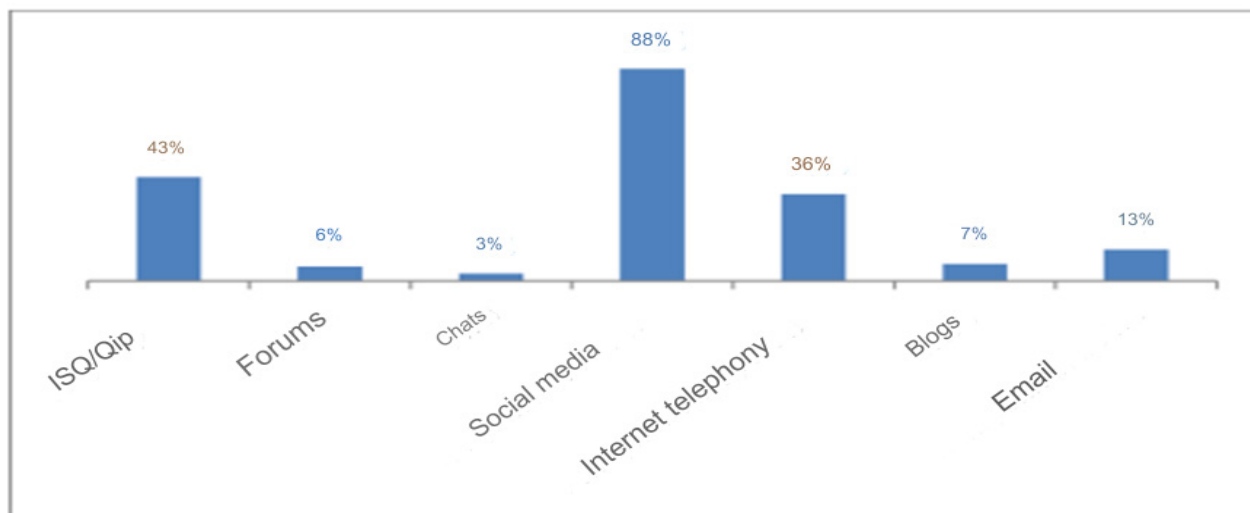


Figure 1. *Preferred method of communication in the “on-line community”*

Contrary to expectations, the predominant allocation of young individuals’ online time did not exclusively center around communication. While 55% of students primarily devoted time to seeking information pertinent to their studies or work, communication ranked second

at 25%. Another significant portion engaged in searches related to their hobbies (20%), whereas video searches held a less substantial position (5%). Among various communication methods, students predominantly favored social networks (88%) and messaging applications

(43%). Social networks emerged as the leading mode of communication, with VKontakte being the preferred choice for 84% of students. The Russian-language version of Facebook garnered popularity among 24% of students, and a third of them engaged with English-language social networks, including Facebook, Twitter, and My Space.

The outcomes derived from the diagnostic assessment of the initial level of digital awareness encompass the capacity to recognize one's actions and their impacts in the digital realm. These findings are visually represented in Figure 2

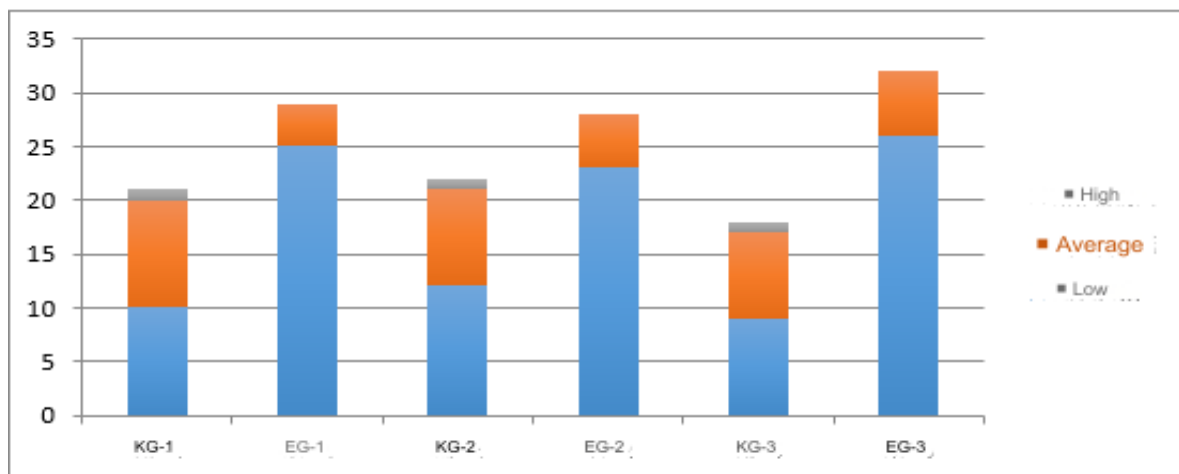


Figure 2. *Initial level of digital awareness of students.*

The outcomes regarding the initial level of digital awareness among students, derived from subjective individual assessments, diagnoses, and self-diagnoses, reveal a prevalence of low and medium levels. Experimental data were acquired by assigning points to each sign of a communicative attitude, including veiled negativism in judgments about others, justified negativism in judgments, a tendency to unfoundedly generalize negative facts in partner relationships and observations of social reality, and negative personal experiences in communication.

