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Teacher's Social Media Profile as Seen by Participants of Educational Relations

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Abstract

This scientific paper is dedicated to the study of the participants' ideas of educational relations about what content is preferable in the teacher's profile in social media. The relevance of the topic is due to the importance and social acuteness of the problem of teachers' self-presentation in social media. A total of 137 respondents took part in the study, of which 28 were teachers, 39 parents, 70 students in grades 8-11. In this research were applied such research methods as: content analysis, conversation, questioning. As a result of the study, it was revealed that there are significant differences in educational relations participants' perception about the teacher's profile in social media – parents are more interested in it than students. Most of the students are neutral about any content posted by teachers on their page on the social network, explaining this by lack of interest. Parents are more critical to the content of the teacher's page than students. Most of the teachers, students and parents perceive their social media accounts as a personal space, not as a place for professional self-presentation and, in general, try not to violate the boundaries of this space and do not “make friends” on social networks.

Keywords: teacher's image, teacher's profile in social media, social media content, professional content.

1. Introduction

In modern society, communication turns into a virtual format and the interaction of participants in educational relations is no exception. The Internet has a huge impact on the way people interact, and social media plays an important role in changing or expanding our relationships with others. (Jordan, Weller, 2018).

In 2012, Russia ranked first in terms of the length of time the population spent on social media: according to ComScore, Russian Internet users spend an average of 12.8 hours a month on them.

According to "Digital Economy: 2020", published by the Institute for Statistical Studies and Economics of Knowledge of the Higher School of Economics in partnership with the Ministry of Telecom and Mass Communications of Russia and Rosstat, almost every day 68.8 % of Russians aged 15-74 use the Internet, including 88.9 % of young people aged 15-24. For Russians, the most requested use case was being on social networks. This is done by 78 % of Russian users with access to the Internet. Only in Japan (89 %) the share of fans of social networks is higher, according to the collection "Digital Economy: 2020" (Gokhberg et al., 2020).

It can be assumed that adolescents spend significantly more time on social networks, since they are more often addicted to new technologies, and, accordingly, run the risk of becoming dependent on them.

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Thus, the space of social networks becomes a meeting place and intersection of teachers, students and their parents, and the rules for this interaction are not regulated and are established spontaneously.

It is worth noting the social relevance of this topic. An analysis of high-profile discussions in the Internet space shows that interest in the topic is high, at the same time, there is no consensus in society about this issue, there are disputes whether a page on a social network is a personal space or is it a place for professional self-presentation of a teacher (Frolova et al., 2018).

2. Materials and methods

Research methods and techniques: content analysis, conversation, questioning.

Sample group. A total of 137 respondents took part in the study, of which 28 were teachers, 39 students' parents, 70 students in grades 8-11.

The conversation was attended by: teachers – 28 respondents (men – 6, women – 22, students in grades 8-11 – 19 respondents (boys – 9, girls – 10), parents of students in grades 8-11 – 24 respondents (men – 5, women – 19).

70 students (boys – 40, girls – 30) and 39 parents (men – 5, women – 34) took part in the survey.

At the first stage, based on the content analysis of the profiles of users of social networks, three main groups of content posted on social networks were identified: personal, public and professional. For each group, questions for conversation were drawn up, which also formed the basis of our questionnaire.

At the second stage, a conversation was held with teachers, students and parents.

At the third stage, a survey of students and parents was carried out.

3. Discussion

Throughout the entire existence of teacher's profession, it is considered as "ethical compass" for both students and society. Currently, the public, mainly in the face of the parents said that teachers need to be perfect representatives of the profession with "perfect" image.

An important component of modern teacher image is his profile on social networks. However, according to the results of a study by the Kaspersky Academy, 90 % of teachers consider social networks to be their personal space, 73 % of them add their students to their "friends". Research data from recent years show that 52 % of Moscow schoolchildren, at least in one of the social networks, have teachers as friends. Modern research makes it possible to state the activity of young teachers in social networks. At the same time, young specialists correspond both with the parents of students (57 %) and with the students themselves (48 %) in social networks (Moiseev, 2020). Thus, we can say that teachers "keep pace with the times" and use modern forms of contact with students and their parents. In this regard, it can be argued that a sufficient number of students and parents are familiar with the teacher's profile. Emerging social networking technologies such as blogging offer potential to support professional learning through the development of like-minded communities not geographically or temporally constrained (Luehmann et al., 2008). The results show that most users of social networking try the suggestions and ideas that they find on this network, which have a positive impact on their teaching (Rosell-Aguilar, 2018).

