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PROTECTION OF YOUTH IN THE INFORMATION EDUCATIONAL SPACE: SOCIAL AND PEDAGOGICAL ASPECTS

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Abstract

Potential threats to the information multicultural educational space are revealed: the influence of web surfing on the health and psyche of a young person, his cognitive abilities, emerging worldview; potential distortion of moral ideals; the increase of psychoemotional and socio-psychological tension, the inability to assess Internet content adequately due to its diversity in content and in form; substitution and fusion in the consciousness of the real and virtual worlds; lagging behind the development of the education system in relation to the rapid development of the information educational space; insufficient preparation of young people for distance education models; the certain unpredictability of directions of development of informatization of social processes; aggravation of problems of mutual understanding of generations. Social safeness of youth in the information multicultural educational space is defined as a system, process and result of ensuring the protection of the young generation from the negative impact and threats of the information and educational environment. The directions and principles of social and pedagogical support of youth safeness in the informational multicultural educational space are revealed: the permanent attention of society and state structures to the problem; integration of the work of all interested institutions with the involvement of the means of information and communication technology; realization of socially-oriented technologies of self-development of the person in the information multicultural environment; active introduction of technologies for the formation of cognitive competence among young people on the basis of all the possibilities of the educational space.

Keywords: Social safeness of youth, information space, multicultural space, cognitive competence, informatization of education.

1. Introduction

Modern education could not be imagined out of informatization and using informational resources. However, the impact of informational environment (including informational educational environment) at forming psyche and world view of youth is not fully researched. Today we can see the process of formation of new generations – generations like X, Y, Z. These generations are oriented to virtual space, to combination of content of informational space and ordinary consciousness. In fact, we should accept that the informational environment plays the main role in modern youths' life in exchange for real life.

2. Problem Statement

The development of modern society in the era of informatization can bring potential and real threats to the formation of the younger generation. Among modern youth we can see socio cultural disadaptation. This disadaptation appears in uncertainty in future, disappointment, being unconfident, aggressiveness. This provision requires a methodological interpretation of the social and pedagogical support of youth safety in the information educational space; and the development of effective social protection measures.

3. Research Questions

It seems advisable to solve the following issues:

– to identify the meaning of informational educational space from the perspective of ensuring the social safeness of youth;

– to identify potential negative impact of informational educational environment and its threats to social safeness of young generation;

– to identify requirements to social pedagogical provision of social protection of youth in informational educational space.

4. Purpose of the Study

The aim of the article is to develop principles of work organization of social pedagogical provision of social safeness to youth in informational educational space.

5. Research Methods

The following methods of research are used: terminological analysis, generalization, comparison, comparative analysis.

6. Findings

Social dangers and threats to the formation and self-realization of youth in an industrial society are traditional and well-known. Throughout the centuries, older generations controlled the development and formation of children, adolescents and young people, preventing and avoiding the negative impact of society on them. Modern society is distinguished by global computerization and informatization, creates conditions for unlimited communication and human interaction in virtual space. The global informational

environment bears not only a huge educational potential, the possibilities of unlimited communication and familiarization of the subjects of the informational space with different cultures and subcultures but also conceals potential threats to the formation of cognitive spheres and the world view of the youth for its social security.

A lot of attention is paid to social safety issues in research covering various spheres of society: informational security (Bigo, 2016), organization and security of group activities (Brown, 1992), providing the security of children and youth at the state level (Devine, 2016, Lane, Munro & Husemann, 2016; Munro, Cartwright, Hardie & Montuschi 2017).

Understanding the social safety of young people in russian and foreign research is essentially identical. Social security is viewed, as a rule, in two aspects:

– from the point of view of protecting the individual by society: in connection with the prevention of possible risks and challenges (Beck, 2007, 2016); Liga & Cikalyuk, 2013, etc.); in the context of confronting threats to health and human life in the spiritual and moral, civil-law, information spheres, countering the technogenic, natural, military and other threats (Borisova & Plotkin, 2017, etc.);

– from the point of view of the individual's state: as a sense of need for protection (Subbeto, 2008, etc.) and as a state of protection of the individual, social group or community from threats of violation of their vital interests, rights and freedoms: the right to life; for labor and its fair payment; for free education; health and medical care; for affordable rest; on guaranteed social protection and social services by the state (Sillaste, 2014, etc.).

