

SYSTEM OF CULTURAL EXPERIENCE DEVELOPMENT OF HUMANITIES STUDENTS IN MODERN INFORMATION MEDIA CONDITIONS

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The relevance of the paper is conditioned by the need to create a system aimed at overcoming the negative impact of the information environment on value orientations and occupational attitudes of humanities students. The purpose of the paper is to reveal the pedagogical potential of the information environment in the occupational formation of specialists in the immediate and long-term perspective. The authors have developed a scientific and methodical maintenance for the system of psychological and pedagogical support for the development of the cultural experience of humanities students. The levels, criteria and indicators of the development of the cultural experience of humanities students are singled out; the main components of the system are presented, among which a significant place is occupied by the development of the reflective position of students in relation to culture and their willingness for active cultural creation. The main directions of psychological and pedagogical support of humanities students in the information environment of the university are determined. A brief analysis is given on the implementation of the system for the development of cultural experience in Moscow universities. The paper is intended for educators, specialists in professional education, HR managers and psychologists.

Keywords: professional education, information environment, cultural experience, professional formation, humanitarization of education, cultural creation, reflection.

INTRODUCTION

The appeal to the multicomponent problems of interaction between the occupational development of students and the modern information environment is determined by the growing influence of this environment on the most diverse structures and qualities of the personality of the future specialist. This also concerns such an important sphere as the development of cultural experience, which, as it is known, has an impact on the disclosure of the creative potential of the individual, and on the processes of self-realization (Stukalova, 2011; Sidelnikova, 2016; Bayanova

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& Mustafin, 2016; Shaikhelislamov, Shaekhova & Murzalinova, 2016; Valeeva & Biktagirova, 2016; Masalimova & Benin, 2016), and on the development of value orientations, which, being interiorized, become the basis of professional attitudes and Life goal-setting (Rubinshtein, 2004; Abulkhanova-Slavskaya, 1991). In the concept “information environment” in this context, representations about the totality of conditions and parts of the information environment of the person in which life is carried out are embedded. Concerning the professional training of humanities students, this concept is clarified by including, in addition to the necessary material and technical equipment, of didactic, psychological- pedagogical, and communicative support for the whole educational process in a Humanities university. At the present time, the issue of rational selection of the educational components of the information environment is acute one.

Distinctive features of the negative impact of the information environment are: increased individualism and differentiation of the younger generation by increasing distance with older generations, frequent isolation of young people in the Internet space and, as a result, withdrawal into the virtual world, into “life on the Internet”. The perception of the world, mediated by the virtual information environment, often forms false values, distorted ideals for imitation, “social infantilism” against the background of moral nihilism and lack of a common humane idea uniting people on the basis of recognition of cultural values, which in turn reflects an insufficient level of cultural Experience.

The significance of the development of this particular quality of personality is determined by the following factors:

- in the first place, cultural experience directs the activity of the personality as a subject of life. This way can be called “life-building”, and it is associated with the functions of goal-setting, planning, programming life’s path. As a result of these processes, the person not only anticipates future events and stages of life, but also builds a system of semantic formations that are necessary for the practical realization of the meaning of life (Karpinsky, 2002);
- secondly, cultural experience is the basis for the further formation of a qualitatively new level of culture of personality - the level of culture of Virtue, in which the uniqueness of every person, every language, every culture is the leading value. At the heart of the culture of virtue is the attitude to another person as a value, the principle of the indispensability of each person, an orientation toward development (Asmolov, 1989).

Overcoming the negative impact of the information environment on the development of cultural experience of students of Humanities universities and enhancing its positive potential is possible, from the position of the authors of the paper, on the basis of developing and implementing a system of psychological and pedagogical support for the development of cultural experience aimed at approving

the reflective position of students in relation to culture and their willingness to active cultural creation.

Psychological and pedagogical support for the development of cultural experience also determines the main vectors for students to master the modus of culture, its codes and values (Bodalev, 2002; Vygotsky, 1996; Petrovsky, 2007; Rakhimov *et al.*, 2017; Ermolaeva, 2016; Masalimova & Barinova, 2016). Psychological and pedagogical support is a complex socio-psychological and pedagogical activity, a single psychological and pedagogical system; purposeful, open, dynamic, non-linear educational and upbringing process, the direction where psychology and pedagogy unite, supplementing and strengthening each other, in the solution of the common task - raising the level of cultural experience of humanities students.