An analysis of media's publications and on the Internet shows that the question remains debatable: is a page on a social network a place for a professional presentation for a teacher, or just a personal space (Davidson, Joinson, 2021).

The urgency of the problem under discussion is evidenced by the statement of the Director of the Department of International Cooperation and Public Relations, Press Secretary of the Ministry of Education of the Russian Federation A. Emelyanov on the development of recommendations to help teachers in maintaining social networks to form a professional image.

Many scientists consider the influence of the teacher's image as a factor of professional activity, which helps to build relationships with others. So V.N. Cherepanova, the individual image of a teacher is considered as a set of external and internal personal, as well as individual and professional qualities of a teacher, showing his desire and readiness for subject-subject communication in his pedagogical activity (Cherepanova, 1998). G.M. Kodzhaspirova, A.Yu. Kojaspirov define the image of a teacher as an emotionally colored stereotype of the

perception of the image of a teacher in the minds of the pupil, colleagues, social environment, and mass consciousness (Kodzhaspirova, Kodzhaspirov, 2000).

V.M. Shepel points out that the image is the form through which a person represents his/her "I" to the world: this is the only form of self-presentation in front of other people (Shepel, 2002). In this regard, in this article, the teacher's image is considered not only as a visual representation that arises in other people, but also as his assessment, a certain attitude towards this image in the form of an opinion.

Over the past 10-15 years, social networks have become a possible space for self-presentation and image creation for a teacher. According to the information in the user's account, you can find out about his interests in different areas of life and connections with other users. In modern society, the idea of the connection between professional success and the need to work on an image is taking root more and more, and social networks seem to be an excellent space for creating the desired image. An important question remains what algorithms of interaction in a social network are the most popular. It has been found that strategies for how users think about algorithms are context-dependent, triggered by expectation violations and explicit personalization signals (Swart, 2021).

Researchers are trying to answer three main questions: why do people go to virtual social networks, what do they do there, and how does it affect their real social life. It seems interesting, in our opinion, to observe the study of the English researcher A. Joyson, who, based on factor analysis, identified key motives for using social networks: 1) communication with friends and acquaintances; 2) search for identity – motive of affiliation – belonging to a group, (searching for people by interests); 3) the consumption of content (games, applications); 4) social investigation or the motive of "voyeurism" (includes the observation of the profiles of other users and meeting new people); 5) surfing on social networks with the purpose of the observation of the profiles of other users; 6) self-presentation; 7) updating the profile including scrolling the news feed (Joinson, 2008). Ellison and others give prominence to five main motives for using social media: presentational authenticity, circumvention of social expectations, self-exploration, identity management and self-presentation, establishment and development of relationships (Ellison, 2016).

The past five years have seen a resurgence in research into what teachers do on and with social media. Using a qualitative paradigm, experienced ICT teachers from Australia, Europe and the United States of America were interviewed about their conceptualization of vocational education and related activities on the Internet. The results of these studies represent a typology of reasoning based on two continua: Self and Interactivity. Four categories of teacher involvement in the network have been identified: information consumer; info-networker; self-serving participant and professional. This introduces a new paradigm for professional development that is essential for understanding the role of social media in teacher training and for changing what we consider effective professional development (Prestridge, 2019).

In the concept of social compensation (Anderson-Butcher et al., 2010, Jordan, Weller, 2018), the relationship between the success of an individual and the goals of creating a profile in social networks is considered. In particular, the authors put forward a hypothesis that the most socially successful individuals tend to use social networks as a means to strengthen existing connections (Sheldon, 2008), while less socially successful individuals tend to express themselves more in the network and, in particular, to search for new contacts, since in real life it is quite difficult for them.

The main components of the teacher's image identified by the researchers, the key motives for their use of social networks allow us to determine the basis for studying the representations of the subjects of educational relations about the profile of teachers in social networks.

4. Results

Results of interviews with teachers

Initially, a conversation was conducted with 28 teachers, including 6 men and 22 women teaching in grades 8-11, who outlined their idea of the content of the teacher's page on the social network and interaction with students and their parents through the social network.

