

Modification of gender behavior of a teacher in the context of modern digital education

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Abstract. The article deals with the problem of the influence of gender stereotypes on the speech and social behavior of a teacher in online communication. A detailed review of the historically and culturally determined traits and behaviors of a business woman is given. The questions of the dependence of the choice of one of the behavioral patterns or their combination on the conditions in which the speaker is located are considered. On the basis of experimental observations, the dependence of behavioral preferences in offline and online communication in the educational environment was revealed. The experiments were conducted with the involvement of widely available sources-historical, business documents, personal letters. The sources were studied using the methods of a pragmalinguistic experiment and statistical analysis. The conclusions are presented in the proposed article. This allows us to talk about a certain stereotype of the speech behavior of women in senior management positions. It is concluded that it is necessary to modify the educational environment in the context of digitalization of education for the intuitive choice of an effective model of speech behavior and to increase the psychological stability and effectiveness of the teacher.

1 Introduction

In the history of civilization, gender stereotypes, on the one hand, showed significant stability, on the other hand, like any social and cultural stereotypes, they were easily changed under the influence of the situation. An increase in life expectancy, a change in

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working conditions, and a transformation of the social and economic development determined the change in gender stereotypes and the boundaries of the regulated permissibility of gender behavior.

2 Materials and methods

The aim of the research is to study the modification of gender behavior of a female teacher in the context of modern digital education.

The modern era is characterized by turbulent and rapidly developing information technologies and the phenomenon of the digital economy, when intangible values become of leading importance in the development and existence of society. Within the framework of modern digital reality, a special environment is being formed that contributes to the creation of a variety of technical and psychological phenomena affecting all areas of activity, including education. Speech, psychological and social behavior of a teacher in the new information and communication environment of "digital reality" is based not only on synchronous social and cultural stereotypes, but also on national historical experience. While studying the effectiveness of teacher communication in the digital educational space from the perspective of a gender approach, it is necessary to clearly understand the historical conditionality of this process.

Despite the fact that virtual reality as a phenomenon was formed at the turn of the XX-XXI centuries, behavioral and speech stereotypes are long lasting and are based on historical experience.

According to the research of a number of scientists (for example, Kabrin V. I. [1]; Arslanov S. K. [2]; Zaitsev D. V., Shchelokova I. V. [3] and others, in the virtual space a person experiences significant stress due to the phenomenon of "distant contact", which is unusual for many employees, especially for older people, which is enhanced by additional provoking factors, in particular social, cultural and gender stereotypes. The provoking factor of stereotypes becomes especially clear when studying the historical model of behavior of a business woman in a professional environment.

Numerous researches (Belova A.V. [4]; Ivik O.[5], Shashkova S., Linn A.[6] and others) speak of the ambiguity and erroneous perception of European and Russian women of the period before the 17th century as an exclusively secondary figures in the social and economic life of the society.

Although a significant part of women actually performed exclusively the functions of providers of their families and were not integrated into the economic environment, nevertheless, the woman role as an actor in social life was quite widespread. In the history of the Russian state, there are at least 11 iconic figures of women who directly participated in the government (starting with Princess Olga and ending with the mother of Prince D. Donskoy - Alexandra Ivanovna, who was de facto a member of the regency council under the junior prince). The legal status of these women was determined by the men who were with them - representatives of the highest aristocracy - "compensation for the absence of

the sovereign's husband," but there is no doubt that a considerable leading role belonged to those women [7-9]

The implementation of the institutions of the state power supposes the presence of sufficient competence not only in the management of the state, knowledge of the political, legal and economic components of the institution of power, but also in the speech competence. There is little information about the speech behavior of women on the grand princely throne, however, the annals (in relation to Princess Olga) and the testimonies of contemporaries (in relation to Sophia Palaeologus and Elena Glinskaya, for example) give us some details of the speech behavior of these outstanding historical figures that amazed contemporaries[10].