The psychological aspects of the interrelations between man and culture are reflected in the works carried out within the framework of the cultural and historical trend in psychology (A.N. Leont'ev, 2004).

The works of such scientists as V.P. Zinchenko (1995), etc. are devoted to the ideas of the inseparable and dialectical interrelation between culture, education and personality. The study of the self-development of the personality as a subject of culture is reflected in the works of M.S. Kagan (1996), B.S. Gershunsky (1998) and others.

The research hypothesis is based on the assumption that the effectiveness of the process of development of the cultural experience of humanities students in the modern information environment can be achieved in case of the following conditions' creating in the educational process of the university:

a system of psychological and pedagogical support for the development of cultural experience in the modern information environment will be implemented;

- the creation of an information environment will be based on the principles of students' self-development and their inclusion in active socio-cultural activities (socially oriented projects, research work, etc.).

The aim of the research is the development and implementation of a system of psychological and pedagogical support for the development of the cultural experience of humanities students in the modern information environment.

To solve the stated goal and prove the proposed hypothesis, the following **tasks** are defined:

- to make the analysis of the historical, philosophical and socio-pedagogical foundations for the development of cultural experience;
- to determine the essence-content characteristics of the modern information environment, to identify the positive and negative factors of its influence on the process of development of the cultural experience of humanities students;

- to identify a set of conditions for the effectiveness of psychological and pedagogical support for the development of cultural experience of students in the modern information environment;
- to develop criteria for assessing the effectiveness of introducing a system of psychological and pedagogical support for the development of cultural experience of students;

In the study, it was determined that in order to achieve a high level of cultural experience, the content of the teaching of non-humanitarian students should be restructured: it is necessary to supplement the educational process with a number of knowledge that is professionally important for the future specialist, which can be effectively used in further occupational self-activities. It was also proved that the modern information environment reflects a paradigm shift in the transfer of cultural values. The development potential of such an environment is, first and foremost, in that *psychological and pedagogical support* is provided as a necessary component, which ensures the preservation of the developing direction, the culture-creating character of the communication of future specialists (Gazman, 2000).

MATERIALS AND METHODS

Experimental base and sample of the study

Students of the Moscow State Institute of Culture and Arts (faculties of socio-cultural activities, social and humanitarian faculty, choreography faculty) - 340 students. Students of the Moscow State Pedagogical University (the Institute of Childhood, bachelors and masters who study in the specialties “Business Communication”, “Cultural Study”) - 170 students.

Methods of research

To evaluate the results of the study, the following methods were used (Table 1).

Defining resources for the development of students' cultural experience

The tasks of developing cultural experience require a significant increase in the share of humanitarian disciplines in the teaching process. Meanwhile, modern standards of higher education determine the size of the humanitarian unit as about a quarter of the total hourly volume of the entire academic load in the university. The problem is how effectively the resources of the humanitarian unit are being used. In this regard, the system developed in the study suggests a way of intensification of the training courses of the humanities cycle that can be solved by:

- 1) the use of resources of special courses and research activities of students, as well as extracurricular time (excursions, studio classes, weekend lectures, etc.);

TABLE 1: CRITERIA AND METHODS FOR ASSESSING THE LEVEL OF CULTURAL EXPERIENCE OF HUMANITIES STUDENTS IN THE INFORMATION ENVIRONMENT