Teachers were asked about their use of social media and posts content on their pages.

From teachers' responses it follows that 20 respondents (71 %) add their students as friends on social networks, 8 respondents do not add (29 %). Students are usually the initiators of adding a teacher as a friend. 13 teachers (65 %) answered that students were the initiators, 7 (35 %)

answered that sometimes they, sometimes students, none of the teachers answered that usually he/she initiates adding students to the friends.

To the question "Do you add your students' parents as friends?" 18 teachers (64.3 %) answered that they add their students' parents as friends, 10 (35.7 %) do not. The initiative also comes more often from parents (13 teachers (72.2 %) added parents upon parents' requests, 5 teachers (27.8 %) answered that sometimes they can add parents themselves, sometimes parents can initiate it. The main reasons for teachers' refusal to "be friends" on social networks with students and their parents can be grouped as follows:

1. Privacy protection ("I don't want them to watch my life"),
2. Observance of the distance ("There must be a distance between the teacher and the student"),
3. Fundamental friendship in the social network with those who are friends ("I don't add anyone as a friend except friends", "I have no friends among the parents of students", "These are the parents of students, not friends").
4. Fear of being misunderstood ("It comes to picking faults in the teacher, because of how he or she spends his/her free time, while parents draw very peculiar conclusions")
5. Lack of interest ("There were neither a need nor those who wish", "I do not see the need for this", "Parents themselves are not interested in this", "There is no need (there are other types of communication for this)", "I see no point").

All interviewed teachers were asked the question "Do you post educational content on your page?". The answers were divided in half, 14 teachers (50 %) post and 14 (50 %) do not post educational content on their personal page on the social network.

To the question "Do you post content related with public topics (politics, religion, etc.) on your page?" 23 teachers (82.1 %) answered "no", only 5 teachers (17.9 %) answered that they post posts and re-posts related to socially significant topics on their page.

To the question "Do you post personal content on your page on a social network (photos of how you spend your free time)?" 23 teachers (82.1 %) answered yes, 5 teachers (17.9 %) do not post such content.

To the last question: "Have you ever received any complaints from parents about the content of your page?" All respondents answered "no".

Summing up the results of the conversations, we can say that usually teachers accepted students and their parents requests on social networks; in most cases, the initiators of sending requests are students and their parents, and not the teachers themselves. Among all the different possible content in social media (educational, social, personal), teachers give preference to posting personal content on their page. First of all, teachers consider their accounts as a personal space, and not as a way of professional communication or professional self-presentation.

Results of conversation with students

Students tend to deny interest to the teacher's social media profile. When a new teacher appears, only 3 students (16 %) look for his/her page on social networks, 16 students (84 %) do not.

To the question "Do you track teachers' life in social networks?" only 1 student (5 %) answered yes, 18 students (95 %) claim that they do not follow the teachers' pages on the social network.

6 students (32 %) are on friendly terms with the teachers in social networks, students are often acting like the initiators, 13 students (68 %) don't follow teachers in social media.

The reasons why students try not to be friends with teachers are, in general, the same as those named by teachers, but lack of interest comes first:

1. Lack of interest ("There is no definite reason for this, but I think I'm just not interested in their personal life", "I don't consider it necessary for the educational process", "I don't need it", "I don't need this, I have mobile number, and that's enough, I think").
2. Privacy protection ("I don't want anyone to follow me from school"),
3. Fundamental friendship in a social network with those who are friends ("They are not my friends").

To the question "What content would you like to see in the teacher's profile on the social network?" students answered:

1. Informational ("Some useful tasks to prepare for exams", "Any information about the school and concerts, events");

2. Entertaining ("Humorous and educational content", "From the field of his/her subject, or probably some funny jokes", "Memes");

However, the majority of the surveyed schoolchildren expressed complete indifference to the materials on the teacher's page ("All the same. This is personal social profile, he/she has the right to lead it as he/she wants", "None, this is their business", "Not interesting", "None", "I don't care", "I don't care. I don't follow them", "None, I don't correspond with them").

The students also did not admit that they wrote to teachers from fake pages or were engaged in trolling. To the question "Have you created fake social media profiles to write a message to the teacher anonymously?" all the participants in the conversation answered – no, to the question "did you look for any information about the teacher in the teacher's profile with the aim of further trolling the teacher?" only 1 student answered positively. We assume that in answering this question, the students were not sincere enough, but the teachers did not tell about such stories either, which generally confirms the observation that students are more interested in the content of their peers and popular bloggers.

