

Needs of Information and Communicative Culture Formation in Higher Education: Risks and Prospects

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Abstract—The article deals with the differentiated understanding of information and communicative culture in higher education. The prospects and risks in formation process of the personality culture are found. They are created under the influence of multidirectional information and communicative flows. They correlate with cognitive needs, adaptive and social self-determination needs. The research works analysis postulates the influence dualism of information and communicative culture on the communication and information environment influence. Disordered information, its chaotization and the increasing received knowledge affect ambiguously the processes of socialization and inculcation. This situation is particularly acute in higher education.

Keywords—socialization; information and communicative culture; higher education; personality culture

I. INTRODUCTION

We have identified and analyzed the specifics of the negative trend formation to increase the destructive young people behaviour in modern Russian society according to the study. It is a consequence of their spirituality lack and aggression. There are 48% of offenders in the age from 17 to 18 years. Schools and higher education institutions are obliged to react in such conditions. However, to solve the problem using the targeted measures or unilateral policies which are aimed at the aggressive factor reducing do not seem to be effective.

We highlight the information illiteracy as one of the parameters that affect this situation. We can even say that it is an information inaccuracy received by young people from the information flow through the media. It determines the discourse importance to the influence direction of such information flow on the youth environment. For example, the knowledge about interstate, interethnic, intercultural, inter-gender and interreligious interactions in the global problems scope is formed with the easy submission of media authors.

We share the researchers' opinion of A. G. Asmolov, L. S. Vygotsky, V. I. Zagvyazinsky, M. S. Kagan, A.V. Mudrik, O. M. Ovchinnikov, M. I. Rozhkov, S. L. Rubinstein, V. A. Sukhomlinsky, V. A. Slastenin, L. K. Fortova [2, 4, 10], where the concept of information and communicative culture in the higher school environment can include both individual and macro-level, as an attitude to something specific and universality. Therefore, information and communicative culture can act as a catalyst for integration, understanding, awareness of what is happening around and inside the person.

This problem is differentiated by the abundance of multidirectional methods and approaches to the environment formation of higher education and information-communicative culture. Of course, the significance of these studies is extremely high, but their dissociation is also high. Thus, the category - "Other" falls out of the researchers' field of view and we define it as an important parameter of our study. It is due to the fact that information and communicative culture implies communication and interaction within the higher school environment framework.

Our research has shown [2, 10, 13] that the youth maximalism and categoricity without qualified pedagogical support leads to one-sided, distorted and fragmented understanding of the world. The media throws facts like balls as the audience juggler's entertaining. The young people formed: pseudo-patriotism, pseudo-political literacy, cruelty, selfishness, infantilism, nihilism and even esoteric existential misconceptions that lead to the deformation of knowledge in general. It contributes to the sectarian and terrorist associations' development by such technique. This situation requires an immediate response and ordering at the socio-cultural and pedagogical levels of the environment segments in higher education through the introduction of information and communicative literacy.

Our research [2, 10, 13] proved that the parameter of the non-system knowledge flow is the reason for the growth of aggression, chauvinism and xenophobia in the higher school environment. It requires a scientific study of the information and communicative culture problem for students in the higher school environment. The introduction of pedagogical students' support in the framework of systemic, cultural, axiological, competence-based approaches in educational and extracurricular activities largely diversifies the range of educational opportunities of higher education in the information and communicative culture education for students. Exactly the higher school is now the most intense platform for direct interaction between young people through multi-format communication.

At the same time, it is impossible to ignore or underestimate the huge positive effect that is achieved through the comprehension of the world information space in a global format. But it is necessary to calculate the risks arising from the emergence of a spontaneous factor that can form an individual's indefinite reflection, inability to mercy.

Thus, today the young people' education is a struggle for the human traits in a person. So, it is extremely important to study the parameters, pedagogical conditions and principles under which the information and communicative culture for students in the higher education environment is formed. [3] The necessity for integration of cognitive, practical and individual experience in society is actualized.

It seems that the information and communicative student's culture can contribute to the creative and personal self-determination of the young man in the modern socio-cultural environment. It also improves communication skills, interaction and reduces infantilism and indifference.

The problem factor is that out of all social institutions, it is possible to implement targeted measures for the information and communicative culture formation of young people only within the framework of education. It is due to the function of the graduates' socio-cultural adaptation to the modern socio-cultural environment realities (problems, opportunities, risks).

Information and communicative culture of a young person acts as a catalyst for the formation of actions variability and goal-setting skills. After all, if you think about it, our study [7] allows us to conclude that neither media, nor family, nor society, can contribute to the formation of a single information and communicative culture in the higher education environment. Their fragmentation and disunity exclude bringing all values to a common denominator.