Thus, the speech of Princess Olga in the eyes of the author of the Tale of Bygone Years is distinguished by its persuasiveness, "masculinity" and an almost absolute perlocutionary effect. Olga manages to manipulate the behavior of both her own confidants and her opponents, which arouses admiration for the author of the annals even many years after the events that took place [11].

The above mentioned features of the speech portrait are characteristic of all female politicians of the most ancient period (up to the 17th century). The description is applicable to other women in power. This allows us to talk about a certain stereotype of the woman's speech behavior in senior leadership positions.

In addition to women on the grand princely throne, there were many little-known women who took part in the state life of Russia. We know about the role they played in economic life from civil status acts, legal documents of domestic office work and business correspondence.

The first two categories of documents do not give us the idea of the speech portrait of a business woman in medieval Russia, but prove her participation in economic life outside the family. Women, usually widows, less often married women in the absence of their husbands, are endowed with property rights, have the opportunity for business communication and commercial transactions, manage property. These rights and obligations are recorded in business documents [12].

The speech portrait of a business woman can be observed only in personal correspondence, which has come down to us in a fragmentary form. Birch bark manuscripts, and later paper records, give some idea of the nature of the speech communication of a business woman.

Unlike a female politician, there are practically no signs of personality dominant in business correspondence. Analysis of documents from the collection of birch bark manuscripts and business letters suggests that the personal plan of speech strategies is observed only in 1% of the entire set of texts. Basically, subject-matter texts prevail, which indicates the adherence to the principle of "anonymization" in the communicative space of that era and correlates with ideas about "insignificance" of the author's personality in the written sources [13-15].

The gist of the business is brought to the fore in the texts, and the personality of the writer is limited by the cultural stereotype of "modesty".

From the standpoint of the speech strategy of contingent valuation of events by the author of the text, the plan of actual events prevails (84%). The authors talk about what is taking place at the present time only. The plan of an unrealized event takes about 15% of the total number of texts, and an unrealizable (impossible) one - no more than 1%. These data characterize the authors of the texts as focused on an objective presentation of the current state of affairs and not inclined to go into long-term forecasts and assumptions.

In general, the business woman of medieval Russia is characterized by a balanced position, devoid of unnecessary illusions and aimed at solving the problems of the current business moment. We do not observe any signs of shyness or indecision that could characterize the portrait of the "recluse" in business correspondence.

XVI-XVII centuries expand our understanding of the speech portrait of a business woman. Numerous "spiritual letters" are included in the circulation: wills, "commemorations", etc. Analysis of these texts shows an increase in the personal involvement of the author in the text. Spiritual letters reveal the emotional component of the image of a business woman, who is characterized by the demonstration of grief, repentance, regret for the loss or reprehensible actions in relation to certain persons. At the same time, emotionally rich fragments are included into neutral texts, with a laconic, purely businesslike content: a listing of property or financial actions, etc.

XVIII and XIX centuries became an era of visible transformation of gender stereotypes, when women were actively involved in the social and economic genesis of the Russian Empire at all levels. This period left us numerous documents and evidence of the speech behavior of a business woman - from decrees and business correspondence of Russian empresses to organizational and administrative documents of female leaders of charitable societies and associations.

3 Discussion

It is remarkable that during this period we observe a stratification of the speech behavior of a business woman according to the same typological characteristics that were characteristic of previous eras:

1. The woman at the head of the power pyramid is distinguished by decisiveness, insight, restraint in the demonstration of feelings, concentration on the gist of the business;

2. The woman from among the representatives of the business and financial circles combines decisiveness, a tendency to objectify eating with the demonstration of emotions in those cases when it is necessary to influence the interlocutor to form the image of a "sensual creature".

A significant difference in the speech portrait of a woman of the New Age is the refusal to anonymize and socialize the author's personality in the texts, a greater demonstration of the sense "self" in the texts. This fact is explained by a change in the cultural stereotype,

when the value category of modesty was replaced by the category of the value of demonstration of personality traits and interest in the personality of the interlocutor.

The twentieth century has unequivocally equalized in rights and opportunities for women and men in terms of business and managerial self-realization. At the same time, some of the gender stereotypes characteristic of a patriarchy society are still preserved.