Summing up the results of the conversation with the students, we can say that the students themselves do not seek to find teachers and do not track their activity on social networks. Most do not add themselves to teachers as friends, as they do not consider it necessary. Moreover, students emphasize that they are not interested in teachers' lives, which suggests that adolescents are striving to create their own isolated world on the Internet, fenced off in it from the world of adults.

Results of the conversation with the parents

The conversation was attended by 24 parents, students in grades 8-11, 5 men and 19 women.

Parents are more likely to look for a teacher's profile on social networks than their children (8 parents (33 %) answered yes to this question, 16 parents (67 %) – no), in about a third of cases they add teachers as friends (7 people, 29 %).

The reasons for avoiding doing this mainly boil down to:

1. Respect for the teacher's right to privacy ("Observance of subordination", "This is incorrect", "I think the teacher should have a private life", "I prefer to observe personal boundaries and business distance", "I believe that between the teacher and the parent should to be partnerships, not friendships", "I don't see the point. A teacher should also have a personal life").

2. No need ("No need" "Why?") "No need".

3. Fundamental friendship in a social network with those who are friends "I have only my close friends and colleagues as friends".

All parents, regardless of whether the teachers were added as friends on the social network, were asked the question: "Do you follow the life of your child's teachers on social networks?" 4 respondents answered that they follow teacher's life on the social network. Only 2 respondents answered that they were alarmed by the teacher's closed profile.

To the question "In your opinion, what moments of personal life can a teacher share on his/her page?" the answers boiled down to the fact that this is a personal matter of the teacher ("All", "Anyone. This is his/her personal life", "Everyone's personal matter", "What he considers necessary", "Everything except intimate moments", "The teacher is free to cover any moments of personal life. This information does not concern me", "At its discretion", "What it considers necessary").

When asked about inadmissible content from their point of view, the parents listed obscene language, calls for violence, immoral topics, obscene photos, porn, calls for the use of alcohol, drugs, extremist information, content that offends the honor and dignity of other people, the imposition of political or religious views. Actually, parents expect that the teacher will observe "the same standards that apply to any other person, regardless of profession".

Some parents (4 respondents) noted that teachers should not post photos in swimsuits, "and some parents (4 people) noted that the teacher should not post photos in swimsuits, "unsightly photos".

When asked about the desired content, most of the parents identified the following: professional, aimed at child development, related with school events. Some of them are interested in "The story of those events in teacher's life that emphasize the individuality of a person, give detailed information about his/her life and professional interests", some parents emphasized that they were not interested in teacher's profiles themselves and looking for the necessary materials in other places.

Summing up the results of the conversation with the parents, we can say that parents do not seek to be friends with their children's teachers, almost do not follow the teachers' lives on the social network. Basically, they perceive the account as a personal space, and not as a space for professional self-presentation, they try to maintain correctness and subordination. Parents are calm about any content on the teacher's page that does not contradict moral and ethical principles, does not promote alcohol, cigarettes and violence. Parents can be interested in professional content related to the educational process.

Results of the third stage of the study – questionnaires of students and parents

After analyzing the data obtained during the conversation with teachers, students and parents, a questionnaire was drawn up. It was presented to the student and parents. They are to fill in the questionnaire online at a convenient time for them.

The respondents should have shared their attitude to the content posted by teachers on their pages in social media. The questionnaire contained 3 blocks: Block 1 – assessment of teacher's personal content (materials that teacher posts about himself /herself and his/her hobbies); Block 2 – assessment of how teacher distributes scientific and educational content).

You had to express your attitude on the scale: I do not approve; I am neutral; I approve.

Results of the student survey

The questionnaires were filled in by 70 pupils of grades 8-11, 40 boys and 30 girls.

In the first block of the questionnaire (about content of a personal nature), the most interest was aroused by the teacher's creative work, information about the teacher's attendance at cultural events, photos and videos about the teacher's activities in extreme sports.

The most dispraised was the content from festive events as well as photos of outfits and dishes prepared by the teacher.