We believe that the formed information and communicative culture of a young person in the higher education environment will contribute to a conscious moral choice and moral freedom that only a highly educated person can afford.

Human development is a process of continuous self-education and interaction, which can be characterized not only by high risks, but also great prospects. It is due, on the one hand, to the opposition of the "Self" and the "Other" in the socio-

cultural environment. On the other hand, this opposition forms the individuals' association in the communication process. Thus, participating in the creation of a security station for a single person, the individual asks the question of the interactions' quality, information literacy and communication level within this "fortress".

In the higher school environment, we often encounter emotional reflection, high levels of anxiety and stress, as well as other psychological stations that complicate personal individualization. There is no doubt that one of the factors opposed to the above mentioned phenomena is a non-aggressive environment built on the security principles, social and legal norms [5]. But the spontaneous factor in the individual development differentiates the research task. Its condition is supplemented by relativistic distortion of vital values, moral guidelines and individual perception for oneself both inside and behind the environment. There is a reasonable question about the appropriateness of opposing the chaotic information and communicative component of the environment in higher education.

The contradictions are obvious: the information illiterate environment associated with communication problems leads to social and personal problems of the individual. At the same time, favourable information and communication field contribute to the opposite effect.

We share the researchers' opinion of V. P. Bespalko [8], I. A. Zimniya [12], V. P. Kuzovleva [6], I.V. Robert [7]. They determine the information and communicative culture of the individual through the personally significant cultural level. Thus, it necessitates the pedagogical support of all activities related to the information and communicative culture of a person. This is the semiotic content of the information and communicative environment and its hermeneutic understanding and reducing the inconsistency of socio-cultural character by the informative and communicative regulation [14].

"Each person is born with four parts or qualities or abilities. The first is called mind, it is a mirror of all things, with judgment-live scales and the lever of all things and, at last, with memory – a storeroom for things. The second is will or a judge, all decisive and commanding. The third is the ability of movement, the performer of all decisions. Finally, the speech is the interpreter of everything for everyone. For these four figures in our body there are some main receptacles and organs: brain, heart, hand and tongue" [1]. Thus, the question for practical use of a qualitatively new information culture and communicative activity of the individual is solved through this symbiosis. The ideological foundations and new vital landmarks formation are rethought. It is very important to systematize and organize at the stage of practical application, namely the cultural process development and the personal-significant contribution there by the individual.

The information and communicative culture transfer in higher education should be based on a cultural, pedagogical, personality-oriented, axiological and systemic approaches system. The research works' analysis, devoted to the problems

of information and communicative environment formation in higher education, convinces in its specificity. So, in the framework of the cultural flows concept, five dimensions can be distinguished for information and communicative culture in the higher school environment according to A. Appaduray:

- 1) ethnic spheres formed as a result of mass migrants' movements, gradually changing the cultural landscape of the host country;
- 2) technical spheres, to disseminate the production of something, for example, shopping centres in the global economic space;
- 3) financial spheres, here A. Appaduray points to the world stock, currency and commodity exchanges. The financial spheres aim is the macroeconomic state on the basis of the general culture of consumerism;
- 4) media spheres are formed through the use of information flows, for example, the film industry, the media environment (social networking sites VK, Telegram, Twitter), as well as e-mail, Wi-Fi, through the use of which it is possible to change the social reality understanding;
- 5) ideospheres, which are formed by irrational flows of images, functioning at the macro level and containing both state and alternative ideologies [11].

Thus, further environment development in higher education requires the parameters substantiation in nonviolence, socio-cultural tolerance, satisfaction with activities, interactions, etc.

Thus, at the present stage of development in Russian society the chaotic, crisis state of information and communicative culture in the environment of higher education is stated. Consequently, the causal relationship of this phenomenon is expressed in the "Concept of support for the pedagogical education development". It is logical to raise the question of measures to counteract and reduce the risks of such dangerous and unpredictable processes. We believe that in order to overcome the consequences of this crisis in the information and communicative culture area for students in higher education, it is necessary to develop a targeted actions system. It should be started with government measures to improve the social teachers' status in higher education and the development of special techniques concepts for the information and communicative students' culture formation.

II. METHODOLOGICAL FRAMEWORK

Regarding the psychological and pedagogical content of the term "information and communicative culture" in Russian and foreign science, we note that there is no single approach to understanding this phenomenon abroad. There are about seven methodological approaches.

