Formation of Information and Communicative Culture of Students of a Humanitarian Profile

L.K. Fortova
VYUI FSIN of Russia
Vladimir, Russia
flk33@mail.ru

A.V. Gudkova
VYUI FSIN of Russia
Vladimir, Russia
388153@gmail.com

A.M. Yudina
Vladimir State University
Vladimir, Russia
anna-yudina@mail.ru

V.A. Mashkina
Industrial University of Tyumen
Tyumen, Russia
vickey2006@mail.ru

Abstract—**The article discusses the need for a special system of approaches to create a methodical system of formation of information and communication culture in higher education. The pedagogical approaches contributing to the development of the studied phenomenon are defined and ranged. The necessity of integrating cultural, systemic, personality-oriented and competence-based approaches into the process of formation of the information and communication culture of the students of the humanities higher education institution is most effectively.**

Keywords—information and communication culture; higher education; competence-based approaches; personality-oriented approaches

I. INTRODUCTION

Information-communicative culture of the person today is an important condition for its successful self-realization. The XXI century is the age of new technologies, a period of rethinking standard values, accelerating and increasing the content of information flows. Globalization trends define an important communication skill for a person. Interaction, therefore, permeates the entire social sphere of the living space. Do you want to be successful? - Develop. Do you want to be in demand? Look for an environment for communication. Quite rightly, the question arises of what is "modern" communication? Our research allows us to conclude that despite the wide range of interactions, their multi-vector orientation, it is impossible to develop the skill of interpersonal conscious dialogue.

At first sight, such situation does not cause serious concerns. The student talks, pronounces, learns, retells, looks through "on diagonal" information resources and does not give to judgments of personal assessment. Patterns and hypostasis of meanings permeates the entire sociocultural environment, if not to perceive it through creative, axiological, cognitive components. It creates a risk situation. In the higher school environment, the student develops and differentiates the system of values, understanding of the "other" and the principles of self-understanding. The way these processes are carried out largely determines the student's self-realization, attitude to their professional choices, relationships within the team and the perception of themselves [1, 3, 4].

The modern upbringing of the student should be based on the understanding that achieving stability in the sociocultural environment is not an easy process. Therefore, we propose to understand communication and information and communication culture not as some addition to the cognitive component, but as an active form of conscious communication. The ability to dialogue, to understand the features of the socio-cultural environment is not at the level of narrow knowledge, but through the ability and skills to use differentiated concepts, high communicative culture, the ability to reconcile a variety of interesting, opinions, concepts, practices, the desire for mutual understanding.

The task of educational paradigms of higher education is to prepare a young person for different variational situations, the factor of chance, sociocultural tolerance to uncertainty, variability, nonlinearity, multifactorial processes of development [5, 7]. We consider it productive to include the idea of J. Habermas' communicative rationality in the information and communication environment. Conscious communication in this way becomes a manifestation of the communicative mind, a reflection of the skill of "mutual recognition" of communication participants.

Conducted round tables in the student environment in an interactive form, confirm the existence of problems at the level of formation of their own judgment. As we have already noted, it is not difficult for a modern student with a good memory to retell an outsider's opinion, but to present his analysis, to put forward his ideas, to formulate an author's project, to take a cognate attitude to the problem, to fix his attention on the studied, it seems more difficult task. It is determined by problems at the level of creative development of a single individual and at the level of lack of mutual understanding, growth of aggression, distancing from the "other", a superficial understanding of the values of the environment, lack of skills in using sociocultural tolerance for uncertainty [14, pp. 110-114].

Our observations within the research of features of the environment at the higher school bring a problem of impossibility of implementation of process of conscious communication to the first place. Problems of self-realization of young people promote their professional growth, for example, many own today more, than two or three foreign languages, but it does not promote their personal self-development, personal growth, and generates growth of infantility which is allocated as an inevitable problem – 86% of students. 35% - is not able to define the actions capable to change a situation on fight against indifference, irresponsibility, egoism. Thus, we conclude that categories responsibility, cooperation, care, understanding, attention – are not conscious values deprived of concrete activity and target contents.

Such results when 86% of the round table participants held on the basis of the Vladimir State University named after Alexander Grigorievich and Nikolai Grigorievich Stoletov, in the context of identifying the value orientations of youth, hypostatizedly represent the basic values. These values actualize the need to develop a methodological system for the formation of the skill of sociocultural tolerance as an active form of communication and interaction, in which the recognition of a bilateral perspective in communication between the student and the "Other" for the joint search for truth and dialogue [8]. Therefore, for the formation of the information and communication culture of students of the humanities university, special psychological and pedagogical support is needed [2, 6], in the basis of which we propose the application of cultural, systemic, personality-oriented approaches.

