

Teachers' Ideas about their Appearance and Features of Non-Verbal Communication with Pupils During the Distance Learning

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Abstract. The article is devoted to the problem of teachers' attitude to their appearance and features of non-verbal communication with pupils, during in the distance learning. A comprehensive analysis of quantitative and qualitative indicators of teachers ' attitude to their appearance, the degree of satisfaction with various components of their appearance, such as face, body, expressive movements, is carried out. The ideas of teachers about the correspondence of their external appearance to age and professional role are described. The satisfaction with their appearance among teachers is compared depending on age. The level of reflection of teachers in relation to their external appearance and their readiness to change it are described. In addition, the article describes the results of a questionnaire aimed at identifying difficulties in non-verbal communication and interaction, between teachers, pupils and parents that arise in the conditions of remote work.

1 Introduction

In the modern world, the requirements for appearance have significantly increased, both in everyday life and in professional activity. Teachers whose activities are related to communication and interaction with other people are no exception. For the effective implementation of pedagogical activities, a teacher must have a number of characteristics that make it possible to establish mutual understanding with pupils, on the one hand [1], on the other hand, not a little important aspect is a positive vision of oneself and satisfaction with one's appearance. Recently, research has become mention about such a phenomenon as "the normative of dissatisfaction with their appearance" [2- 8]. It suggests a person's feeling of awkwardness associated with their appearance. Such awkwardness can lead to a number of consequences, which, in particular, include a decrease in mood, impaired communication, problems in relations with other people, and much more.

This problem has become especially relevant in the modern world, in connection with the introduction into our life of distance learning technologies associated with the need to use video filming. In this regard, modern educators have to think about how they look on

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the screen. The problem of attitudes towards the need to use modern distance technologies and video filming is especially acute among not young teachers [4- 7, 9- 12].

In recent years, the psychological science has increased the number of researches which investigating the satisfaction, concern about the appearance of people of different ages, and especially young people [2- 4, 13-14].

It is noted that the problem of attitudes towards one's external appearance acquires particular relevance in a digital society. The authors note that the solution to this problem is not so much an analysis and description of the new phenomenology of the psychology of appearance, but rather a determination of how the "digital being" of people, the emerging "new subjectivity", affect such fundamental phenomena as assessments, self-esteem, satisfaction, and experiencing about one's appearance, perfectionism aimed at appearance [2, 4, 5].

In the research of domestic psychologists, it is shown that the attitude to one's external appearance has a stable connection with life satisfaction. It is noted that dissatisfaction with life leads to dissatisfaction with "physical self". Very interesting are the works devoted to the connection between life satisfaction and ideas about own appearance of the students [2].

In works of Labunskaya V.A., an approach to determining the external appearance is also presented, its involvement in a person's being is considered, the dynamics of the significance of external appearance depending on the spheres of life is analyzed, give information about the value place of an attractive external appearance in the hierarchy of value orientations [2- 5].

In a number of both domestic and foreign works, it is emphasized that the emotional-semantic attitude towards own appearance is associated with various "variables." The "I-concept" of the person, his idea about them self, and its socio-psychological features, and satisfaction of them, determines its vision of its appearance and satisfaction with it. Therefore, a harmonious personality, confident in its uniqueness and value, is satisfied and its external appearance, including. [3, 6, 7- 17].

Of great interest are researches of the connection between teachers' satisfaction with their appearance and their attitude to their own personality, to professional activity [18-19]. In the study by us, we have identified significant differences in the characteristics of the attitude to their appearance among teachers with varying degrees of emotional burnout. The teachers with the emerging burnout syndrome are significantly more satisfied with their appearance than the teachers with the developed burnout syndrome [19]. It was found out that dissatisfaction with the external appearance can be associated with a person's system of attitudes towards himself, in connection with changes in life, and especially in a situation of emotional burnout. General dissatisfaction in any spheres of life, including professional, can be accompanied by changes in attitude towards one's appearance.

Despite the great interest in the problem of attitudes towards their appearance, there are very few researches on the satisfaction and concern of teachers with their appearance today. At the same time, scientists emphasize the significant role of the teacher's image in the modern educational space [4- 6, 18-19]. It is noted that in the modern educational environment, the requirements for the general level of the educational process are determined not only by the demands of society regarding the content of the mastered programs, but also by the rather high requirements for the personality of the teacher, who must broadcast a holistic and harmonious image, starting from a stylish appearance that corresponds to the occupations position and ending with a high level of professionalism [1, 20-21]. The image of the teacher directly or indirectly influences the effectiveness of the interaction of subjects of education, and, consequently, the quality of this process.

2 Materials and methods of the research

For research the attitude to own appearance, experiencing about one's appearance, and the attitude to video filming among teachers of general education organizations, we used the following methods: "Evaluative and meaningful interpretation of the components of the external appearance", developed by V.A. Labunskaya and E.V. Belugina [2]. The methodology contains 58 pairs of characteristics and consists of 6 sections, fixing: assessment of static (physiognomy, individual constitutional characteristics of a person), average dynamic (appearance, clothing, hairstyle, cosmetics, and jewelry) and dynamic (expressive, non-verbal behavior) characteristics.