Among the topics that can be classified as public, the content about music gained the most approval from schoolchildren, then posts and reposts about social problems, followed by posts about sports. The content about religion, politics and media personalities received the most disapproval rate among students.

In the third block, devoted to professional activity, scientific articles and methodological materials were most approved by students. The most disapproval turned out the content about the participation of students in the class activities. As we have already noted, adolescents try to limit their Internet space and minimize its intersection with the “adult”.

The ranking of students' answers shows that of all the content (personal, social and professional), the content about teacher's creative work (handicraft, construction, modeling, etc.) is the most approved – 42.86 %, followed by information about teacher's visit cultural events (cinema, theater, concert, exhibition, etc.) and posts, reposts about music – 38.57 % (Table 1).

Table 1. Ranking of students' ratings of teacher's social media content on his/her page (approval)

Content	Number of approvals (%)
Photo and video of the teacher's creative work (needlework, construction, modeling, etc.)	42.86
Photo and video of the teacher's visit to cultural events (cinema, theater, concert, exhibition, etc.)	38.57
Posts, reposts about music	38.57
Scientific articles, educational materials	37.14
Educational materials for students	35.71
Photos and videos of extreme sports lessons by a teacher	34.29
Photos and videos of the teacher's pets	31.43
Posts, reposts about social problems	31.43
Posts, reposts about sports	30.00
Photo and video of the teacher's participation in conferences, master classes, etc.	28.57
Photo and video of teacher's vacation / travel	25.71
Photos and videos from the festive events	22.86

Photos and videos of the participation of class students in activities	22.86
Photos, videos, posts about intra-school problems	22.86
Photos and videos of dishes prepared by the teacher	21.43
Photo and video of teacher's outfits	18.57
Posts, reposts about media personalities	12.86
Posts, reposts about politics	10.00

In the same way the content was ranked in terms of students' disapprovals. From all the blocks of the questionnaire, the greatest students' disapproval was caused by posts and reposts about religion – 24.29 %, posts and reposts about politics – 17.14 % (Table 2).

Table 2. Ranking of students' ratings of teacher's social media content on his/her page (disapproval)

Content	Number of disapprovals (%)
Posts, reposts about religion	24.29
Posts, reposts about politics	17.14
Photos and videos from the festive events	15.71
Photos and videos of in class activities	15.71
Posts, reposts about media personalities	12.86
Photo and video of teacher's outfits	11.43
Scientific articles, educational materials	10.00
Posts, reposts about social problems	8.57
Photos, videos, posts about intra-school problems	8.57
Photos and videos of dishes prepared by the teacher	8.57
Photos and videos of extreme sports lessons by a teacher	7.14
Posts, reposts about sports	7.14
Photo and video of teacher's vacation / travel	7.14
Photo and video of the teacher's participation in conferences, master classes, refresher courses, etc.	5.71

Parents' survey results

The questionnaire was completed by 39 parents, 5 men and 34 women.

Photos and videos about teacher's creative work, teacher's attendance at cultural events, and teacher's pets received the most approving ratings from parents (Tab. 3). Most of all the disapproval predictably came from the photos and videos from holiday feasts and teacher's outfits. The most approved content of the second block (social problems) turned out to be posts and reposts about sports, music and social issues. The most disapproved topic is the content about religion and media personalities.

In the third block (professional content), educational materials for students, scientific articles, photos and videos of teacher's participation in conferences, master classes, etc. – received the highest rate of approval from parents. Of all the topics of the three blocks of the questionnaire (personal, social and professional), the highest parents' approval was caused by scientific articles, methodological and educational materials for students – 82.05 %.

Table 3. Ranking of parents' ratings of teacher's social media content on his/her page (approval)

Content	Number of approvals (%)
Scientific articles, educational materials	82.05
Educational materials for students	82.05
Photo and video of teacher's participation in conferences, master classes, etc.	79.49
Photo and video of teacher's creative work (needlework, construction, modeling, etc.)	74.36
Photos and videos of in class activities	69.23
Photo and video of the teacher's visit to cultural events (cinema, theater, concert, exhibition, etc.)	66.67
Posts, reposts about sports	53.85
Photos and videos of teacher's pets	48.72
Posts, reposts about music	48.72
Photos and videos of extreme sports lessons by a teacher	43.59
Photo and video of teacher's vacation / travel	41.03
Posts, reposts about social problems	41.03
Photos and videos of dishes prepared by the teacher	41.03
Photos, videos, posts about intra-school problems	35.90
Photo and video of teacher's outfits	28.21
Posts, reposts about politics	23.08
Posts, reposts about religion	23.08
Posts, reposts about media personalities	17.95
Photos and videos from the festive events	10.26

The highest parents' disapproval was caused by photos and videos from the festive feast – 46.15 % (Table 4).