II. METHODOLOGICAL FRAMEWORK

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

Fundamental provisions of culturological approach (M.M. Bakhtin, V.L. Benin, B.C. Bibler, E.V. Bondarevskaya, V.P. Borisenkov, G.I. Gaysina, E.I. Kazakova, V.M. Rozin, Z.A. Malkova, etc.) explain a phenomenon, in terms of understanding of features of influence of cultural stereotypes on "information and communicative culture". The concept about social essence of the person (V.I. Andreyev, Sh. And Amonashvili, B.M. Bim-Bud, K.N. Venttsel, B. Z Vulfov, V.A. Sukhomlinsky, L.N. Tolstoy). Axiological approach (A.F. Amirov, P.S. Gurevich, D.S. Likhachev, I.A. Kolesnikova, V.A. Slastenin, etc.), it is focused on development by the identity of the national values which are incentives of behavior and activity of the personality and defining orientation of process of education of "information and communicative culture". In addition, the personal focused approach by means of which pedagogical interaction — for studying of the identity of the student of liberal arts. College as an important backbone factor in educational process (E.V. Bondarevskaya, B.F. Lomov, I.S. Yakimanskaya) was carried out. Competence-based approach (V.I. Baydenko, V.A. Bolotov, Yu.N. Yemelyanov, E.F. Zeer, I.A. Zimnyaya, E.Ya. Kogan, Yu.G. Tatur, A.V. Hutorskoy, etc.) in which researchers represent

tools, for an operationalization of "information and communicative culture" within his understanding in scientific community in general, and in various works and scientific and methodical schools of certain researchers. Theoretical provisions of integration in education (A.Ya. Danilyuk, O.V. Shemet, V.A. Shershneva, etc.) Represent an opportunity for definition of indicators "information and communicative culture" and welfare elements inherent in them in an area of different subject domains as considering "information and communicative culture". It is important to understand the ways of prevention of threat connected with procedurality of this phenomenon in the environment and to prolong preventive policy on strengthening of security, the emotional, physical, psychological, connected with subjective perception information. Existential researches of problems of the identity of the student by means of studying of opportunities of self-updating [16], individualization and responsibility of the personality for the internal choice [15, 17] (J. Locke, I. Kant, N.A. Berdyaev, V.S. Solovyov, L.N. Tolstoy, J.-P. Sartre, A. Camus, etc.).

III. RESULTS AND DISCUSSION

Our research is based on skilled and experimental work in the environment of the higher school of a humanitarian profile in age group from 17 to 22 years. The number of respondents was selection more than 564 people. Thus, the qualitative research allows selecting methodology and approaches for implementation of formation of information and communication culture of students of higher education institution of a humanitarian profile.

We believe that it is fundamentally important import to rethink the application of approaches to the process of formation of information and communication culture among university students in the humanitarian field, since, as a priority; cultural approach. In the opinion of N. A Berdyaev, there is a problem of perceiving the dualism of the divine and the animal in man, when in the process of education there is a stratification of the external environment into an internal dialogue. Based on this, we can conclude that the reflection between the traditional, religious and scientific spheres, duality, confrontation, extrapolation of one into the other with extremely unstable structural interactions in society creates a serious problem for tolerant consciousness [8]. Thus, the culturological approach in the formation of the environment in which there is a communication activity and a large number of interactions, enhances its internal reflection to situations and displays the events occurring in it, the level of differentiation, leveling the unity of the value system. Hypostasis is carried out at the communication and information levels, the semantic shades of concepts are differentiated, forming both positive and negative connotations of the modern socio-cultural context.

Culturological approach is aimed at the education of value and humanistic orientation in high school students by streamlining the process of inculturation. This, in turn, helps the practical implementation of the formation of information and communication culture in higher education.

As part of the allocation of cultural approach to the first place, our study shows the presence of a high level of hypostasis in the understanding of one cultural type, and the combination

of several cultural types leads to the inevitable growth of distorted concepts in the thinking of students for the correlation of form and content. According to the results of qualitative analysis of the round tables, we can conclude the lack of a clear system of individual values of students – 54%, the use of the most traditional concepts – 40%. Many participants of the round tables faced difficulties in selecting synonyms to the values of the modern information and communication environment, they did not single out communication as a problem factor, led to the ranking of values without certain semantic meanings, by which we understand the existence of a hierarchy of values. Thus, the culturological approach considers the information and communicative environment from the standpoint of culture. We share the view of Benin V. L. that "cultural approach, the goal is, but it is not operational because it has no real measures of actions for achieving this goal". It allows to consider culturological approach as the bright criteria indicator of formation of information and communicative culture at students of Liberal Arts College, but not to put it on priority positions [9, pp. 93, 13].

An important feature of the formation of information and communication culture in higher education is its adaptation for students' perception, since it is necessary to take into account that some information blocks and categories are difficult to comprehend because of changes associated with growth and the process of becoming a person. Significant emphasis is placed on the sociocultural text and work with sociocultural reality as the most integrated area that is less susceptible to hypostasis. This actualizes the need to take into account a variety of subjective and objective factors, for the study of which a set of approaches was brought: system, competence, culturological and personality-oriented.