<i>Criterion</i>	<i>Technique</i>
Culture of attitude to yourself	Technique for the study of self-estimation "Who I am" by M. Kuhn, T. McPartland (Fetiskin, Kozlov & Manuylov, 2002)
Culture of attitude towards the Other	Diagnostics of social empathy (Fetiskin, Kozlov & Manuylov, 2002)
Reflection	"Diagnostics of reflexivity" (Karpov, 2004)
Culture of communication	Diagnostics of emotional intelligence by N.Holl (Fetiskin, Kozlov & Manuylov, 2002)The technique for diagnosis of communicative and social competence (Fetiskin, Kozlov & Manuylov, 2002)
Culture of interaction	Diagnostics of socio-psychological adaptation by K.Rogers, R. Diamond (Fetiskin, Kozlov & Manuylov, 2002) The technique "Value Orientations" by M. Rokich (Fetiskin, Kozlov & Manuylov, 2002) Diagnostics of socio-psychological attitudes of the individual in the motivational sphere by O.F. Potemkina (Raigorodsky, 2006)
Tolerance	Express questionnaire "Index of Tolerance" (G.U. Soldatova, O.A. Kravtsova, O.E. Khukhlaev, L.A. Shaigerova) (Soldatova, 2003)
Activity and initiative in sociocultural practice	A test- essay on critical thinking by Ennis-Vier (Fetiskin, Kozlov & Manuylov, 2002) The test "Level of information culture" (Rogov, 2001)
Media Space	A survey on students' assessment of the quality of the media space

- 2) the creation of an informational educational environment, in which conditions arise for the organic introduction of students to culture as an embodiment of spiritual and aesthetic values.

In the logic of this study, the content of education should be based on humanitarian knowledge and art, which shares with science the general laws of nature, but with a well-known advance.

Immersion in culture, communication with bearers of artistic values, and their own artistic and creative activity make it possible for humanities students to implement their sociocultural projects and realize themselves in this activity. Here are a few topics of such projects executed by the students of the Moscow State Institute of Culture and the Moscow Pedagogical State University: "Career and healthy lifestyle", "Library is the center of creative interaction", "Social advertising - the form and content," "Culture in the student environment," etc.

Characteristics of the educational information environment

Analysis of experimental work showed that, despite existing factors of negative influence, the information environment in the presence of a system of psychological

and pedagogical support for the development of cultural experience is able to provide effective conditions for personal development and professional development of students. The information environment in this context should have such content characteristics as: integrity based on the principles of selection of the educational content with an emphasis on the humanitarian component and value orientation; fundamentality, which allows us to identify the most important regularities of phenomena and processes of reality; spectrality, which directs to the connection to the information environment of the educational environments of various cultural and educational institutions in the region - where students have practice, are going to work after graduation, etc.; openness to a constructive dialogue of cultures; continuity, allowing to combine productively traditions and innovations in education.

Criteria for a high level of the information environment: 1) an organic and productive combination of general cultural, social, educational and upbringing components of information; 2) achieving effective conditions for the development of each student; 3) the introduction of students to the values of culture and the development of their willingness for cultural creation, creative self-realization in the modern information environment.

Structure of system of psychological and pedagogical support for the development of cultural experience of humanities students

Among the manifestations of the developed cultural experience of students for the future professional activity the following are most significant ones: willingness for joint productive creativity, the ability to engage in dialogical communication in the process of creative activity, quick inclusion in the creative process, high level of professional adaptation, motivation for creative self-realization, faith in the correctness of the chosen path, the desire for active creative activity. It is also obvious that the problem of developing the cultural experience of students and enhancing the interaction of this process with the information environment requires a comprehension of the options of the education system that promotes the emergence and development of the creative potential of the individual.

The aspects considered allowed more clearly to structure the system of psychological and pedagogical support for the development of the cultural experience of humanities students (see Fig. 1), which can be used widely in higher and secondary special education.

RESULTS

Approbation of the system of psychological and pedagogical support for the development of the cultural experience of the humanities students was held in several stages: the first stage - the initial testing of the system - was held in Moscow State Institute of Culture in 2002-2007; the second stage - implementation of the

