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Transformation of the Student's Socially Oriented Personality in the Conditions of Education Digitalization.

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Abstract

Global changes are taking place in society, leading to new socio-economic benchmarks. The process of socio-cultural, political and economic modernization of the country is connected with the transition to an innovative path of development in the conditions of digitalization.

Accordingly, the importance of education is increasing at an accelerating rate, as it is the most important resource for the development of society, it occupies a special place in public life, determines the importance in social, economic, and scientific progress as a whole, contributes to the realization of the intellectual opportunities of any person. In the process of rapid changes in all spheres of life, special attention should be paid to the renewal of the content and quality of professional education on the basis of its innovative development.

In this regard, the article is aimed at identifying the importance of a special role, the setting new tasks before the professional education system - the formation of a socially oriented personality with high quality of thinking, creative abilities on the basis of a gradual reorganization of the professional education process.

Hence innovative professional education is a paradigm shift, a new pedagogy, and new educational innovative technologies focused on the development of creativity of specific subjects of educational interaction. At the same time, most pedagogical experts are convinced that if the "social order" of the State and society is aimed at the formation of a socially oriented personality, on development of the thinking, creative generation able to create and invent, it must be kept in mind, that when using only information, digital technologies as the basis of innovative development of education, "Social order" will not be executed, because in conditions of digitalization of education, a constant realization of only electronic means in the process of training contributes to the transformation of "socially oriented personality" into "network" one.

Keywords: innovative professional education, digitalization of education, social orientation of a person, "network personality", cognitive organization of the person.

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Introduction

The national development of Russia is mainly determined by the expanding global processes of internationalization, integration, informatization and technologization that influence all spheres of public life including inter alia science and education. The Russian Federation (RF), among other European countries, is currently developing a new model of digital economy aimed at supporting sustainable economic growth, increasing productivity in various fields and industries, producing a competitive workforce, and improving the standard of living of the population of Russia in general. Professional education and training are highly instrumental in meeting these aims and challenges.

The national development needs for higher education studies in Russia are influenced by both the peculiarities of the structural, institutional, managerial and regulatory framework of the system of professional education and training, and the diversity and complexity of the goals and objectives facing the country on its path to the digital economy.

However even though today digital transformation is becoming a mainstream of world economic development, it may equally provide benefits and gains or reveal drawbacks, limitations and needs of the nation adapting to the rapidly emerging technological changes. On the one hand, the new digital economy calls for competent personnel. And for their preparation, it is necessary to properly modernize the system of education and training, bring educational programs into line with the needs of the digital economy, widely introduce digital tools and resources for learning activities and integrate them holistically into the educational environment.

The rapid growth in ICT and telecommunications, availability of the broadband Internet and ubiquitous access to a variety of quick and user-friendly gadgets and electronics have already changed living and learning styles of Russian people for better. At the same time, we still do not know how to duly promote digital empowerment of citizens, provide universal digital literacy or secure their digital rights. While new technologies are being actively introduced into economic life in both Russia and abroad, the legal protection issues for the most part remain unresolved.

The new theories of personality formation, which define the peculiarities of the development of the modern world, consider and reveal the leading trends in the development of professional education, which influence the formation of personality as a professional of a new format. They reveal and justify a deep philosophical, psychological and pedagogical analysis of the influence and trends of the digital information world of our time.

At the same time, domestic (Russian) educational policy in science and practice takes into account that the main source of personal development is not only the university, but also electronic means affecting the creation of an internal image of the world. Sometimes, it may create a depressive or aggressive image of the world, which gives rise to increased anxiety, and uncertainty in itself, and create communicative, emotional, and cognitive stereotypes that lead to cognitive-emotional dissonance.

Therefore, in the process of adjusting such attitudes and changing stereotypes in higher education, there are certain difficulties and gaps that need to be addressed, creating a socially oriented and socially positive model of behaviour, communication and emotional response. In the theory and practice, there are examples how the personality with negative qualities becomes the good professional reveal, but with the low level of social orientation therefore formation of positive qualities of the personality is the main task of training and education and should not remain out of sight of the higher education system.

