

Transformation of Students Value Orientations: Behavioral Virtual Models

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ABSTRACT

The research urgency is caused by the intensification of virtual models of youth behavior that determine the educational process of modern University as the undifferentiated flows of information which are different by their value and that reduce the channels of personal communication of students as socio-cultural communication. Replicated in the information and communication systems, virtual models of behavior in artificial environments mostly are oriented on the development of abilities to activities by suppressing the sphere of interpersonal interaction and limiting of real social contacts, which does not correspond to generally accepted in society, socio-cultural programs of development of the individual student - the future specialist. The current discrepancy needs scientific systematization and interpretation. In this regard, the focus in this article is devoted to substantiation of the content of students' value orientations, which are transformed by the virtual behavioral models. The paper presented actualized content of the concept "virtual models of behavior", defined the essence of transformation of students' value orientations in the educational process of the University, disclosed the specifics of the transformation of value orientations in the space of virtual models of behavior, developed elective learning module "Value orientations of students in a real educational process of the University and in the virtual space of the Internet. It proved the effectiveness of this module by using the cognitive, emotional and behavioral criteria.

KEYWORDS

Sociocultural orientations, socio-cultural environment of the University, virtual culture, virtual behavioral models, escapism, the method of content analysis

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Introduction

The relevance of the study

Modern educational process at the University is unthinkable without a wide use at all levels of information and communication technologies. Web information resources are used at lessons in universities, in full and part time forms of education, in the system of external studies. Effectively manifests itself on-line form of University education, based fully on the means of information and communication technologies (Yashkova & Kalimullin, 2015; Khinkanina & E.Serova, 2016; Khuziakhmetov & Amin, 2016; Askhamov, Konysheva & Gapsalamov, 2016). Today, every student can take part in international training, research projects, teleconferences, debates organized in universities around the world. K.S. Young (1997) people take part in online conferences or just keep in touch with peers in chat rooms, thematic blogs and wikis that combine them in the discussion of one or another problem (including professionally – relevant) on a special website (Isaev, 2001; Golovanova & Sibgatullina, 2015). Teachers are united in a network community for sharing of the experiences, solving their professional problems, personal communication, leisure activities, etc. The problem of obtaining of information on any subject is not difficult not only for citizens of megalopolis but also for the most remote provinces. The main condition is the availability of Internet access, especially because the development of information technologies allows you to use wireless Internet access (Marchenkova, 2009; Borisova et al., 2016; Tkacheva, Simonova & Matveev, 2016; Skorikovaa, Khromova & Dneprovskaya, 2016). In the course of the study it is established that the information society with its total technologization and virtualization, extending the channels for transmission of social and cultural experience simultaneously excludes from the educational process of the University, a number of traditional for identity formation of social and cultural technologies that direct the search of value orientations of students about the meaning of existence in a new direction: solving the tasks of adaptation to new life situations, to a new understanding of the educational process and building their own prospects for creative self-actualization in the context of the ongoing integration of behavioral patterns in the real educational process and in the virtual computer space (Kulzhanova & Kulzhanova, 2016; Sakhiyeva et al., 2016; The Internet in Humanities education, 2000). It was also found that effects from ultra-fast inclusion of a vast array of innovative tools in the educational process, led to real change in the socio-cultural landscape of universities, especially in the area of cultural and communicational processes and interpersonal communication of students, deterministic by virtual transformation of value orientations of students (Bourdieu, 2001). These problems in practical activities of universities to this day remains without an scientifically justified approach to their solution that necessitates a holistic, continuous observation, analysis and a comprehensive study and development of a conceptual approach to students' models of virtual behavior, transforming students' value orientations in the educational process of the University (Astafyeva, 2007).. In this regard, the focus in this paper is devoted to justification of the structure and content of the virtual models of behavior that affect the transformation of value orientations of students in the educational process of the University. The established tendencies define the content of practically – oriented directions of transformation of students' value orientations



in the process of students' behavioral virtual models using in the educational process of the University. The effectiveness of the implementation of elective learning module "Value orientations of students in real and virtual space" is proved.

The solution to the formulated problem defines the purpose of the study.

Literature Review

Discourse of the concept "virtual models of students' behavior in the educational process of the University"

In this study, the discourse of the concept is determined by the transformations of motivational-personal sphere of information technologies' users and the structure of their personality as a whole, as well as psychological and pedagogical mechanisms which are responsible for this conversion. However, it should be noted that computerized technologies have a differential impact on other activities: some transformations can be superimposed on the others, leading to the neutralization of the educational consequences, and their strengthening. There are three main types of behaviors of students in virtual space, able to lead a person to transformation of value orientations:

- cognitive model – is characterized by the formation and sustainability of knowledge goals in the field of programming and telecommunications;
- game model – is characterized by a state of projecting and implementation of the structure, content, technology of computer games, and games, mediated by the Internet;
- communicational model is characterized by deep knowledge and interest in network communication.