With the help of the system approach, the formation of information and communication culture among students in higher education is viewed in a complex of diverse relationships and relationships to bring together in a single picture the concepts and definition of the problem field with a subsequent program for their correction. The fundamental role of the systemic approach is that it achieves the most complete expression of the unity of scientific knowledge, manifested, on the one hand, in the interrelationship of various scientific disciplines, which is expressed in the emergence of new disciplines at the "junction" of the old, and on the other - in the emergence interdisciplinary areas of research [8]. The system approach allows us to analyze the aspects of integration in the formation of information and communication culturological in higher education in its historical, philosophical, cultural and pedagogical development.

The rational substantiation of the structure and the identification of specific features of the origin, existence, development of the sociocultural environment make it possible to formulate specific pedagogical measures to overcome the progressive development of intolerant behavior of students that promote the development of communication culture and information literacy. Through the system approach, the subject content of the sociocultural environment is revealed in its ontological unity. Sociocultural environment is a complex, constantly changing system. Therefore, in order to identify effective pedagogical conditions through a systematic

approach, it is possible to achieve solutions to such problems as reduction, or reduction of some theories to others, synthesis, or unification of seemingly distant theories, their confirmation and refutation by observational and experimental data.

The system approach considers the formation of information and communication culture in higher education not as a simple set of processes and phenomena, but as a complex part of interacting systems, different in degree of differentiation. On this basis, the emergence or absence of information and communication culture in higher education is explained by the interaction of quite real parts of the socio-cultural environment.

We consider the personality-oriented approach through the prism of" personal meanings " [10]. This is because through a personality-oriented approach, the process of formation of information and communication culture among students of higher school of Humanities should be built as a system of synthesis between educational paradigms and retransmission of experience. Within the framework of this approach, there is a formation of goal-setting, personal interest, personal meanings of students in the cognitive processes of higher education. Thus, personality-oriented approach on the one hand, can contribute to the development of creative, subject-based activities of students, and on the other hand, not to conflict with the GEF and calendar-thematic planning.

Today this is a very important point. Since, the division of form and content in the definition of simple values, so characteristic, for modern youth determines the vector of the direction of the policy of education to overcome this phenomenon. For this, the values of the sociocultural environment, phenomena, events, actions must be deduced not only on the cognitive, but also on the student's personally significant level. In this case, the assimilation of information will be meaningful, conscious and correct in understanding. The result of this will be a decrease in the reflection on self-determination, self-realization, self-identification by a young person. To this end, through the development of the skill to self-education, we propose to develop personal interest in cognitive activity, realizable facts, promote self-determination, correlation described by the lecturer of events, with the personal experience of the listener. Within the framework of round tables, the most significant processes were the withdrawal of abstract meanings to a personally significant level through activity, through creativity, through game forms of work. The result is a new ranking of values, more serious, more conscious. [12].

Information and communication culture of the student is not self-evident, and allowing spontaneous education in processes that are co-dependent with such vital systems as self-determination, self-realization, self-esteem, and professional development is dangerous. The problem will be a "break" in the student's interaction curve and the "other", in deforming the perception of self-realization, a personal value system [11]. A person-centered approach, combined with cultural and systemic approaches, can seriously affect the educational level of the student, form the required skills required for professional activities. Thus, the information and communication culture can be formed not in a capsule method, but centrally, systematically

within the framework of a sociocultural environment exclusively through a personal-knowledge level. Integral characteristics of the student's personality, expressed through competence, psychophysical qualities, have a professionally social orientation.

We note that the personality-oriented approach can perform a system-forming function through the inclusion of a subjective level in the learning process of students. This will be done through the creation of conditions for the formation of information and communication culture in higher education for a socially active person, highly qualified, literate, and prone to self-development in the educational environment of higher education.

All of the above confirms the need for integration with the competence approach, which is aimed at mastering the knowledge and skills of students not fragmentary, but in a complex. With this approach, the principle of selection and design of methods of formation of information and cultural culture of students of higher education will be formed, taking into account the structure of competencies and the functions that they implement.

IV. CONCLUSION

Our research allows us to analyze the perspectives and peculiarities of the formation of the information culture of students of the higher educational institution of the humanitarian profile through the identification of priority approaches. We offer ranking of approaches and their complex application for the formation of information culture in higher education, as it will contribute to the study of theoretical and practical approaches to the problem of formation of information and communication culture among students of higher education. This leads to the understanding that an important role is played by the specifics of the inclusion of students in the process of sociocultural relations.

Thus, the formation of information and communication culture of students of the University of Humanities requires a revision of the ranking system, the approaches used. We believe that the joint application of culturological, systemic, personality-oriented and competence-based approaches will contribute to the personal development of young people, understanding the laws of the processes and facts of the socio-cultural environment, the systematic acquisition of knowledge that contribute to self-determination through subjective understanding, giving personal-significant meanings to the processes taking place in the sociocultural environment of students. Mastering the information and communication culture requires that students of the Humanities University have a

hierarchy of knowledge systems at the subjective, conscious levels, as this will contribute to the development of dialogue with the "other", active sociocultural communication and, as a consequence, the successful self-realization of young people, the reassessment of important vital values and meanings.

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