From the standpoint of pragmalinguistics, such principles of manipulating the reader's consciousness are explained by the existence of a stable speech experience of both an individual and a group, when certain speech signals cause fixed associations and the corresponding reaction of the perceiver.

The formation of the reader's attitude with the help of language means is a traditional method of writers and publicists. At the level of "open" (motivated, purposeful) choice of visual and expressive units (comparisons, epithets, etc.), the writer clearly shows the way to create an image and invites the reader to associate with a certain model of attitude to the image of artistic reality, then at the "hidden" (unmotivated, intuitive) levels, the reader comes to such a choice himself, and the author provokes him to make this choice at the level of established social, ideological, etc. stereotypes.

It is obvious that cultural concepts and their linguistic implementation are formed not in the abstract, but on the basis of the cultural heritage of previous eras.

It should be noted that in the objective world, the addressee and the addressee exist outside the framework of communication and communication itself has a delayed effect (the addressee's reaction can follow after a long time and in different forms: a letter, an oral conversation, etc.), in the virtual space, the addressee and the addressee exist only in the communicative process and the communicative process itself has a simultaneous character – the addressee must respond to the addressee's message with his message, otherwise the communication act will not be completed and there will be no indicators available to the addressee about the receipt of the message by the addressee. In objective reality, the reaction can be visually determined, but verbally unrepresented: the addressee stopped performing the actions indicated in the addressee's speech message, left the place, or otherwise reacted to the message. In the virtual space, these actions are not possible, since the virtual space largely exists as a verbal space.

4 Results

Business correspondence and administrative and regulatory documents show that several stratification types of speech behavior of a business woman can be distinguished:

1. "Olga" is a domineering, experienced, devoid of emotionality, sensible woman, who puts the business in which she is engaged in the first place.
2. "Sophia" is an energetic, purposeful woman, educated, inclined to subordinate her own aspirations and emotions to the cause, but showing them in her speech behavior.

3. "Ekaterina" is an emotional, energetic woman who combines a business approach with a personal attitude to business. A distinctive feature is a pronounced demonstration of indifference to business, equalization of one's own personality and business reputation.

4. "Irina" is a type of woman who is maximally focused on her career, indifferent to the result and ways to achieve it, the focus is on self-realization, a sense of self-satisfaction from involvement in managerial or other processes, from the possibility of manifesting her sense of "self" in the public and professional spheres.

The types "Irina" and "Ekaterina" are in many ways similar, but the main feature that separates them is precisely the business approach. For "Irina" business is not so much important as the possibility of self-demonstration and recognition of her personal merits (power, praise, awards). For "Ekaterina" the focus is on the actual business and its implementation, rather than the subsequent assessment of the participants' personality.

The names of the types are taken from the names of historical figures who showed these traits in the professional and business spheres.

According to the authors, historically regular types of speech behavior are intuitively demonstrated by teachers in a stressful situation of online teaching and demonstrate a behavioral pattern that combines a cultural and gender stereotypes of their speech behavior.

For this purpose, the speech behavior analysis of 17 female teachers aged 33 to 50 was carried out during educational online conferences (seminars, lectures, business games) at a technical university in Rostov-on-Don.

The following patterns were revealed (Fig. 1).

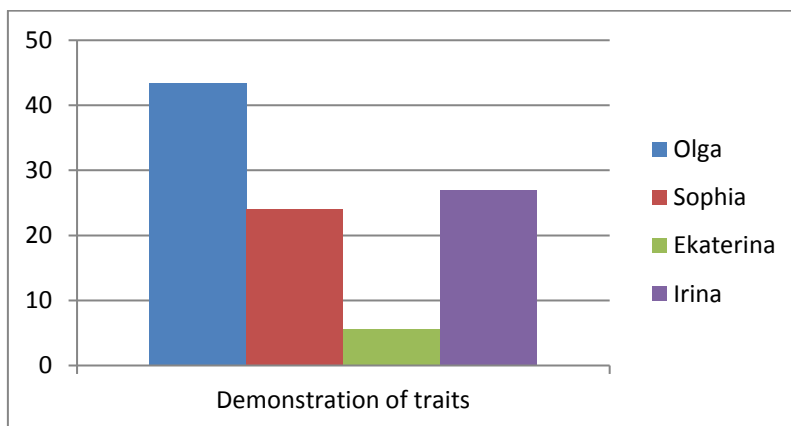


Fig. 1. Demonstration of stereotypical traits of behavior under stress during online conferences (Development of the authors)