Table 4. Ranking of parents' ratings of teacher's social media content on his/her page (disapproval)

Content	Number of disapprovals (%)
Photos and videos from the festive feast	46.15
Photo and video of teacher's outfits	30.77
Posts, reposts about religion	30.77
Posts, reposts about media personalities	30.77
Photos, videos, posts about intra-school problems	28.21
Posts, reposts about politics	25.64
Photos and videos of in class activities	15.38
Photos and videos of extreme sports lessons by a teacher	15.38
Photo and video of teacher's vacation / travel	12.82
Posts, reposts about social problems	12.82
Photos and videos of the teacher's pets	7.69
Posts, reposts about music	7.69
Photos and videos of dishes prepared by teacher	7.69
Posts, reposts about sports	5.13
Scientific articles, teaching materials	2.56

Educational materials for students	2.56
Photo and video of teacher's participation in conferences, master classes, refresher courses, etc.	2.56
Photo and video of teacher's creative work (needlework, construction, modeling, etc.)	2.56
Photo and video of teacher's visit to cultural events (cinema, theater, concert, exhibition, etc.)	2.56

Comparative analysis of the results of students' and parents' survey

The analysis was carried out in 3 blocks that were in the questionnaire: 1 block – personal content, 2 block – social topics, 3 side – professional activity (Figures 1, 2).

