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PERSONAL CHARACTERISTIC STRUCTURE AS PSYCHOLOGICAL CONDITIONS FOR THE DEVELOPMENT OF INFORMATION CULTURE AMONG UNIVERSITY STUDENTS

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ABSTRACT

For the first time, the problem of psychological condition revealing for the development of the information culture of students in the process of studying at a university is a topical one to develop psychological support for the professional and personal development of an expert. The concept of information culture for a future expert was formulated, the essence of which is revealed in the context of the anthropocentric approach to culture; the hierarchy of psychological conditions is determined by their importance in the development of student information culture; they revealed the system-forming condition for the development of student information culture, which is the psychological culture of an individual.

INTRODUCTION

The relevance of an appeal to the study of psychological conditions for the development of information culture among university students in the process of educational and professional activity is conditioned by a poor elaboration of this issue. However, the pedagogical conditions for the development of information culture are being studied actively both in general and in its context (computer literacy of information competence, etc.): Galchenko V.T. [1], Golushko T.K. [2], Zinovieva N.B. [3], Nesterova L.V. [4], etc. A significant contribution to research in the field of information culture was made by foreign researchers Nbbitt G. [5], Masuda U. [6], Shannon C. [7], Rosen L. [8], Wienderhold G. [9] et al.

Each of these trends is beyond doubt. However, the effectiveness of pedagogical conditions is largely determined by the extent to which they take into account the internal and psychological conditions for the development of information culture. There are almost no works devoted to the psychological conditions for the development of student information culture.

Based on the anthropocentric view of culture according to M.K. Mamardashvili and others [10], the understanding of culture is based on the understanding of culture not as "the process of appropriation of finished, cultural values by a man, but as a constant work, effort, stress, and human ability to exist". The information culture of students is based on this understanding of culture. Proceeding from this, the most general and deep characteristic of culture, revealing its activity essence, is its definition as a specific way of human activity. From this point of view, the concept of activity is generalizing one both for the characteristics of culture and for the description of a future expert essence as a subject of labor, knowledge and communication. According to the approaches by N.I. Isaeva [11], E.S. Markaryan [12], K.Klakhon, V.Kelly [13], M.S. Cagan [14] and others, such an interpretation of culture reveals, first of all, some ample opportunities for research and understanding of many phenomena and processes, human life, including the process of information activity mastering by students. Secondly, it makes possible the systematic analysis of the information culture, the identification of subsystems and the establishment of links between them. A special value of this approach for our research is that it fixes the attention on a future expert who solves certain information problems, achieves certain information goals, conditioned by deep needs and meanings, as well as coming into contact with other people, who cognize and transform themselves during the work with information.

In our understanding, the information culture of a future expert is a specific way of transforming oneself as a subject of information activity and it is represented by the unity of value, technological and reflexive components. Being a system, the information culture is not reduced to the sum of its element characteristics. It is an integral development of a personality [11], it is the component of professional culture, which in its turn appears as a way of a professional reality transformation. At the same time, in our opinion, the implementation of the culturological approach allows to improve the quality of vocational training of university students, within the framework of which the process of entering the profession is the process of mastering the profession by the culture personality (the desubjectivation of profession "cultural essence"). The essence of such a process is the discovery of abilities and characteristics by the individual, their suitability for the profession, to vocational training and development [11]. The implementation of the subject approach by K.A. Abulkhanova et al. [15], based on the subject as the center of being and subjectivity organization, manifested through the need and the ability to improve a person, allows "to focus the attention on a person solving certain professional tasks, reaching specific professional goals, conditioned by deep needs and meanings, on a person who comes into contact with other people, who knows and transforms the world and himself" [11].

KEY WORDS

Information culture, psychological culture, psychological conditions for the development of students, educational and professional activities of students, high school education

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METHODS

The theoretical and the methodological basis of the study was made by the ideas and the principles of the system approach, in the context of which the information culture of students and the psychological conditions of its development are viewed from the point of view of the main system features: integrity, structurality, hierarchy and dynamism according to Ananiev et al. [16]; the subject approach, which is implemented in the choice of empirical research methods according to S.L. Abulkhanova et al. [15]; acmeological concept of personal development and professional skill increase according to A.A. Derkach et al. [17]; an anthropocentric approach to culture, according to which a person who constantly surpasses himself is regarded as the organizing force of the life of culture according to M.K. Mamardashvili et al. [10]; intentional-dynamic approach to the development of professional culture, within the framework of which psychological culture is regarded as an invariant of professional culture and as a sphere of personality uniting the mechanisms of professional culture development by N.I. Isayeva [11].

Main part

Adhering to the position by N.I. Isayeva [11], regarding the fact that the culture does not have the degrees, and the provisions of non-equilibrium state concept, we are talking about an optimal state of the information culture. The optimality of information culture is defined as such a characteristic of its state, which is objectified in the models of activity and behavior that contribute to the achievement of professional goals. An important indicator of culture state is the harmonious functioning of its components. Harmoniousness in our understanding is such an equilibrium state of their development that allows a system to function optimally.