The demonstration of the highlighted features can be interpreted as a certain reaction to the situation as a whole, since when conducting classes in the usual classroom form, the same recipients demonstrated different behavior (Fig. 2)

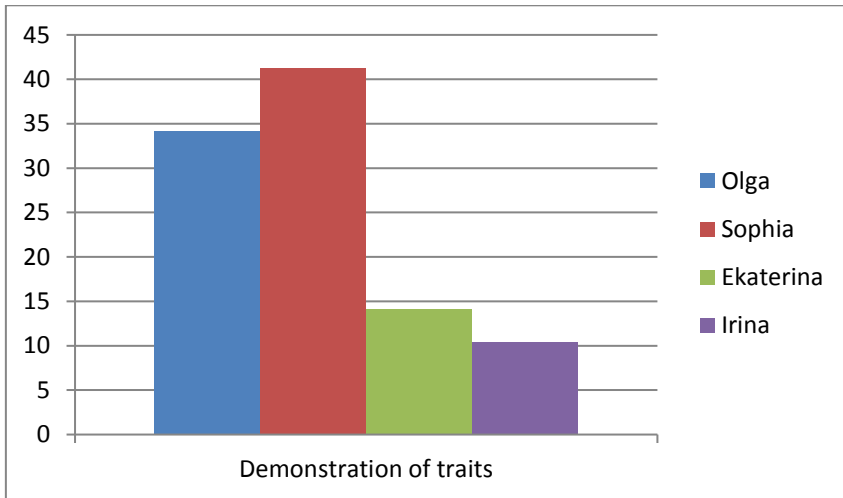


Fig. 2. Demonstration of stereotypical traits of behavior in the conditions of classroom educational activities (Development of the authors)

The comparison of the two diagrams (Fig. 1 and Fig. 2) shows that in a familiar environment the stereotypes "Sophia" and "Olga" prevail, demonstrating the teacher's decisiveness and intellectuality. The percentage of caring attitude to business is high (stereotype "Ekaterina").

Under stress, priorities begin to shift dramatically. Teachers begin to emphasize discipline and toughness in their attitude to work (an increase in the role of the "Olga" stereotype), and also demonstrate concern for personal well-being - the priority of the "Irina" stereotype. The intellectual dominant and personal approach to business are decreasing against the background of the disturbing situation as a whole (falling priorities of the stereotype "Ekaterina" and "Sophia").

It should be noted that the use of stereotypical traits of one type or another does not have a rigid attachment to the personality. Some teachers tend to demonstrate in different situations the stereotypical features of speech behavior inherent in the stereotypes "Sophia" and "Olga", others resort to a combination of "Olga" and "Ekaterina". And only the stereotype "Irina" has pronounced signs of a defensive reaction, being realized in all similar cases by the same people throughout the entire observation period (one semester).

5 Conclusion

Thus, in the context of digital education, the teacher implements a historically conditioned behavioral stereotype, which acts as a reaction to the unusual environment of distant

communication and physical lack of the participants in the educational process. Choosing a preferred model of behavior, a female teacher strives to protect her own psychological space and, at the same time, to fulfill her professional task. As the research data show, the choice of defensive behavior affects the possibilities of realizing the teacher's inner potential and the feelings of inner comfort. Consequently, at present, the restructuring of the educational environment and the transition to new distant forms of education is a traumatic factor, which is compensated by a stereotypical template based on individual, cultural and historical experience. The development of new forms of behavior and an increase in the comfort of the environment, according to the authors, will contribute to a change in the model of speech behavior and an increase in the psychological stability and efficiency of the teacher's work.

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