The fundamental provisions of the cultural approach (M. M. Bakhtin, V. L. Benin, V. S. Bibler, E. V. Bondarevskaya, V. P. Borisenkov, G. I. Gaisin, E. I. Kazakova, V. M. Rozin, Z. A. Malkova, and others) explain the phenomenon from the point

of the influence features' understanding for cultural stereotypes of "information and communicative culture". The concept of the social human nature of (V. I. Andreev, Sh. A. Amonashvili, B. M. Bim-Bad, K. N. Wentzel, B. Z. Wulfov, V. A. Sukhomlinsky, L. N. Tolstoy).

Axiological approach (A. F. Amirov, P. S. Gurevich, D. S. Likhachev, I. A. Kolesnikova, V. A. Slastenin and others), is focused on the personality development of national values, which are the behaviour incentives and activity of a person. They determine the direction of the educational process "information and communicative culture". They also establish the personality-oriented approach, through which the pedagogical interaction is carried out for studying the personality of the humanitarian University student as an important system-forming factor in the educational process (E. V. Bondarevskaya, B.F. Lomov, I.S. Yakimanskaya)

There is a competence approach (V. I. Baidenko, V.A. Bolotov, Y.N. Emelyanov, E. F. Zeer, I. A. Zimniya, E. Y. Kogan, Y. G. Tatur, A. V. Khutorskoy and others) in which the researchers present the tools for the operationalization of "information and communicative culture" within its understanding in the scientific community and in various scientific and methodological schools of individual researchers. The theoretical integrations in education (A. Y. Daniiluk, O. V. Shemet, V. A. Shershneva and others) provide an opportunity to identify the "information and communicative culture" indicators and their socio-cultural elements in the different subject areas. It is important to understand how to prevent threats associated with the procedural nature of this phenomenon in the environment. It is also important to prolong the preventive policy to enhance the security, emotional, physical, psychological, the policy related to the subjective perception of information. There are existential studies of the student's personality problems by finding the possibilities of self-actualization [16], individualization and individual responsibility for their inner choice [15, 17] (J.Lock, I. Kant, N. A. Berdyaeva, V. S. Soloviev, L. N. Tolstoy, Zh.-P. Sartre, A. Camu and others).

III. RESULTS AND DISCUSSION

We conducted a lengthy study that covered the age group from 17 to 22 years. The respondents' number was more than 564 people. Thus, information and communication culture in the environment of higher education is revealed through research, and in-depth components analysis: content-target, cognitive, emotional, motivational and communicative.

Information and communicative culture of students in the environment of higher education is not a static element, but it is an activity environment with possible differentiation and changes. An important parameter we have determined as a compliance with the socio-cultural context, understandable for higher education students. The regional material was attracted for this study. The program of our experiment was based on the family, individual and group socio-cultural experience of a young person.

Studies have shown [10], that for 4 years the information and communicative culture of students in high school level determined by the method of studying the socialization of the student's personality had changed for $\pm 28, 234\%$. We determined it as a positive dynamics. The development of the creativity, cultural, self-actualization, subjectivity and motivation principles among students in higher education into the framework of educational and extracurricular activities showed a significant increase in the level of correlation between the components ($p \leq 0, 002$). The psychological and pedagogical support carried out in the process in the entire research period and showed the same increase. The content-target and motivational components occupy the most significant place for the entire period of the study. While the cognitive and emotional components are secondary by the first two.

We have revealed that the categories of mercy, patriotism, empathy are noted by 33% of respondents, cultural literacy, ability to interact – 26, 8%, legal culture, political literacy of patriotism – 21.9%. Thus, the information and communicative culture of the student in the higher school environment reveals the regularity and direct relationship between the parameters, education and mercy, cultural literacy and legal culture, political literacy and the ability to interact [10, 13].

The dynamics of qualitative changes determined by the diagnosis of general communicative tolerance (V.V. Boyko) allowed us to conclude that the information and communicative culture formation of the student in the environment of higher education has an extremely important parameter-individuality and the parameter of the "Other" individuality. It was noted by 45, 23% of respondents. The correlation of these parameters with the components had an indicator ($p \leq 0, 01$). Thus, respondents attach less importance to extravagance, conservatism, anything unusual, until they encounter the individuality of the "Other". That requires a transition to a personally significant level and involvement in direct interaction with each other. This causes irritability and nervousness on the level of course not reaching to the complete rejection of the "Other". But it can prevent the building of information and communicative culture at the personal level in the environment of higher education. It is noted by 13, 2 % of respondents [10].