In a number of studies, social orientation is understood as the integral quality of a person, possessing a combination of value orientations, personality attitudes, versatile abilities, fundamental knowledge and competences that allow a person to function successfully and develop harmoniously in a changing society in various social and professional roles and statuses.

Social orientation as a factor of viability is the desire of man to survive, not degraded in deteriorating social and cultural environments, reproduce and nurture resilient offspring in biological and social terms, To become an individual, to form well-understood installations, to self-establish, to find yourself, to realize their contributions and creative possibilities, transforming the habitat while making it more life-friendly without destroying it.

The pedagogical model of formation of a socially oriented person in the process of activity is a practical-oriented system, reflecting the dynamics of the process, which reproduces certain connections and functions of the target, organizational-pedagogical, methodological, procedural-effective and criterion-evaluation components, which allows to predict, adjust and improve ways of implementation of innovative development of the educational organization.

In the process of formation of socially oriented personality, it is necessary to attach special importance to development of emotional-will sphere of person, education of feelings and emotions, such personal qualities, which develop optimistic attitude to life, to nature and works of art.

The analysis of scientific publications shows that the heads of educational organizations do not pay sufficient attention to the problem of formation of a socially oriented personality of a student, which is currently transformed from a socially oriented personality, as indicated in some studies, to a "network personality."

Purpose and objectives of the study

The purpose of the study is to identify and justify the prerequisites of transformation of socially oriented personality in conditions of digitalization of professional education; to define the risks and benefits of implementation of education digitalization into education process.

Literature review

In the last two decades, the concepts of "to teach" and "to develop a socially oriented personality" in Russian education have existed almost independently. The main thing was the formation of a shoulder of "effective managers" (Gilmeeva et al., 2019; Maslennikova, 2010; Mukhametzyanova et al., 2017; Tregubova et al., 2019). Today, however, it is obvious to all - without a humanitarian basis, any training is deprived of its foundation. Knowledge of technology and possession of gadgets does not ensure the development of a socially oriented personality, which can lead not only to the emergence of a black, callous network personality, but also to the loss of entire generations.

Humane psyche, in turn, is *a unity* of biological and social, consciousness and unconscious, intellectual and emotional, rational and irrational. Digital education takes from this very poorly known incredible wealth only its intellectual component, which indirectly affects some other components of this unity (Orlov, 2019; Polipan, 2018).

A number of researchers recognize that there is a complex multidimensional problem of choosing a scientifically sound strategy of digitalization of life, production and education, which would allow to take advantage of all the huge advantages of the computer and avoid losses that will affect the quality of personality formation from the point of view not only of their professional-practical, but also of their social competence, civic position, and moral appearance

Until recently, this term “informatization” meant a set of measures to transform pedagogical processes by introducing information products, means and technologies into education and personal development. The Russian Pedagogical Encyclopedia considers the informatization of education, in a broad sense, as a complex of social and pedagogical transformations; in the narrow, - as an introduction of information means into educational institutions, based on microprocessor technology, as well as information products and pedagogical technologies based on these means (Ainoutdinova et al., 2017; Rokenes & Krumsvik, 2014).

In education, digitalization is aimed at providing continuity of process of training, so-called Life-long-learning is a training during life and also its individualization on the basis of advanced-learning technologies – the technologies of advanced training. There is no established definition of the term yet, but it includes the use of big data in learning about the learning process of individual students of individual disciplines and, in many ways, the automatic adaptation of the learning process based on them; Leveraging virtualization, augmented reality, and cloud computing and many other technologies.

A number of researchers (Berulava & Berulava, 2019; Orlov, 2019; Soldatova et al., 2017) specify the content of this concept - it is not only the digitization of information, but a complex solution of infrastructure, management, behavioural, cultural nature, connected with automation and algorithms of technologies.

Does the combination of qualities acquired by a person in the process of digital learning ensure the effective and safe performance of various social and professional functions? This is a very important question. According to Robert (2018) who justified and presented the characteristics of the information and educational space of the educational organization, which developed ideas about digital didactics, it is noted that "digitalization of education transforms the construction of educational and cognitive activities due to the wide informatization of the educational environment, changes the approaches of didactic provision of extraction, processing and application of educational information" (p.37). In general, this trend reduces the level of emotional interaction of subjects of the educational process (it reduces the level of sensitivity in the reception of educational information, manifestations of forms of imagination, and perception of non-virtual environmental reality) – all these are qualities required by any socially oriented person..