It is proved that the identified models with the correct use in the educational process of the University determine the stability of the formed cognitive, emotional and behavioral indicators of value orientations of students.

Opposite views on the problem of the study

An important contribution in the development of problems of the study is made by S. Turkle (1995) - Professor of sociology and psychology at Massachusetts Technological Institute. Ideas of S. Turkle (1995) on the changes of relations between the individual and the computer are used in the process of formulation of the main objectives of this study. For example, initially a simple device (computer was considered a large and fast adding machine), is fused with the user's identity, becoming a magnetic dependency, from which it is impossible to get rid of. In modern conditions the virtual space is not only a place where "I" is a multiple and constructed language, people and machines in it are in a new relationship to each other, and can even identify each other. In this sense, they are compelling objects for rethinking of virtual space and content of ideas of value orientations of personality (Turkle, 1995). In the works of K.S. Young (1997) the role of social identity in behavior regulation is examined. Its theoretical considerations lead to the conclusion that "I am from the eyes of others" provides regulatory activity, and the "I-as-indeed", in contrast, adjusts the excess activity of the person. These ideas are continued in the concepts of modern cognitive oriented psychologists. So, in the theory of social identity and

theory of self-categorization the "shift" of identity to the pole of social-categorization defines intergroup (i.e., normative) behavior, and to the pole of personal self-categorization - interpersonal behavior (Berger & Luckmann, 1995). In the works of O.N. Arestova, L.N. Babanin & A.E. Voiskounsky (1996) the results of a study of the problem of University real educational process and the virtual space are presented, the educational tendencies of the transformations of the system of continuous professional education depending on global problems are determined. Significant attention in Russian studies (Astafjeva, 2002; Isaev, 2001; Klarin, 2002; Ostrovsky, 2003; Tapscott, 1999; Yachina, Zeynalov & Dyushebekova, 2016; Orazalin et al., 2016) is paid to the aspects of addiction, escapism, identification of personality types, prone to Internet dependencies, the development of effective human technologies preventing these tendencies, creating a safe learning environment. It is established that significant teaching experience, existing in the real educational process of the University to use the features of the virtual space, determines the specificity of an integrative approach to the modernization of value orientations of students corresponding to the needs of the mobile developing labor market. The study proved the theoretical and practical significance of projecting of integrative interaction of University real educational process with the virtual space as a pedagogical condition of positive transformations of University students' value orientations.

Results

The structure and content of value orientations of University students

In the study, the structure and content of students' value orientations are considered as the leading component of the psychological structure of the personality, integrating and correcting all the other psychological characteristics of personality - interests, needs, motives, desires, goals, and psychophysiological processes associated with memory, thinking, ability, imagination. It is proved that these processes are a kind of individual – personal basis, contributing to a correct transformation of value orientations of personality.

It is proved that value orientations are the result of assimilation by the person of the dominant social values and normative samples. Therefore, the content of value orientations allows in the basic form to express the main idea of its sensible existence – the idea of relatedness of society and culture with the individual, personal significance of cultural values, certainty and focus of various types of spiritual and practical activities. All of this is formed in process of mastering of knowledge, social values, ideals, beliefs, social norms, customs, traditions etc.

It is found that the execution of multiplicity of social roles in different social groups, value orientations of students begin to transform and influence the behavior of students in a particular situation.

It is proved that the structure of value orientations consists of three components (Demidova, 2011): the first component is cognitive one. It is formed by the accumulated and systematized individual knowledge about the various material and spiritual values of society. The second component is emotional one, is characterized by the extent of emotional experience of the person of their attitude towards different values. The third component is behavioral, it contains



plans of actions, specific deeds that are tied to particular social roles, projected to complete by the student.

The study proved that value orientations belong to subjective sphere of the individual and are the main regulator of social behavior. However, it should be noted that in life situations a person behaves in a different way, because it performs social roles, which differ by their content and functions. Therefore it is necessary to have a clear idea about what is the structure of value orientations that regulate and guide the behavior of individuals in virtual space (Berger & Luckmann, 1995).