Egocentrism, imaginary standards and categoricity are presented in the 8, 3%, $\pm 59.1\%$ respondents' responses. They are able to reconsider their views on the process of interaction in the communication process. Thus, pedagogical support of the information and communicative culture process in the environment of higher education is quite possible to adjust, change, shape and build.

Positive students' attitude to changes is manifested in the desire to implement the cognitive component and motivational components in the emotional component and creative parameter implementation.

The educational process among young people in higher education is correlated with a high proportion of independent work indicated in the Federal state educational standard. It

develops responsibility, self-control and self-criticism. However, it does not form the project thinking, the communicative forms of interaction, the information-communicative culture, which should be the consequence of these positions [13].

Using the method of G. U. Soldatova, O. A. Kravtsova, O. E. Khukhlaev, L. A. Shaigerova we have carried out a study of the dynamics in the quality indicators of the cognitive respondents' component [10]. The purposeful person' activity connected with increase of educational and knowledge level is the characteristic of a motivational component. It has a positive impact on the emotional and motivational-communicative components. This is reflected in the correlation relationships ($p \leq 0.002$). Thus we have found that the lack of pedagogical support in the formation process of information and communicative culture for the student in the higher education environment can lead to risks associated with insufficient activities to prevent intolerance and the socio-cultural tolerance formation to uncertainty. Here also can be the tendency to a low formation level for the communication and information culture, directly interdependent on the awareness of individual responsibility and the need for moral perception of values.

The purposeful pedagogical support in the educational process of information and communicative culture for the student in the higher education environment should be focused on the problems associated with the manifestation of discrimination, aggression, disrespect, historical distortion of the past events. This fact determined the importance of information and communicative culture for the student in the higher education environment and communication, itself as one of the most constructive forms for overcoming these phenomena.

According to the correlation analysis, the connections between components and parameters that affect the information and communicative culture for the student in the higher school environment were determined. The students identified an important value of such parameters as: "communication", "self-organization", "empathy", "education" and "socio-cultural tolerance". Thus, conscious communication and self-organization make possible to realize the socio-cultural environment and existing reality. It makes possible to establish communicative and improve information culture for $\pm 17.4\%$.

In General, the results of the study found that the severity of information and communicative culture for the student in the higher education environment is directly related to the high level of educational, communicative, moral, legal and personal students' culture. Correlation analysis showed the significance of the differences at the reliable level of 0.01. That allows making a conclusion about possible attitude's changes at pedagogical maintenance for students to the information and communicative culture in the higher school environment. It also helps to reduce rejection of "Other" and to increase knowledge level, independence and self-organization.

From our studies' results [10, 2], the statistical analysis using student's t-criterion showed the significance of

differences into two indicators: cognitive motivation and motivation of self-realization. Thus, it actualizes the increase in the share of research work and project methodology in the academic process of higher education. As the consequence of it, we assume the development of information and communicative culture for the students in the higher education environment and the development at their individual and macrocultural levels.

Educational student's activity does not immediately become an independent creativity ceasing to design and research actions. An important step is the positive emotions' development in self-determination, self-education, in determining one's future, reorientation of the need for protection from open aggression and intolerance to information and communicative culture. It also should be in constructive communication with "Others", readiness for change, interaction, readiness for development, intellectual risk, ability to plan one's and others' time, resourcefulness, ability to dialogue with "Others", ability to analyze, adaptability and tolerance to uncertainty.

IV. CONCLUSION

Our experimental work has allowed us to draw the following conclusions to the problems and risks of the information and communicative cultural formation in higher education. We list the parameters that need to be achieved for increasing the information and communicative cultural formation level in higher education.

1. Organization of changes in the student work ways with the cognitive component but namely with information through the replacement of written tasks with creative tasks. The predominance of discussion sessions, case study, brainstorming.
2. Increasing the level of psychological and pedagogical support of the students. Through the problem-search method, it is possible to strengthen social interaction within the team, decentralizing the communication process, increasing interest in the controversial issue in the discussion. It is also possible to form a respectful attitude in the communication process to each other.
3. The development of information and communicative culture in higher education provides a real opportunity to overcome psychological crises and conflicts.

Information and communicative culture in higher education is an important psychological and pedagogical factor affecting to the communication processes, increasing knowledge, erudition and, as a result, changing the higher education environment.

Prospects and risks appear in the field of understanding social norms, designing interactions and dialogue as outside communication information and communicative culture is subject to risks, excluding civilizational and individual developments. The information and communicative culture formation in higher education raises the level of individual education and communication skills of the future graduate in higher education. It develops its vital values, vitality, sociocultural tolerance to uncertainty, self-organization, creativity and success.

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