Methodology

When considering the ideas of development and self-development of a personality, the researchers of pedagogy development do not pay enough attention to the quality of the inner instrument of cognition, its cognitive organization as a reflection of the properties of the whole structure of the system of human cognition that is used by a person. In the process of training and education, it is important to understand the

features of the instrumental side of the cognitive organization of the individual, i.e. how the individual uses the instruments of knowledge to achieve their goals and what these instruments are. At the same time, numerous studies show that the impact of electronic and mass media can have a negative impact on the cognitive organization of the individual, since not all internal instruments of cognition are involved in the process of perception of "clip" information. "The massive impact of mass media, the global transition to network mechanisms of cognition of the surrounding reality, which is characterized by eclectic heterogeneity, lack of logic in the analysis of information material, replacing the systematic approach of knowledge management, actually closes the thinking phase-the most important phase of the formation of mental cognitive structures" (Berulava & Berulava, 2019, p.10).

Although various technologies are implemented in pedagogy in order to improve the process of learning and education, both practitioners and researchers do not pay enough attention to the properties and features of the tools that a person uses in the process of learning, as well as to assess the quality of these instruments. In research on pedagogy, it is stated as a well-known fact that people differ in the properties of their cognitive organization, which determines the results of their activities

However, as the analysis of existing pedagogical research shows, for teachers the process of cognition based on cognitive organization of each student is poorly managed. In the activity of teachers it is assumed that there is a natural process of maturation of cognitive organization of a person and his personality, which itself develops on the basis of interaction of a teacher and a learner.

As we have mentioned above, researchers of development pedagogy do not pay enough attention to the quality of the internal instrument of cognition, which is used by the individual. Therefore, at present the formation of an effective cognitive organization of a person, equipping him (her) with universal tools for solving life problems - is one of the main tasks of the pedagogical process. Only "the relationship between the ability to solve relatively new problems and the ability to automatically process information indicates the importance of studying and forming productive, cognitive stereotypes in the educational process" (Maslennikova, 2010, p.232). The creation of such stereotypes is facilitated by a network educational strategy, which is based on a certain methodology of implementation of information technologies and expands the cognitive range of the personality, the quantity and quality of cognitive instruments used.

If we consider this phenomenon in education in terms of implementing information technologies and expanding the cognitive range of personality, the quantity and quality of cognitive instruments that are used, so we need to recognize its advantage. However, while no research has been conducted into the

disastrous effects of "digital education" on health and the process of personality formation, it is becoming apparent to many researchers and practitioners of professional education.

First, it should be noted that unverified technologies have been used in digital education. Electronic textbooks, unlike traditional textbooks, do not have any certification and approved standards. There is no confirmation of their safety for people's health, and there are no requirements for their registration.

Most of experts is convinced that if the State needs to have the thinking and creative generation, able to create and invent, then, when using information technologies, it becomes impossible as a constant use only of electronic means destroys all these merits. In addition, since students spend a lot of time in headphones, their hearing is damaged, the glowing screens of monitors - vision is impaired, the sitting lifestyle at the computer - metabolism, the state of internal organs is disturbed, muscle condition is deteriorated, early scoliosis is developed, etc., and lowering the importance of teacher's role, and automation of pedagogical tasks will have negative consequences for the younger generation.

Second, there is the opinion of many researchers that the loss of writing skills will lead to a loss of creativity. Hand writing involves areas of the brain responsible for interpreting sensory sensations and forming speech. And in those who do not write with their hand, these areas are included much less often, people who write quickly, read better. In fact, writing by hand requires the highest form of abstract thinking. In order to type text on the computer, it is not necessary, because a phrase, a case, and a union at any moment can be changed. Conversely: people who are slow to read and hard to understand the text do not write well. People will become worse at recognizing the written text, formulating their thoughts, and when reading the written text, a person has much more brain areas than when perceiving the printed one. There are many studies (Rokenes & Krumsvik, 2014; Stein, 2007; Maslennikova et al., 2017) that claim that material recorded by hand rather than on a computer is better remembered, as people formulate basic thoughts back in the recording process.