Upon interpreting the experimental findings, it is noteworthy that the subjects exhibited elevated indicators of signs indicative of a negative communicative attitude. Specifically, 68% attained a total score surpassing the overall average, signifying a pronounced negative communicative attitude. This not only detrimentally impacts the communication process but also raises concerns about their psycho-emotional well-being, prompting attention from educators.

Table 3. *Average values for diagnostics of communicative attitude*

Indicators	Mean values of negative communicative attitude					
	KG-1	EG-1	KG-2	EG-2	KG-3	EG-3
1. Veiled judgments about others	20.5	28.5	20.5	29.5	21.5	30.5
2. Open hostility in relationships with others.	2.4	1.4	2.4	1.4	2.4	1.4
3. Justified negativism in judgments about others	3	4	2	4	3	4
4. Negative _ experience communication	2.70	1.70	3.70	1.70	2.90	1.70
5. Negative communicative installation	38.8	42.8	35.8	42.9	34.8	42.8

The findings outlined in Table 3 reveal veiled negativism in judgments, conspicuously evident in 25% of the subjects. This aspect of the

communicative attitude of a virtual personality predominates among its various components. Noteworthy is the indicator of open negativism in

relations with others, signifying that individuals with the highest scores on this indicator do not conceal or mitigate their negative assessments and experiences regarding the majority of others, forming sharp and unequivocal conclusions about them.

Another significant component of the communicative attitude is justified negativism in judgments about people, exhibiting objectively determined negative conclusions about specific aspects of interaction. The negative personal experience in communication with those

around them, as a facet of the communicative attitude, implies that some individuals face challenges in forming friendships. The tendency to make unfounded generalizations of negative facts in partner relationships and social network observation, as a component of the communicative attitude, was less pronounced among students.

To enhance clarity, we will visually represent the acquired experimental data concerning knowledge about the communication process and the evaluation of communicative attitudes.

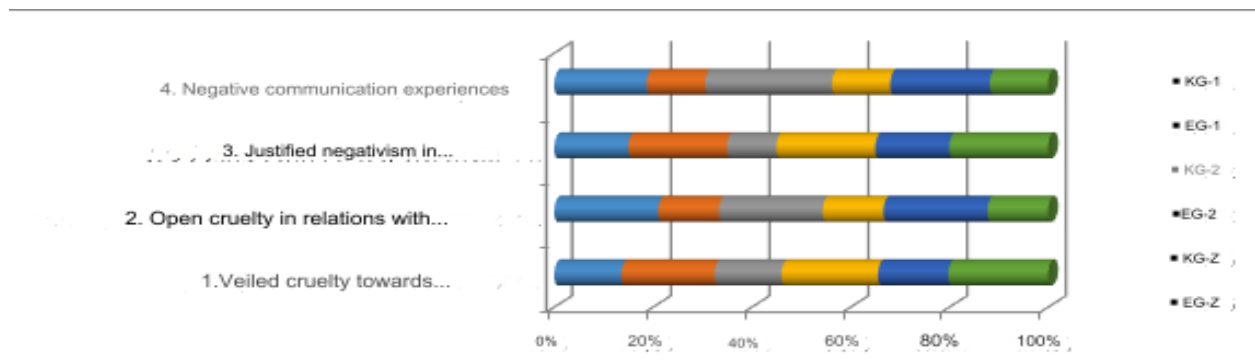


Figure 2. *Average values of negative communicative attitude among students*

Utilizing communicative attitude diagnostic method yielded experimental results indicating a significant number of subjects with elevated levels of the negative communication component (Boyko, 2021). The outcomes of this experiment reveal that the subjects experience heightened emotional states, potentially exacerbated by inappropriate and maladaptive behavior in the digital educational environment.

In the ongoing exploration of virtual

personality, particular emphasis was placed on cultivating the network communication culture (NCC) of students. To achieve this, a diagnostic examination of online communications was imperative. Students actively participated in this experiment, providing prompt and candid responses. The results were analyzed using decoders, wherein the maximum sum of “ideal answers” was established to reflect pronounced Internet communications (refer to Table 4).

Table 4. *Indicators of manifestation of online communications of students (virtual personality)*

TO	Grade	Level of manifestation of online communications	Number of students
0.10-0.45	1	Short	87 (58%)
0.56-0.65	3	Average	43 (28%)
0.66-0.75	4	High	20 (14%)

Based on the results delineated in Table 4, the majority of subjects (58%) garnered a score of 1, signifying a low level of online communication. Additionally, it was unveiled that among active users of online communications, the most appealing coping strategy is the pursuit of social support, accounting for 14%.