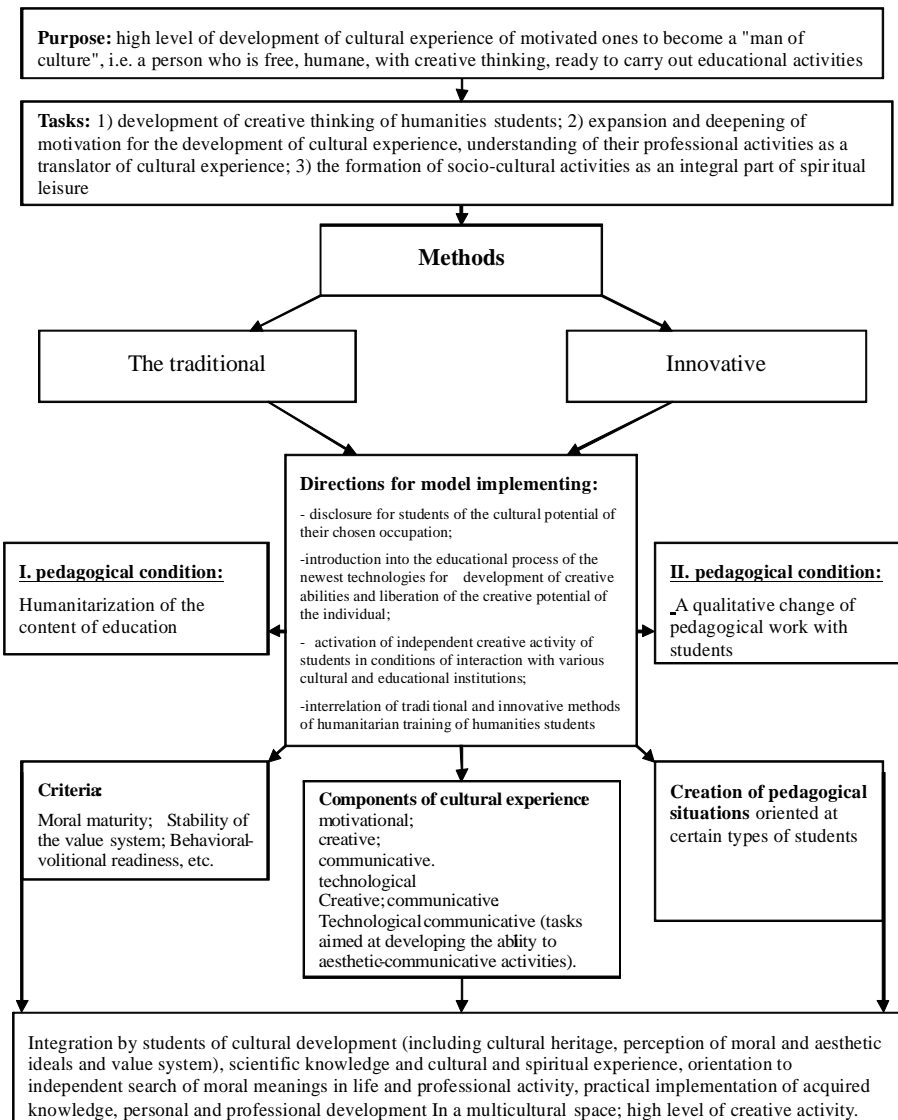


Figure 1: System of psychological and pedagogical support for the development of cultural experience

adjusted system - was carried out in the Moscow State Pedagogical University – in 2013-2016.

The complex study included a psycho-diagnostic examination of humanities students with assessing the development of their cultural experience, including the manifestation of a culture for themselves, for the other, reflection, a culture of

communication, a culture of interaction, tolerance, activism and initiative in socio-cultural practice. At the stage of the empirical study in the implementation of the system of psychological and pedagogical support for the development of the cultural experience of Moscow State Pedagogical University's students, the Kuhn test "Who Am I?" was used (M. Kuhn, T. McPartland, in modification by T.V. Rumyantseva) (Rumyantseva, 2006), which diagnosed the connection with the characteristics of one's own perception of oneself, with his image "I". The diagnostic results are shown in Table 2.

TABLE 2: RESULTS BY THE TECHNIQUE "WHO I AM" FOR THE ENTIRE SAMPLE

<i>Quality</i>	<i>Description</i>	<i>V samples</i>	
		<i>Pers</i>	<i>%</i>
Physical	As an object in time and space	170	39,08
The Social Self	Place in the group, social role	130	29,89
Reflexive Self	Individual style of behavior, characteristics of character	90	20,69
The Transcendental Self	Abstract reflection regardless of the specific social situation	45	10,34

The results presented in Table 2 indicate that the highest percentage (39.08%) was found in the sample of students on the "Who am I?" test on the Physical Self. The lowest percentage represents the quality of the "Transcendental Self," characterized by abstract reflection, regardless of the specific social situation. Analysis of test results allows drawing a conclusion that the majority of students pay attention to own individuality and on the social role and perceive themselves as object in time and space.