The next problem reflecting the risk is the displacement of oral speech from the educational process, which very often consists of independent written works, in the format of course and abstracts, which only involve filling in answers from material, downloaded from the Internet. In addition, under all programmes of digitalization of the educational institution, the role of the teacher is decreasing every year, it is planned to replace the teacher - as an example of expression of thought in competent oral speech and role model - with a virtual "tutor."

Earlier it was noted that future graduates do not know how to set tasks, cannot independently draw up an algorithm for solving the given problem. As is known, active oral speech forms thinking, and when

developing, it improves speech. The lack of skills of thought operations (comparison, analysis, synthesis), leading to the development of thinking, also affects the quality of oral speech.

There are other problems that reflect risks, such as vision problems, because when switching to digital learning, as the research has shown, there is a risk of vision problems in people who spend more than 3 hours a day at a computer.

All this may lead to the idea that if the digitalization project is fully implemented, we will get a generation of fully functionally illiterate people of "one button". Thanks to educational paths, they will be prepared for very narrow tasks, and they will not imagine a complete picture of the world. These will be people completely deprived of creativity, even if they were so in their childhood. Deprived of live contact with a teacher, learners will no longer be able to learn complex knowledge; education will be reduced simply to a narrow set of competences, necessary for the work. The concept of "a specialist who is competent in many spheres" will go away forever. It is impossible to imagine what will happen to the health of people spending so much time behind a netbook or PC.

Such a view of essential characteristics of personality actualizes the importance of studying the problem of formation of a "network" personality, which should be considered in the context of generational theory, especially on such a characteristic as the commonality of value orientations in all aspects of life activity, including professional ones.

It is the simulation of professional situations in classes that contributes to the development of abilities to analyze, understand and make correct decisions in typical and non-standard situations, and on the basis of professional thinking, to put forward tasks, to predict ways and means of their best outcome under any circumstances. The successful resolution of various situations, regardless of anticipated and unforeseen circumstances, is carried out in close cooperation with other actors of the situation. Therefore, their decision is connected not only with the logical, but also with the emotional aspect of professional thinking of the future specialist on the basis of a high level of emotional intelligence. "Emotional intelligence, unlike the concept of logical intelligence familiar to everyone, characterizes the ability to correctly understand the situation and influence its development, to understand the needs and desires of other people, to be able to understand their strengths and weaknesses, to be stress-tolerant and tolerant" (Stein & Buk, 2007, p.56).

The combination of intuition, personal life experience, psychological knowledge, ethical positions and personal qualities, reflecting feelings of empathy, determines the presence of emotional intelligence. Therefore, in the process of teachers' education, in the implementation of technological mechanisms of

personality development it is necessary to pay attention not only to the development of logical cognitive thinking, but also to its emotional-value aspect.

As the main conditions for its implementation, it seems relevant to designate the introduction of adaptive, practical-oriented and flexible educational programs as the basis not only for the modernization of professional education and the formation of a successful personality, but also for the implementation of a strategy for the development of humanitarian education, reflecting the issues of humanization and humanization of education, which contribute to the formation of personal qualities of a socially oriented personality. Personal qualities are external indicators of the formation of a system of values based on social and value relations.

Maslennikova (2010) calls that system as a personal composition of social and value relations. However, a common mistake is the substitution of the development of relations to the values of modern life by development and the formation of a set of qualities of the individual; the teacher directs his (her) attention to the presence of specific qualities in students, tries to develop them, form them, strengthen them, without noting that the quality of the person is a consequence of the value attitude of the person to something; so the formation of the desired investigation is futile.

For example, there is no point in forming discipline if you do not develop a respectful attitude towards people and yourself as a person, you do not manage to achieve accuracy if you do not develop a sense of beauty in students. Efforts to create responsibility are in vain until human self-respect and dignity have been developed. The qualities which we value in people are nothing more than quite a certain attitude towards any value object of the world. The humanitarian dimension of education is therefore inseparable from ethics, morality and good breeding. The process of humanization of the education system is oriented towards the subject-subject relations; through its humanization, the differentiation of educational programs, reflecting the overcoming of the one-dimensional development of the person, limited only by professionalism, is implemented into practice.