The identification of these indicators was facilitated through experimental methodologies, incorporating the following tests: the personality diagnostic test for motivation for success by T. Ehlers; personality diagnostics methods for motivation to avoid failures by T. Ehlers; Mehrabian Achievement Motivation Test Questionnaire; Freiburg Multifactor Personality

Questionnaire; and the personality self-actualization questionnaire SAMOAL.

Table 5 presents the obtained results

delineating the motivational orientation of students across all studied indicators in the entire sample.

Table 5. *Differences in motivational orientation among 1st-4th year students*

Variables	Student Research Sample				Criterion H
	1	2	3	4	
Achievement motivation	164	158	165	159	0.000
Time orientation	13.42	9.11	12.96	7.09	0.000
Values	13.29	8.93	12.40	6.77	0.000
Need for cognition	13.58	7.78	14.02	5.74	0.000
Creativity	13.81	8.44	14.20	5.59	0.000
Autonomy	13.67	8.86	14.44	7.78	0.000
Spontaneity	13.36	8.28	14.61	7.65	0.000
Self-understanding	13.79	8.01	15.61	5.92	0.000
Autosympathy	14.28	8.75	15.42	6.34	0.000
Contact	14.88	9.06	13.95	7.35	0.000
Flexibility in communication	13.62	8.15	14.11	6.12	0.000
Motives for maintenance	13.62	8.15	14.11	6.12	0.000
Sociability	7.00	8.14	6.60	5.78	0.000
Openness	9.67	9.56	9.83	9.57	0.000
Emotional lability	7.44	4.86	8.44	9.24	0.000

H - The Kruskal-Wallis test provides an overall perspective on the differences without uncovering the specific quantitative distinctions between them. To identify these distinctions, pairwise comparisons of these clusters based on the studied indicators become necessary.

Summarizing the data illustrated in Table 6, it can be inferred that 1st and 2nd-year students exhibited average values for the studied indicators that were higher than those observed in 3rd and 4th-year students.

Discussion. In the context of this study, the methodological framework for examining socio-pedagogical stratification, aimed at establishing a correlation between indicators of network communicative culture and behavioral patterns of Kazakhstani students, is centered on exploration of the relationship between Internet communications and the social behavior of young people (Samsonova, 2021).

It is noteworthy that the overall stance of teachers regarding social level stratification is characterized by ambiguity. For instance, advocate for the need to “decompensate” the influence of social stratification within virtual

organizational practices, emphasizing the elimination of attributes of social inequality from educational approaches (Zhuravlev & Zankovskij, 2017). Theorists, including actively work toward rationalizing the situation. Achieving harmony between education and socialization is identified as both a scientific challenge and a crucial practical objective (Zekeryaev, 2019).

In her dissertation research titled “The Relationship between Internet Communications and Social Behavior of Young People,” uncovered that “... among young individuals integrated into the realm of Internet communications, social desirability manifests itself in tolerance for diverse views and opinions, the capacity to understand different perspectives, and respect for various tastes, customs, and habits.” Users who prioritize communication highly emphasize values such as a sense of humor, tolerance for differing opinions, the ability to forgive others for their mistakes, caring, and sensitivity (Samsonova, 2021). According to the author, social facilitation is linked with:

Intolerance towards critical (negative)

assessments from opponents directed at oneself and, conversely, encouragement of criticism towards opponents.

The pursuit of publicity, requiring productive self-work or on any subjects or objects, which is expressed in instrumental values such as “efficiency in business.”

In our study, we postulated the relevance of exploring social stratification to comprehend the nuanced interplay among communication activity, network communication culture, and the behavioral inclinations of present-day students. Noteworthy findings from research underscored that students who actively maintained Facebook and Twitter accounts displayed markedly heightened interest in the social facets of communication settings, in contrast to those with minimal or no online presence (Greenwood, 2008). This evidently indicates a pronounced need for social relationships through communication among actively engaged young individuals.

Conclusion. The study results have been presented, elucidating the concepts of “virtual personality,” “virtual image of personality,” and “virtual identity.” The devised experimental research algorithm enabled us to: establish the defining features of social networks, highlight the predominant role of the “on-line community” in individual socialization, and uncover its tangible impact on the value orientations of contemporary students.

The correlation between the utilization of Internet communications and the intensity of certain behavioral traits among the younger generation has been identified, including demonstrative behavior, social desirability, and the significance attached to communication (the pursuit of social support).

In summary, the analysis of the problem has allowed for the formulation of a model portraying the social behavior of young individuals actively engaged in online communications. For users with a high level of online activity, seeking social support emerges as the most appealing coping strategy; those with a medium level tend to employ positive reappraisal, while individuals with a low level opt for problem-solving planning.

The development of a virtual personality portrait within the “on-line community” unveils a novel avenue for fundamental psychological and pedagogical research on personality in this emerging reality.

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