Commonality in the indicated approaches is the analysis by the authors of social security through the prism of the interconnection between man and society, the indissolubility of the sense of security of the individual and the social state.

With regard to the conditions of the educational environment, social security is considered in a number of russian studies as the effectiveness of the measures applied, as well as the adaptability and social activity of young people in real and extreme life situations (Ermolenko, 2012, etc.). In foreign studies, social security is understood primarily in the context of preparing students to overcome possible social risks and threats (Balzacq, 2016, Bauman, 2016; Devine & Parker, 2015).

It is reasonable to connect social security of the young generation with the educational and information spaces, since the leading activity in adolescence is cognition, and information and content of the informational environment play an important role in the life of modern youth. Given the high importance of information and communication technologies for the young generation and the educational potential of the informational space, it seems reasonable to talk about the informational educational space and, accordingly, the social safety of youth in it. The social safety of youth in the educational space is analyzed by us in several aspects as: a set of measures aimed at the social and pedagogical protection of the individual in the social space; the creation of social and pedagogical conditions for the prevention of various dangers and threats to the formation of a young man; social institution reflecting the well-being, culture, moral and emotional characteristics and traditions of the society with the goal of forming a moral and ethical psychologically healthy person (Gukalenko, & Pustovoitov, 2018). These aspects of social security are also invariant for the informational educational space, taking into account the extension of their essence to the informational and educational environment.

In the informational educational space, the real sphere of education and the global information and educational network environment are highlighted (in this article we are talking about it), managed (relatively manageable, specially organized) and chaotic (unmanageable) subspace. Managed subspace of the information educational space, unlike chaotically developing, is structured enough with respect to educational resources, has the means to ensure a certain degree of protection of its subjects from negative (physiological, psychological, educational, social, economic, etc.) influences and threats.

One of the key characteristics of the modern informational educational space is its multiculturalism. Various aspects of the problems of multicultural educational spaces are reflected in the works of E. Bondarevskaya, V. Borisenkov, E. Goloborodko, Yu. Davydov, A. Dzhurinskii, N. Nikandrov, L. Suprunova and other scientists. Multiculturalism is the process of the formation of various cultural environments, where experience of culturally appropriate behavior is acquired, cultural self-identification of the creative inclinations and abilities of a person is carried out. The multicultural educational space is "not only institutions specially created and intended for the upbringing and education of the younger generation, but everything that causes profound changes in a multicultural society" (Gukalenko, 2003).

The informational multicultural educational space is conceived by us as an aggregate of personal cultural spaces, spaces of social groups (on the basis of kinship, profession, age, unity of interests, etc.), educational, social and public institutions, their values and meanings, principles, traditions, technologies, interacting in the context of a dialogue of cultures and performing directly or indirectly educational function through information and communication technologies and information and education environment.

In developed democracies (including the Russian Federation), the informational multicultural educational space plays an important role in ensuring the social safety of young people. It is characterized by hierarchy, high level of integration and interaction between educational and social institutions; free access on equal terms to all citizens to information content, educational and cultural values; academic and professional mobility of the subjects of the education system in the information environment; variability of content and models of education on the basis of the possibilities of the information and educational environment; a high degree of informatization of the educational process. These characteristics provide the conditions for the formation and maintenance of the youth's sense of security against social threats, confidence in the observance of social rights and freedoms by the society and the state, the security of interaction in the information multicultural educational space with other subjects of the educational process.

The informational multicultural educational space today has become, in fact, a virtual world of life for young people and adolescents, and sometimes replaces the "living" society in the life of a young person. The emerging worldview, ideals and values of young people largely determine the content of the global information network. Threats and negative impact of the informational multicultural educational space include:

the influence of web surfing on the health and psyche of a young person, his cognitive abilities, emerging worldview;

potential distortion of moral ideals, criteria and norms due to negative information impact (cultivation of violence, racial hostility, conflict, aggression, etc.) on the young person's psyche of information content (Borisenkov, 2011; Gukalenko & Pustovoitov, 2017);

the growth of psychoemotional and socio-psychological tension, the inability to adequately assess the perception of Internet content by young people due to its diversity, variability in both content and form;

substitution and fusion of real and virtual worlds in the minds of young people (as a consequence, inadequate behavior of young people in the real world); Internet addiction of youth ("generation Z");

inconsistency of the contents and models of education with the needs of children and youth due to the lag in the development of the education system in relation to the rapid development of the informational educational space;

the introduction of the traditional proven systems of training and education of economically profitable, innovative but little studied remote models. These models require the learner to form a cognitive competence of a sufficiently high level, which young people do not yet have in their majority (Pustovoitov, 2013, pp. 151-165);

a certain unpredictability of the directions of development of information and communication technologies and informatization of social processes. As a consequence, a threat is created for the unpreparedness of young people for a possible reality of world perception and the world's existence;

aggravation of problems of mutual understanding of generations; the rapid decrease in the age difference in the perception of the world by generations of reality.