It is obvious, that without professionalism, a future specialist cannot be formed, however without humanization, a socially oriented personality cannot be formed.

Results

A psycho-pedagogical model of socially oriented personality has been developed based on the ideas of the concept of formation of socially oriented personality, based on the system-synergetic theory of personality development (Maslennikova et al., 2017), which is an integrator of the *system-functional approach* to the

teacher 's activity, *the system-role approach* to the process of development and self-development of personality, and *the axial-relative approach* to the content of humanization of professional education, the *competent approach* to substantiating the outcome of professional education.

The content of the model provides for external and internal factors of formation (natural and social environment, types of activities), as well as such aspects of personality development as individual-psychological, social-psychological, and worldview sides, acting as components in the structure of the model. The above-mentioned components of the model structure of the socially oriented personality determine the degree of formation of the social and professional orientation of the personality as a mental property, in which needs, motives, value orientations and settings, as well as goals of the personality activity are expressed.

Discussions

In the national project "Education," designed for 2019-2024, the priority indicators of the effectiveness of its implementation are the process of a person formation who is aware of the measure of responsibility to the State and society; education of a citizen who recognizes the values and traditions of his native people. But as a mechanism to achieve this goal, the idea of "creating a modern and safe digital educational environment" stands first ("Digital Economy of the Russian Federation" program, 2017).

Therefore, in pedagogical theory it is also necessary to define the term "safe digital educational environment," because in modern conditions such an educational environment, which affects the creation of an internal image of the student 's world, becomes dangerous from different points of view on the development of the student 's personality. And if this impact contributes to the creation of a depressive and aggressive image of the world, which gives rise to increased anxiety, uncertainty in itself, instead of the development in young people the positive characteristics of a person, motives of the life activity, there appear negative behavioural, communicative, emotional, and cognitive stereotypes which cause cognitive-emotional dissonance.

International and Russian researchers identify only the most significant characteristics of them, formed in the process of socialization and affecting identification. We will name some of them: the emergence of a sense of uncertainty and unpredictability in the process of realization of life situations; kaleidoscopic mosaic of the image of the world, value pluralism, decentralization of I-concepts, I-positions affecting the process of self-government and self-consciousness, virtualization of thinking and consciousness, etc.

Researchers Soldatova et al. (2017), revealing the influence of the Internet on the development of the personality of the student note that the Internet and social networks have changed the forms of relations between people. "Personal or personal space of the subject appeared, cyber bullying, trolling, heathery, sexting, virtual friendship and love, lime dependence, cyber suicide, flash mob, selphism, difficult online situations, etc." (Soldatova et al., 2017, p.35).

So, no doubt, in determining strategic directions of education and education of "network personality," teachers need to know and take into account generational, age, psychological peculiarities of a personality development. It should be recognized that at the moment such features are not clearly identified in scientific research.

Conclusion

There is an extensive ongoing debate in society and academic community of Russia about the place, role, perspectives and implications of digitalization of education and training with no consensus having been achieved yet. To sum it up, the growing interest of Russian teachers and educators in various digital online forms of teaching and learning is due both to the general trends in the development of information society and desire of educational institutions to change the vector of their activities towards innovation, technology, accessibility, flexibility and professionalization of education. Therefore, in the process of adjusting such attitudes and changing stereotypes in higher education, there are certain difficulties and gaps that need to be addressed, creating a socially oriented and socially positive model of behaviour, communication, and emotional response.

Still there exists the idea that if the digitalization project is fully implemented, we will get a generation of fully functionally illiterate people of "one button". Thanks to educational paths, they will be prepared for very narrow tasks, and they will not imagine a complete picture of the world. Deprived of live contact with the teacher, the students will no longer be able to learn complex knowledge; education will be reduced simply to a narrow set of competences necessary for the work. Fortunately, it is assumed that all these data should be taken into account in the organization and implementation of the developing nature of the process of education and socialization, which affect the social and professional formation of the student in higher education system.

For this purpose it is necessary to use design, research, role interactive technologies, which involve implementation of dialogue forms in the educational process. Such technologies should be used in various types of classes reflecting the models of professional activity of the future competent specialists of the XXI century.

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