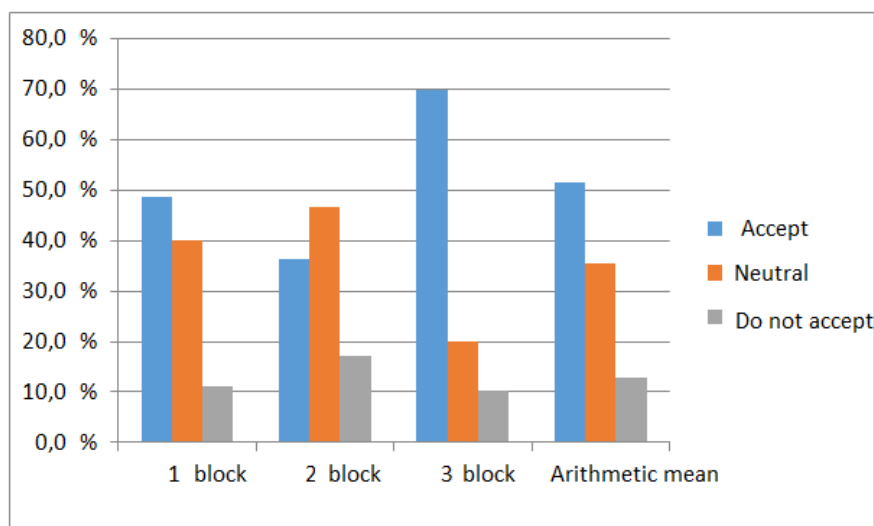


Fig. 1. Distribution of parents' answers

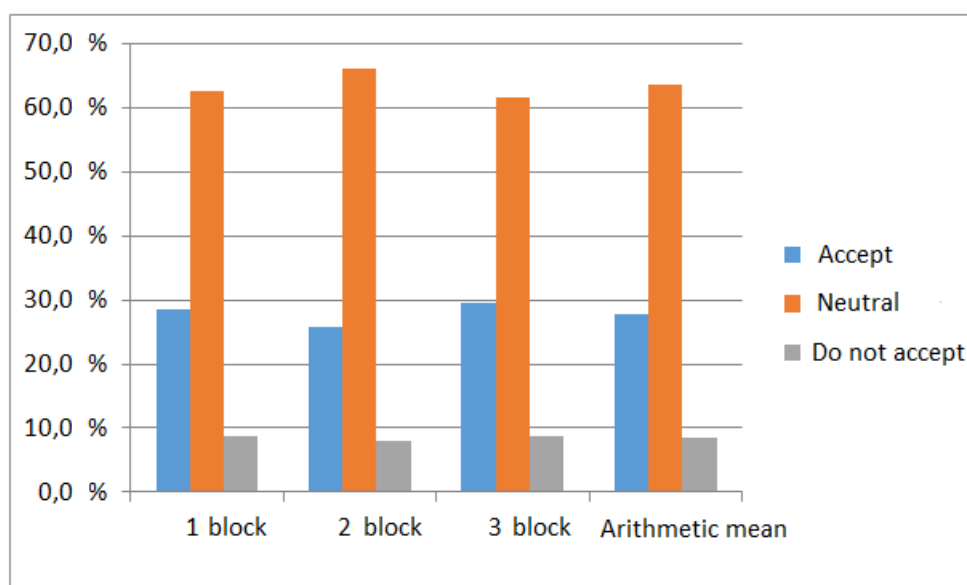


Fig. 2. Distribution of students' answers

The data from the students' questionnaires, in general, correlate with the results of the conversation. Students are more neutral about both the teacher's social media profile and their content. Parents, although they claim that they have little interest in the content of the teacher's profile, do not treat this topic more biasedly and have a clearer idea of what should be in it and what should not. There is a noticeable discrepancy between students and parents regarding photos

and videos of feasts, as well as photos of outfits posted by teachers on their pages on social networks (more than 40 % of parents consider this unacceptable, while most students are indifferent to such content).

Compared to children, parents express more approval of such topics as the creative work of teachers, photos and videos of cooked dishes, and pets.

Parents and students' ratings of social content differ across almost all social topics, and the general trend is similar: parents seem to accept many topics on the teacher's page, and students show indifference to whether the teacher reflects these topics on their page. The exception is posts /re-posts about media personalities, which cause disapproval from a third of parents, which significantly exceeds the percentage of students.

Most of the discrepancies were caused by the question of the relevance of photos and videos of the participation of students in the in-class activities on the teacher's page ($\chi^2 = 4.848$, $p = 0.0$). Parents show interest in and approve of such coverage of their children's school life, while students show "neutrality" and indifference.

There are many representatives among parents who approve of teachers' photo reports about their participation in conferences, master classes, courses (the differences are significant $\chi^2 = 5.373$, $p = 0.0$).

The result shows that there are significantly more parents than students who disapprove of photos, videos and posts on the teacher's social network page about intra-school problems ($\chi^2 = 2.63$, $p = 0.0043$). There are also significantly more parents than students who approve of educational materials, scientific articles and methodological developments for students on the teacher's page in a social network.

In the "Professional activity" block, we see the greatest differences: almost 70 % of parents approve of this kind of content, and 61.71 % of students have a neutral attitude to this content (Figures 1, 2).

Since a large number of students are neutral to any content posted by a teacher on their page on a social network, it can be assumed that the interests of students in the online space are more related to communication with peers, tracking posts of bloggers popular among schoolchildren, exchange and discussion of this content. This is probably due to the fact that the "secret world" of adolescents has moved to the Internet space, adolescents strive to respect its boundaries, trying to ensure that their virtual "worlds" and "worlds" of adults do not overlap too much.

5. Conclusion

Most of the students are neutral about any content posted by teachers on their page on the social network, explaining this by lack of interest.

Parents' opinions about the content posted on the teacher's page are more polarized, parents are more critical and biased about the content of teacher profiles on the social media than students.

The study revealed differences in the content of the ideas of parents and students about the content posted by the teacher on his/her page on the social network: the content about teacher's creative work (handicraft, design, modeling, etc.) evokes the greatest approval of the students. Also, the approval of the students was received by the teacher's visit to cultural events (theater, films, exhibitions, museums)

Parents, unlike students, have a clearer idea of what should be in the teacher's content. And among the parents the greatest approval was caused by scientific articles and methodological materials.

Parents are more positive about professional content than any other content posted by a teacher.

Parents, to a greater extent than students, disapprove of posts and reposts about media personalities on the teacher's page on the social network. The most disapproved content for students is post (repost) about religion, and for parents – photos and videos from the festive events.

Most of the teachers, students and parents perceive their social media accounts as a personal space, not as a place for professional self-presentation and, in general, try not to violate the boundaries of this space and do not "make friends" on social networks.

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