Ensuring the protection of the younger generation from these threats to the informational multicultural educational space is the essence of the social safety of children and youth in it. Social safety of youth in the informational multicultural educational space is a system, process and result of ensuring the protection of the young generation from the negative influence and threats of the informational and educational environment.

Among the directions of social and pedagogical support of social safety of young people in the informational multicultural educational space can be identified:

- the formation in young people of a positive self-concept, the idea of real dynamic processes in society, in the country, in the world; formation of conviction in the progressive development of the Fatherland, Mankind as a whole on the basis of improving methods, means and technologies for collecting, processing and storing information; formation of a feeling of protection from threats to vital interests, social rights and personal freedoms, confidence in the social well-being of one's future, inextricably linked to the future of the information society;

- formation of cognitive competence among young people - personal experience in the sphere of self-regulating cognitive activity, integral qualitative characteristic of the personality, reflecting its aspiration and ability to accumulate and realize its potential in the sphere of independent cognitive activity for successfully solving personally important (including educational) tasks (Pustovoitov, 2013, p.17); cognitive competence of the individual is the basis for meaningful social and safe processing of the content of the informational multicultural educational space;

- formation of awareness among youth of possible threats from the informational educational space of the individual, the family (Azizova, Bocharova & Gobova, 2014), individual social groups, society, the state; the formation of personal experience in preventing these threats, confronting them and avoiding their negative influence, adapting to the consequences of information attacks and threats;

- formation and development of youth experience of respectful attitude to older generations, their knowledge and achievements; the formation of awareness of the personal importance of education, the use of information resources;

- the acquisition of information by young people reflecting the culture of their people, the country; the formation of ideas about the diversity of cultures in Russia and the world, the experience of a positive attitude to the cultural differences of peoples and nationalities of our country; development of communicative culture on the basis of information and communication technologies; education of the young generation in the spirit of peace, tolerance, humane interethnic communication;

-forming young people's experience of healthy lifestyles, as well as developing and creating conditions for full-fledged physical development of young people in the context of global informatization and computerization of society; the formation of young people's experience of ergonomically expedient models of information processing and interaction with subjects of the information educational space;

- formation of awareness of the isolation of the real and virtual worlds, experience in analyzing the content of the global information network; development of strong-willed qualities and psycho-resistance to the negative impact of the global informational network;

- formation at the level of modeling of behavior by means of the virtual space of experience of prevention and overcoming the consequences of natural and man-made accidents; experience of survival in difficult conditions.

Principles of social and pedagogical support of youth safety in the information multicultural educational space are:

- permanent attention of society and state structures to the problem of preventing and overcoming threats to the informational and educational space of social security for young people; development of this problem at the legislative, financial, personnel, social, pedagogical and other levels;

- Integration of the work of all interested institutions on social and pedagogical support of youth safety in the informational multicultural educational space; design and implementation at the federal and regional levels of programs, models, projects for the development of a socially-safe informational space;

- development and maintenance of educational portals, information and methodological support for the work of educational institutions, teachers, families, interested public institutions to ensure the social safety of young people;

- design, development and information and methodological support at the federal, regional and local levels of socially-oriented technologies that ensure the self-development of the individual in an information multicultural environment;

- active introduction of technologies for the formation of educational and cognitive competence in children and young people on the basis of all opportunities and forms of the educational space.

7. Conclusion

Provision of social security of youth in informational multicultural educational space is one of the most important problems of every developed country. Solving this problem is connected to provision of civilizational and national security, preservation of cultural heritage, personal development.

Globality of the problem requires systems approach, close attention and complex solution. Success and efficiency of social pedagogical provision of social security of youth in informational educational space are connected to realization of educational potential of informational and opportunities of multicultural spaces. Integration of efforts of interested state and public institutions plays an important role in this process.

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