To determine the readiness to change its appearance, the teachers were proposed a questionnaire "The severity of readiness for changing its appearance", developed by E. Vlasova and I. Nefodeova. This technique consists of 14 questions, each of which implies 3 response options. Participants of the research were asked to choose the answer option that was most appropriate for them.

To determine the reflexive position in relation to their external appearance research technique were employed "Reflexive position in relation to their external appearance", developed by E.A. Petrova [22]. In addition, we have developed a questionnaire "Features of non-verbal communication in remote form", in which teachers were asked to describe the specifics of non-verbal components of communication with pupils, and the role of attitudes towards appearance, in the conditions of distance learning and complexity that they have arose. Empirical object of the research: teachers of educational institutions with different professional experience, total: 80 people aged from 40 to 63 years, women.

The reliability of the data obtained was ensured by determining the significance of the differences using the Mann-Whitney's U-test, determination of mean values, and the coefficient of rank correlation, using the SPSS computer program.

3 Results

Based on the data obtained using the methodology "Evaluative and meaningful interpretation of the components of the external appearance", it was revealed that the majority of teachers are satisfied with their appearance. They rate the characteristics of "face", "physique", "expressiveness of behavior" (gestures, facial expressions, gaze, gait), "appearance" (hairstyle, cosmetics, jewelry), above average (5-6 points out of 10). Educators believe that their physical appearance is appropriate for their professional role and is appropriate for their age.

Table 1. Indicators of average values of satisfaction with their appearance among teachers

	Number of respondents	Average value	Maximum
Face assessment	80	66.5375	100
Body evaluation	80	68.8000	100
Evaluation of design appearance	80	76.0750	100
Assessment of non-verbal behavior	80	57.4000	100
Assessment of how much the external appearance corresponds to gender-age roles	80	105.9375	180
The overall satisfaction rate with appearance	80	373.1125	580

Most teachers are not concerned about the external signs of aging. 84% believe that they look younger than most people of their age, 79% of the subjects believe that with age they

do not lose their external attractiveness and that the expression “it is not clear whether it is a man or a woman” is not applicable to their appearance.

In general, despite the general satisfaction with their appearance, all teachers note that they do not like to be filmed with a video camera and watch videos about themselves. 54 out of 80 people note an extremely negative attitude towards video and photography, they do not like it when others talk about their appearance.

Next, we conducted a comparative analysis of satisfaction with their appearance among teachers who are under 50 years old and those who are over 50 years old.

Table 2. Indicators of the significance of differences in assessments of satisfaction with their appearance among teachers of different ages

	Face assessment	Body evaluation	Evaluation of design appearance	Assessment of non-verbal behavior	Assessment of how much the external appearance corresponds to gender-age roles	The overall satisfaction rate with appearance
Mann–Whitney U-test	87.000	141.000	103.500	121.000	122.500	12.000
Wilcoxon's W	1215.000	1269.000	1231.500	1249.000	1250.500	1140.000
Z	-6.731	-6.203	-6.570	-6.400	-6.383	-7.462
Asymptotic significance (2-sided)	.000	.000	.000	.000	.000	.000

The table shows that satisfaction with all the components of the appearance of younger teachers is significantly higher than that of older teachers. They show concern about their face, physique, expressive behavior (gestures, facial expressions, gaze, gait), the design of their appearance (hairstyle, cosmetics, jewelry). At the same time, the greatest difference is observed in the assessments of one's face ($U = 1215,000$, $p = 0,000$).

Next, we conducted a study of the severity of the teachers' readiness to change their appearance.

Table 3. Indicators of the severity of readiness to change their appearance and reflexive position in relation to their appearance among teachers

	Number of respondents	Average value	Maximum
Expressiveness of readiness to change of appearance	80	28,6250	42
Reflective stance in relation to appearance	80	38,4500	80

The table shows that most teachers have the severity of readiness to change their external appearance above the average (the average value by sample = 28,6250). 41 of 80 teachers have averages and 36 people show a high degree of readiness to change their appearance.

Thus, teachers of both groups evaluate their appearance positively, but at the same time they are ready to change it, since they are inclined to believe that their appearance requires more careful design.

To maintain the beauty and youth of their bodies, they lead a healthy lifestyle, do not have bad habits, carefully monitor their health, support the body's activity with morning

exercises, take walks in the fresh air, monitor changes in their weight and adhere to a balanced diet.

Analysis of the level of reflection of teachers regarding their appearance showed that, in general, the interviewed teachers are characterized by an average level of reflection. At the same time, the severity of the level of reflection and the indicator of readiness to change one's appearance does not depend on age (Table 1), not on the degree of satisfaction with one's appearance (according to Table 4, the rank correlation coefficient did not show significant links between these parameters and satisfaction with one's appearance).

