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PERSONALITY DEVELOPMENT: RESET IN THE CONTEXT OF
DIGITAL REALITY

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Abstract

The paper analyzes personality development in the context of digital reality. It is emphasized that personal spiritual domain is being transformed; among threats to spiritual security there are several factors: globalization trends in culture, religious ecumenism, transnational confessions previously absent from the Russian society, bringing changes to personal identity. New features of communicative interactions are noted between elder and younger generations, manifesting in psychological communication barriers due to opposing attitudes to virtual reality and worldview. An important role of teachers is stated for every level of education, as they serve as tutors and navigators in the vast sea of information. A significant role of religion is identified in formation of the cultural component of personal communicative behavior in the context of influence from digital technologies. Formative and developmental features are analyzed for communicative behavioral models of non-standard situations, together with changes in personal consciousness that reset personal spiritual world and raising great concerns due to threats to spiritual security. It is emphasized that there is a need to develop along with the fast-changing world, taking into account both negative and positive influences of digital technologies onto intellectual, spiritual, emotional, volitional and behavioral domains of a person. A conclusion has been drawn that immersion into digital environment facilitates loss of personal individuality, changes in behavioral style following certain algorithms, estrangement of mental world, loss of freedom of choice.

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1. Introduction

Problems of personality formation, its spiritual security and influence of digital civilization onto cognitive, emotional, volitional and behavioral domains of personal development take a central place in the modern scholarly discourse. Digital reality, without a doubt, exerts ambiguous influence onto personal development. In our opinion, first of all, digitalization leads to transformations in the spiritual domain of personality. Digital civilization based on digital technologies and AI leads to a spiritless digital society. It shall be understood that modern digital technologies are forming new values, new principles of aesthetic and ethics, new behavioral patterns. Digitalization represents a global world order, as there is also digitalization of social and economic relations, thus requiring serious reinterpretation and understanding. Digital reality places a person into a new context, changing their world perception, understanding of their place in the world and in the society. Basing on the above, the authors are attempting to reflect on transformation of personal spiritual security in the context of digital reality (Guseltseva & Poleva, 2020).

It should be noted, that the category of *spiritual security* is heavily represented in the modern humanities discourse. The concept of *spiritual security* is tightly linked to globalization processes. Many factors appear as threats to personal spiritual security; among them, a special place is taken by globalization trends in culture, religious ecumenism, transnational confession previously absent from Russian society, bringing changes to personal identity. The authors share the opinion of P.N. Bespalenko, who defined spiritual security as the most important qualitative characteristic of a culture as a whole, determining its capability to support normal conditions for societal functioning.

Digital reality exerts direct influence onto spirituality of a modern person, their physiology and psychology. Basing on teaching experience, the authors note that absolute majority of today's students are unable of remembering large texts and answering a question for more than a minute and a half, after which they need a pause, a reset. Their speech is characterized by chopped phrasing akin to Twitter posts, no skills of comprehensive speech, their memory is underdeveloped. Students experience problems in maintaining attention during classical lectures of an hour and a half. In addition, there is a certain deprivation of tactual sensations, as smileys are not real smiles. Appreciation in the digital world, e.g., in the number of likes under each post, matters to modern students. Communicative interaction between representatives of elder and younger generations undergo changes. The task of a modern teacher and instructor is to be a navigator in the sea of information, while the role of translator of scientific information recedes into the background. As it has been fairly noted in previous research (Betilmerzaeva & Kerimov, 2012, 2018) dedicated to analysis of various cultural components of the personal communicative behavior, social and moral foundations specific to a confession play an important role in the context of digital technology influence. At that, it is necessary to identify formative and developmental features of communicative behavior models for non-standard situations (Muskhanova, 2011; Dadashev & Muskhanova, 2011).

2. Problem Statement

Digital reality while opening new possibilities for more comfortable human activity, resolving communication issues and providing a wide selection of communication means, also leads to such

destructive results as loneliness, domestic problems, professional underachievement, desocialization, personal dehumanization. A key position of personal development found in formation of social, ethnic, religious, cultural, civic identity, under the influence of digital technologies, in particular of virtual world whereto modern young people immersed, is under threat of erosion and devaluation. This process results in deviant behavior in real life, harassment on social networks (so-called trolling), psychological dependence on number of likes and inability to sustain traditional forms of communication. Research problematics of this work is aimed at analysis, identification and search of mechanisms oriented to personality reset and application of digital technologies to improve intellectual potential of a person instead of substitution of reality with simulacra.

3. Research Questions

The subject of this research is personality, conditions of transformation of intellectual, emotional, volitional, spiritual, behavioral domains under the influence of digital reality. Formation of personal potential as an individual resource for professional and personal development cannot be analyzed outside of a specific historical and socio-economic context, while appearance of a new digital reality leads to new conditions for formation and development of personality.

4. Purpose of the Study

The purpose of the study lies in theoretic analysis of research studying personality formation and development within the modern scientific framework and identification of mechanisms aimed at creating conditions for its reset in the digital environment.

5. Research Methods

In order to approach the problem in question, the authors employed a specific search method aimed at analysis of philosophical, educational, and psychological literature; historical retrospective method, allowing identifying features of personal development in different ethnic cultures; interpretation and generalization method, oriented towards formation of research conclusions.