A non-optimal state of the information culture depends on the random confluence of the psychological abilities and the abilities available to a subject, the processes of its development are largely involuntary and manifested at the level of stereotypes developed in the course of students' lives. The analysis of information culture indicators allowed to divide all subjects into three groups: optimal (13%), non-optimal (67%) and developing (20%) information culture.

Relying on the psychological essence of culture understanding as the way of changing a person by himself according to A.N. Leontiev et al. [18], the informational culture of future experts is not inherent in a man from the very beginning, therefore it must be developed specially. The development of information culture, the achievement of its optimal state presupposes the existence of special conditions. It should be noted that the term "psychological conditions" is absent in psychological dictionaries, which determines the specifics of our research. Acmeological conditions are the significant circumstances on which the achievement of a high level of a mature personality progressive development depends and especially its professionalism [17]. In the studies devoted to the information culture and its separate components, the authors single out the external (social, pedagogical, organizational) and internal (psychological, subjective) conditions for its development.

In our study, under internal (psychological) conditions, we will understand those significant personal characteristics that contribute to the development of the information culture of a future expert, the achievement of its optimal state in the learning process at a university.

Level analysis and t - Student's criterion allowed to identify some psychological conditions that contribute to the successful development of the information culture, i.e., to achieve its optimal state: psychological culture, the focus on a task, an average level of communicative tendencies, a high level of self-organization, a high self-esteem of positive personality traits in the field of activity, an average level of self-evaluation of positive personal qualities in the sphere of interpersonal relations and communication.

The correlation analysis indicates that the greatest number of statistically significant links was recorded in the group of students with an optimal state of information culture. It revealed 20 bonds, which is 18.9% from the number of possible ones ($p = 0.05$ and the critical value of 0.361). In the group with an undeveloped information culture - 15 links, which is 12.1% from the number of possible ones ($p = 0.05$ and the critical value of 0.361). Thus, the first group had more statistically significant connections by 1.3 times than the second group. Consequently, in the first group of students, the psychological conditions that ensure an optimal state of the information culture are more interrelated and represent an integral system, a cultural education: the development of some components of this system leads to the development of others and, ultimately, to the development of the information culture as a whole.

The comparative analysis in two groups of students showed that the preservation of psychological culture components, their interaction, mutual interdependence in the first group of students indicates that its personal parameters represent an integrated system, which allows to develop others (fully connected, integrated education) by developing one of them; psychological culture has an activity nature, this independent personality formation is an invariant of any form of culture, including informational one and does not depend on its (information) features; psychological culture performs the role of a system-forming condition for the development of the information culture of a future expert in the process of studying at a university. Falling out of any structure element or an inharmonious development of its components (in the IInd group of students) is the catalyst for personal and professional deformations.

We present the structure of psychological conditions in each group of students: with an optimal and non-optimal information culture on [Fig.1].

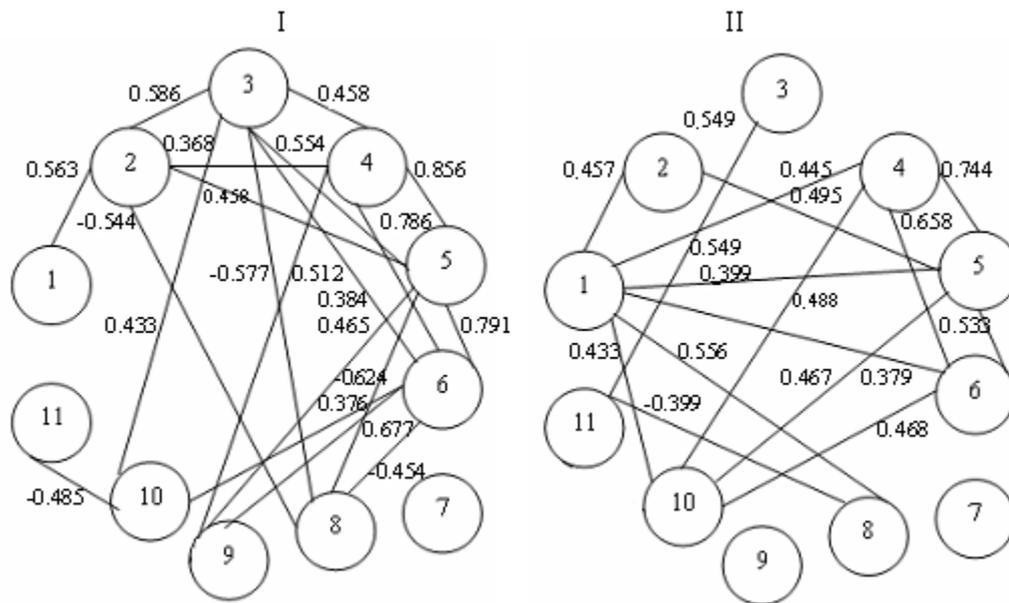


Fig.1: Correlation structure of psychological condition indicators in the groups of students with an optimal (I) and non-optimal (II) information culture. Variables: 1 - the strength of aspirations for self-knowledge; 2 - the strength of aspirations for self-regulation; 3 - the strength of aspirations for self-development; 4 - the degree of aspiration implementation for self-knowledge; 5 - the degree of aspiration implementation for self-regulation; 6 - the degree of aspiration implementations for self-development (the structural components of psychological culture); 7 - communicative tendencies; 8 - organizational inclinations; 9 - the focus on a task; 10 - self-evaluation of positive personality qualities in the field of activity; 11 - self-evaluation of positive personal qualities in the sphere of interpersonal relations, communication.