Table 4. Indicators of the Pearson rank correlation coefficient between the general satisfaction with their appearance, the severity of readiness to change their appearance and the reflective position of teachers regarding their appearance

		The overall satisfaction rate with appearance	Expressiveness of readiness to change of appearance	Reflective stance in relation to appearance
The overall satisfaction rate with appearance	Pearson correlation	1	.087	.034
Expressiveness of readiness to change of appearance	Pearson correlation		1	-.170

75 teachers have a fairly pronounced reflexive position in relation to their appearance, a moderately pronounced reflexive position was found in 5 respondents. There were no teachers with a low reflexive position regarding their appearance.

Thus, the results obtained indicate that all teachers, regardless of age, carefully monitor the transformation of their appearance. They do not allow disorder in their clothes, hairstyle, shoes, and they care about how others assess these characteristics. All teachers try to assume and understand how their appearance, including all its components, is perceived through the eyes of another person and think about whether the design of their appearance corresponds to their age and whether the clothes they choose suit their type of figure.

After that, we analyzed the results obtained using the questionnaire "Features of nonverbal communication in remote form». The research participants noted that among the difficulties associated with distance learning they can select: 1. Lack of visual contact with pupils (especially in the case of a video camera turned off by the pupils). This prevents the ability to obtain visual information about the degree of understanding of the material. Teachers note that when the pupil's camera is turned off, it is not at all clear whether he is listening to the material and whether he is in the room. Also, many are concerned about the question of what the pupil is doing at this time.

Some teachers talked about cases when, during explaining material online, some pupils, with the sound turned off, discussed them and spoke negatively or mockingly not only about the teacher's appearance, but also about his personality, and then posted such videos on the Internet. 2. Concern that the video footage can be posted on the Internet without the consent of the teacher with various comments from the pupils. 3. The impossibility of carrying out group forms of work and joint activities with pupils. 4. Difficulties in interacting with parents in the primary school. Due to the holding of parenting meetings in a remote form, the teacher does not know what many parents look like, does not know them

"personally", parents do not know each other "by sight." All this gives rise to the impossibility of group dynamics, and, accordingly, the development of the class as a collective, which further causes difficulties in mutual understanding, both between parents and between parents and a teacher.

4 Discussion

In our research, it was found that the majority of teachers are satisfied with their appearance. They rate the characteristics of "their own face", "physique", "expressive behavior", "design of the external appearance", above average. Teachers believe that their physical appearance is appropriate for their professional role and is appropriate for their age. At the same time, with general satisfaction with their appearance, all teachers note an extremely negative attitude towards video and photography; they do not like it when others talk about their appearance. Most teachers have a pronounced reflective position regarding their appearance and a willingness to change it.

For interviewed teachers, the average level of reflection is characteristic. In this case, the severity of the level of reflection and the readiness indicator for the change in its appearance does not depend on the age and the degree of satisfaction with its external appearance.

The results obtained confirm the majority of modern studies in the field of psychology of appearance, which note that due to changes in modern society and the increased requirements for the image, appearance of representatives of various professions, modern women are concerned about their appearance.

Also of great interest are the results of a questionnaire survey of teachers regarding the specifics of non-verbal communication in distance learning. Such results are explained by the specific features of non-verbal communication associated with understanding it as a specific communication channel. The study emphasizes the important role of non-verbal communication in the pedagogical process, and the difficulties that teachers face in the process of communication in a distance form.

5 Conclusions

The modern educational environment has undergone major changes. It is becoming more and more technological and requires from teachers not only the knowledge of digital technologies necessary for the successful implementation of modern educational programs, but also changes in attitudes towards their appearance, an increase in the level of reflection and readiness for its transformation in accordance with the goals and objectives of professional activity. The modern activities of teachers, undoubtedly, become more "public", which also requires a restructuring of the psychological attitude to such changes in the educational environment.

Particular attention should be paid to the fact that teachers, with general satisfaction with their external appearance, high reflective position and readiness to change it, are experiencing about one's appearance, in the learning process that requires video filming. In their opinion, this is primarily due to the specific features of interaction in the digital environment. And the main difference from the full-time form of education in this case is that the information channel associated with the possibility of non-verbal communication is largely limited. In this regard, the functions that non-verbal communication performs in the learning process remain unrealized. These are, for example, such functions as: establishing contact with the audience through emotional interchange; receiving feedback on understanding the topic, through the contact of the teacher's eyes with pupils; attitude to

what is happening in general, and respect for the teacher in particular. All this is difficult in the case when not all pupils turn off the video and sound. In the course of the survey, many teachers noted that they are worried that they can be discussed and talked about negatively, after which they can post everything that happens on social networks. Many teachers said that it is not always clear whether their pupils are listening or not.

The results obtained generally confirm the relevance of the research of satisfaction with the appearance of modern teachers, and also indicate that the problem of non-verbal communication between a teacher and a pupils in the modern information space also requires special attention.

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