6. Findings

It is well-known that personality development is influenced by various factors, depending on the phase and stage of personal socialization. It should be noted that personality development is a complex sequential process of changes in physiological, intellectual, psychic, behavioral domains of a person. In the context of the problem in question, it is interesting to analyze the transformation process caused by digitalization and pandemic and leading to changes in all domains of human activity. The modern world has vividly demonstrated that at any stage there is a possibility of a reset, allowing any person to not just adapt to changed conditions, but to live and develop together with the quickly changing reality. Changes in the modern reality determined a wide adoption of distance learning in educational environment of the Chechen Republic. Problems of distance learning are leading to ambiguous discussions in the educational

community. There are no doubts about using information and computer technologies as a mechanism to improve efficiency in the modern education. Information technologies facilitate support of the traditional education system and implementation of distance education. Distance education is a global phenomenon of education and information culture that changed the outlook of learning in the educational space of the Chechen Republic. The distance learning assumes individualized learning in a telecommunication computerized educational environment. It facilitates efficient solution of educational as well as other tasks related to search, processing, generalization and analysis of information in telecommunication systems. Distance learning allows teaching remotely, when teacher and students are at different locations, which was important during the pandemic.

Understanding the experience gathered by faculty of the Chechen State Pedagogical University during the distance learning period raises some questions related to development of cognitive domain of students, swot-analysis of the learning process, risks and threats to formation of emotional and volition domain of students. This single article is not enough to discuss all the raised problems, so, let us focus on the problems of developing students' cognitive domain during distance learning.

As it is well-known, the system of mental functions including reflection and understanding of phenomena in real world (memory, attention, perception, understanding, reflection) form personality's cognitive domain.

Problems related to research into relations between integral development and cognitive and emotional domains are analyzed in several scientific fields. In the physiological aspect, they were analyzed by I.M. Sechenov, I.P. Pavlov, V.M. Bekhterev; from the systemic point of view, they were analyzed by A.F. Lazursky, M.Ia. Basov, V.N. Myasishchev, B.G. Ananyev; B.F. Lomov emphasized a need for complex studies of human development.

Analysis of psychological and educational literature on the issue of development of personal cognitive domain and influence of the distance learning on personality allows stating that this process is ambivalent. Communication in a virtual world, availability of a vast amount of information, ability to study in comfort without a need to cover significant distances may be named among the positive factors. In addition, adaptability, availability and openness of distance learning shall be considered positive moments; also, this type of learning organization is significantly cheaper than the traditional one, as it cuts costs of organizing the learning process.

At that, our observations show that beneficial psychological environment, specific emotional atmosphere may be created only in the traditional form of learning. Non-verbal communication, emotions are capable of activating internal resources of a person and encourage further activities. Professionally important skills, especially meaningful in teacher training may be formed by gesture, facial expressions, standard of speech, intonations that enrich teacher's speech. Due to that, one of the disadvantages of the distance learning is a lack of formative aspect, as only personal example, manners, style and behavior of a teacher are acquired by the learners unconditionally. Besides, distance learning requires self-discipline and self-control.

In the context of modern reality, transition to online learning was quite smooth in many institutions of higher learning. Among the problems typical for many regions of the country are communication breakdowns due to weak Internet connection on the side of students living in remote

localities and lack of technical means among students from low income families. Speaking of personal changes among learners, it is fair in our opinion to name lowering of positive emotional background, appearance of negative emotions due to breakdown of settled mode of living, deprivation of direct social and physical contacts, prolonged stay indoors.

Online learning influences the cognitive component of learner's personality. The cognitive component, being supported by personal principles of thinking and manifested in a skill to see general in particular, analyze, synthesize, abstract, classify and generalize, as well as in a skill of logical thinking, proof and argumentation serves as a mechanism of cognitive activity. According to this position, the format of distance learning facilitates development of personal responsibility, personal enrichment and ability for continuous self-development. At that, it is already evident that cyberspace cannot substitute skills of direct human interaction. Person-to-person interactions facilitate development of personal emotional domain, related to deep self-identity of a person. World perception, world view and readiness to learn and develop in the context of the digital reality depend on mental and emotional state of personality.

7. Conclusion

Thus, digital reality is an inevitability, which shall be not just come to terms with, but developed along. Global community is standing at the threshold of a new industrial revolution (Industry 4.0), supposing a completely new approach to socio-economic relations and determination of place of each person in the new digital reality. On the other hand, Industry 4.0 is a kind of commercial activity, whose final objective is profit and not personal or societal development. Innovations in any domain of human activity lead to social changes, which in their own turn influence humans. So, mass automation stimulates unemployment by substituting human labor. At the same tie, technical revolution allows previously unemployable people to find employment and provides access to practically any information.

At the same time, digital technologies create new values and new behavioral models. Changes take place inside human consciousness, the person's spiritual world undergoes a reset, which raises great concerns. Threats to personal spiritual security are caused by exactly that. Express survey conducted at the premises of Chechen State Pedagogical University with students of the Institute of Philology, History and Law allows for conclusions that immersion into digital environment leads to:

- loss of personal individuality;
- changes in behavior, making it follow certain algorithms;
- alienation of personal mental world, loss of freedom of choice.

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