To assess the Culture of attitude towards the other, the technique of diagnosing social empathy was used (Fetiskin, Kozlov & Manuylov, 2002). The aim of the technique is to obtain an index of empathy and to determine the level of empathic tendencies. The study of the profiles of emotional was conducted using the method of N. Hall (Fetiskin, Kozlov & Manuylov, 2002), designed to identify the ability to understand the attitude of personality, represented in emotions, and to manage the emotional sphere through decision-making. In the course of analyzing the results, the integrative level of emotional intelligence is calculated taking into account the dominant sign. An essay on critical thinking by Ennis-Vier (Fetiskin, Kozlov & Manuylov, 2002) was also used. The aim of the technique is to obtain a numerical expression of the level of formation of the critical thinking of the adolescent, emerging from the indicated point of view, its argumentation, and also the clarity of the expression of thought.

The level of the person's information culture was studied using the test of E.I. Rogov "The level of information culture" (Rogov, 2001).

In order to conduct a correlation analysis of the interrelation between the indicators of the students' cultural experience and the level of the information environment, the method of diagnosing of K. Rogers and R. Diamond was used (Fetiskin, Kozlov & Manuylov, 2002). For each of the six scales, the percent of the formation in the personality structure of the noted qualities was calculated. The data obtained indicate that only 40.46% of the students in the entire sample (students of Moscow State Institute of Culture and Moscow State Pedagogical University) have a low score on the "Accepting the other" scale, this is the smallest indicator among all scales. The highest percentage of formation was marked on the scale "Striving for domination" (67.82%).

When interpreting the results according to the technique "Diagnostics of the reflexivity" (Karpov, 2004), the authors found that the development of reflexivity among the humanities students has low and medium levels; this indicates that 28.05% of students can carefully plan their activities if desired. 53.56% of students in this sample are less likely to reflect on their own activities and the actions of others. Only 18.39% of students showed a high level of reflexivity. It is peculiar to think about their activities, carefully plan it and predict all possible consequences for them. To develop the selected components of the cultural experience of humanities students in cooperation with the information environment, a system of psychological and pedagogical support of this process was developed.

The next stage of the research consisted in revealing the relationship between the quality of the modern information environment and the level of cultural experience of humanities students, achieved after the introduction of a system of psychological and pedagogical support for the development of cultural experience. A correlation analysis was made between different indicators of the students' cultural experience and the quality index of the modern information environment.

At the control stage of the experimental work, the efficiency of the developed system was checked. As a result of the control diagnostics it was revealed that the students became more motivated to creative self-realization, they were more active in communication, and they had much higher indicators for all the highlighted qualities of cultural experience.

The conducted research proved the existence of reliably strong correlation links between the high level of the information environment and the development of a number of qualities that characterize the cultural experience of students.

The highest correlation coefficients (r) were obtained with the following indicators of cultural experience: the level of formation of critical thinking ($r = 0.6841$); emotional comfort ($r = 0.4280$); social empathy ($r = 0.3534$); aspiration to domination ($r = 0.3711$); ability to accept others ($r = 0.3580$). The results of the analysis are graphically reflected in Figure 1.

The obtained correlation links and reliable coefficients are empirical evidence of how relevant for a modern student is to have a developed information

environment. This characteristic develops and functions in a clear relationship with the most important social and intellectual characteristics.

In particular, the relationship with critical thinking is explained by the fact that it is the formation of criticality that indicates the informational “maturity” of the individual; becoming a kind of filter, through which the impact of information flows is carried out on the personality and its cultural experience.