The students with an optimal information culture differ from the students with a non-optimal information culture by a certain set of personal qualities: future experts have high self-esteem for their positive qualities in the field of activity - thoughtfulness, efficiency, speed, diligence, enthusiasm. They consider themselves a bit restrained in the manifestation of such qualities of communication as responsiveness, sensitivity, affability, frankness, as a consequence, such students join new collectives, establish contacts with strangers, but the potential of their communicative inclinations is not highly stable, it is more pleasant and simpler to spend time at work for them, organizational inclinations are not related to the organization of others, but to the organization of oneself at work, at the same time such students are not aimed at collective relations for the sake of relationship, rather, on the collective relationships for the sake of a problem, the solution of which will increase the overall productivity. In addition, psychological culture reveals an activity-oriented, but not knowledgeable state among the students of this group, which is a central difference from the students with a non-optimal information culture [18].

During the transition to a high correlation level, it was shown that 5 closest links were found at a critical value of $p = 0.621$ in the group of students with an optimal information culture between the structural components of psychological culture: the degree of aspiration implementation for self-knowledge and the degree of aspiration implementation for self-regulation ($p = 0.856$), between the degree of aspiration implementation for self-regulation and the degree of aspiration implementation for self-development ($p = 0.791$), between the degree of aspiration implementation for self-development and the degree of aspiration implementation to self-cognition ($p = 0.786$). They also revealed the statistical relationships between psychological culture and the focus on the problem ($p = 0.677$), an inversely proportional relationship between psychological culture and organizational inclinations ($p = -0.624$).

According to N.I. Isaeva, "the appointment of a psychological culture is a careful and a productive use of a person's spiritual potential" [11], and therefore these students cognize and understand themselves, their desires, their character, flexibly manage their moods, desires, actions and try themselves in a new business, in new situations boldly.

In the informational activity such students aware of and understand their willingness and the desire to work with the information clearly, see a personal meaning in the development of information culture as the component of any profession, regularly engaged in self-education concerning their relationship to information as a value, eliminate the difficulties associated with information activity independently, promote the use of information in professional activities, applying new techniques and creativity, they analyze the information received and generalize, concretize it skillfully, use metaphors, different quotes, aphorisms for a bright message and use the selected information to solve educational - professional task

effectively. A developed psychological culture is the main, but an insufficient condition for the development of the information culture among university students. A set of all the conditions listed above is necessary for its development.

SUMMARY

The interaction of professional culture and psychological culture is built on the principle of an individual psychological culture enrichment at the expense of the professional and the formation of a professional culture on the basis of a psychological culture. This allows us to believe that the presence of a psychological culture among university students enriches and ensures the formation of their information culture as a component of the professional one, which, in its turn, provides professional growth.

System forming psychological culture state as a condition of information culture development is the following one: in the means of self-development, in making oneself, in self-knowledge and self-correction (the purpose of psychological culture), then - in the process of own transformation as the subject of information activity (the purpose of information culture), then - in the way of professional reality transformation (the aim of a professional culture). In our opinion, such personal characteristics as orientation, communicative and organizational inclinations, the abilities for self-development, the self-esteem of positive personality qualities defined by us as the psychological conditions for the development of a future expert information culture are separate functional entities reflecting the basic structural components of an individual, on the one thing, and all of them are connected with psychological culture as the way of their harmonization, on the other, the purpose of which is a careful and a productive use of an individual spiritual potential.

CONCLUSION

The present study is devoted to one of the topical problems of modern psychology - the problem of the psychological conditions to develop a future expert information culture in the process the study at a university. This study allowed us to formulate the following conclusions:

1. Information culture is the component of a future expert professional culture and in many respects it ensures the success of educational and professional task solution. Representing a specific way of self-development as a subject of information activity, the information culture structurally includes the value, technological and reflexive components.
2. The students with a sufficiently developed (optimal) information culture are characterized by a high level of organizational tendencies and the self-esteem of positive personality traits in the field of activity; an average or a low level of communicative tendencies and the self-esteem of positive personal qualities in the sphere of interpersonal relations and communication; and the average level of strength harmony and the degree of cultural and psychological aspiration implementation (towards self-knowledge, self-regulation and self-development).
3. The students with a sufficiently developed (optimal) information culture in the structure of a person's orientation are dominated by the focus on a task, in the structure of organizational propensities - the propensity to self-organization, in the structure of psychological culture - the degree of aspiration implementation for self-knowledge, self-regulation and self-development, which emphasizes its activity, but not a knowledgeable character.
4. In the hierarchy of psychological conditions for the development of information culture among university students the most significant are the following ones: a person's orientation toward a task, the organizational tendencies and the psychological culture of an individual. At that, the psychological culture fulfills the role of a system-forming condition.

CONFLICT OF INTEREST

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