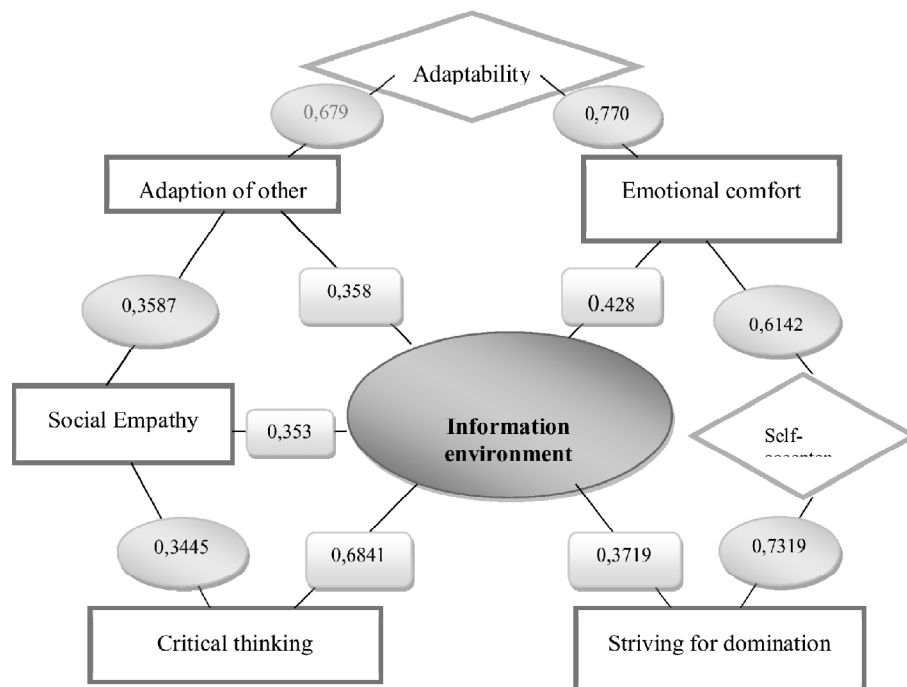


Figure 2: Results of the correlation comparison of the indicators of cultural experience and the information environment

In addition, in the course of the correlation analysis, a tentative correlation between the level of the information environment and the cultural experience of the individual with such important social and psychological qualities as ability to self-acceptance (adequate to self-estimation) and adaptability was revealed.

DISCUSSION

In the logic of the research, the information environment positively influencing the development of the cultural experience of the humanities students is a harmonic combination of space-temporal, aesthetically communicative, materially-subject,

sociocultural environments that possesses integrating, fundamental, spectral, openness characteristics to a constructive dialogue of cultures and that can provide a set of pedagogical conditions for personal development and professional development of future specialists (Abulkhanova-Slavskaya, 1991; Asmolov, 2000; Gordeeva, 2008; Stukalova, 2012)

It is important to emphasize that the development of cultural experience and the information environment are deeply interrelated, since in the process of assimilation of cultural heritage a person acquires an understanding of the values and ideals of previous generations, begins to realize the universal and ethno-cultural, social and professional orientations and selects from them primarily those that mostly correspond to its individual abilities and personal life experience, and the level of upbringing and education received in society.

As a result of the research, the following areas of development of *cultural experience of students were identified*:

- disclosure for students of the cultural potential of their chosen profession;
- introduction in the educational process of the newest technologies for the development of creative abilities and the emancipation of the creative potential of the individual;
- activation of independent creative activity of students in conditions of interaction with various cultural and educational institutions.

All these areas actively interact, creating in the information environment the opportunities for students to master scientific knowledge, to implement various forms of creative activity on the basis of familiarizing with higher humanistic values of culture.

The study developed *criteria for the development of cultural experience of humanities students*: the level of scientific and theoretical training; stability of the value system; behavioral-volitional willingness; level of readiness to implement productive communication, motivation for culture-creating activities.

CONCLUSION

This study contributes to the solution of the fundamental scientific problem by identifying ways to optimize the process of developing the cultural experience of humanities students in the modern information environment, identifying the advantages of the modern information environment as a factor in the development of cultural experience of students. Developed system psychological and pedagogical support of cultural experience development of humanities students in the modern information environment includes several main vectors that are aimed at: the personality of the student (a person of culture); creation of high-level information environment and optimization of students' self-development conditions; involving students in the diversity of socio-cultural activities.

In general, determining the urgency of developing a system of psychological and pedagogical support for the development of cultural experience, it can be stated that in this case, reliance on the idea of transition from a knowledge paradigm to a personal-oriented paradigm is particularly important, which presupposes the consideration of education as part of culture - it's determining factor and source.

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