The study established the effectiveness of dispositional regulation of students' behavior (Yadov, 1975). Under the disposition is understood the predisposition of the individual student to the perception of the social situation, conditions of activity and to a particular behavior in these conditions. Initial provisions of the concept, practically reasonable for this study are established: 1) the disposition is formed at the intersection of the social conditions of work, involving the inclusion of a person in its different styles, types and needs; 2) since social conditions can have different levels of difficulty (different scope, different types of social systems), so and the dispositions like the needs in the personality structure are organized hierarchically - have the lowest and highest levels. The study established four levels of difficulty:

- basic attitudes, formed on the basis of the vital needs in basic situations;
- socially fixed attitudes: requirements arising from inclusion of the individual in primary and other contact groups; appropriate social conditions;
- basic social attitudes (due to the General orientation of interests of individuals in various fields of activities – educational, professional, recreational, etc.
- the system of value orientations associated with the highest aims of vital activity of the personality, its most significant needs. This level plays the most crucial role in the regulation of personality's behavior, coordinates all specific deeds and actions.

The use of the concept of status and role dispositions proves the effectiveness of hierarchically structured levels of personality's behavior from simple behavioral acts, which are simple responses to the rapidly changing conditions of the educational process, to more complicated ones including the activity on implementation of needs of a higher level. Finally, the activity in various spheres, purposeful, responsible, meeting the highest needs of the individual, is regulated and directed by the universal value orientations of personality. Indicative in this aspect is the totality of the results obtained in the study (see table 1).

Table 1. The system of value orientations of personality of the University student.

<i>The biological aspect</i>	<i>Status</i>	<i>Value orientations</i>
	Individual:	Health
The body	Part of nature	Love to the Fatherland
Parents	Son, daughter	The love for the
Homeland	Son of The Fatherland	Motherland
Earth	People	Universal values (life, love of nature)
<i>The social aspect</i>	<i>Status</i>	<i>Value orientations</i>

Family	Personality:	Family traditions
The team	A family member (father, mother, son, daughter)	Professional values
Regional community	The post	Love to the native land
National community	From Moscow, Kazan	National culture
Professional community	Tatar, Russian	Qualification
Society	Engineer, lawyer	Patriotism
Community	Citizen	Human values
	People	(conscience, respect, dignity)
<i>The spiritual aspect</i>	<i>Status</i>	<i>Value orientations</i>
Love	People:	Universal values (reason, freedom, humanism, religion, spirituality)
Faith, hope	People loving, confident, trusting, intelligent, the Creator of goodness and beauty	
Mind		

Classification of the virtual models of students' behavior

The study proved the effectiveness of virtual models' use of the students' behavior which is able to contribute to the transformation of value orientations.

1. Cognitive model – is characterized by the formation and sustainability of knowledge goals in the field of programming and telecommunications. Internet and WWW provide many opportunities for the implementation of cognitive model of behavior through, for example, hypertext navigation. A separate cognitive task could be the clarification of the organization of the Internet as a conglomerate of interconnected computer networks, patterns, storage, sorting, indexing, and sending of the data arrays, the implementation of search mechanisms and procedures, functioning of providing such information protocols, telecommunications devices and programs etc. Professional knowledge of this kind - obligations of specialists in information and communication technologies, and hypertrophic (far beyond a professional capacity) fascination with the search for and application of such knowledge characterizes the transformation of value orientations, known as hacking.

2. Game model – is characterized by a state of projecting and implementation of the structure, content, technology of computer games, as well as games, mediated by the Internet. Mediated by the Internet the gaming behavioral models are diverse. They include, for example, games with a single opponent, which there may be gaming program or remote partner. Some game servers are organized on the principle of the club, whose members have a rating that allows choosing of an opponent. There is a large popularity among students of group role-playing games as MUD (Multi-User Dimension/Dungeon. Multi-user dimension/dungeon). The Foundation of these text based games - the production by the players of the descriptions of the actions and remarks in the genre of fantasy (fairy-fiction). Participant of MUD chooses a character from the available set and gets used to a role; his actions in the game depend on features of the role, and on the manifestation of imagination, and on some formal characteristics (as inner - strength, wisdom, cunning, etc., and external - the game equivalent of money, weapons, food, etc.), which are expressed quantitatively, and either can be increased or decreased depending on the success or failure of the player.



3. Communicative model of behavior is characterized by a deep knowledge and interest in network communication. There are the following main types of behavior in network:

- 1) communication in real time (so-called chat):
 - with one companion (a specific channel for such communication is selected);
 - with a large number of people simultaneously.
- 2) communication in which messages arrive to the destination with a delay:
 - with one source (e-mail);
 - with many people participating in the teleconference (groups).

In addition, as the basis for classifying of types of online communication may serve the following parameters:

- openness of community for all those wishing to communicate or its being closed for outsiders;
- the presence or absence of control over activity of participants, and particular cases of control can be moderation, a secret penetration into a closed for outsiders the communication channel, eavesdropping(lurking);
- limitation using verbal texts or multimedia.

It is proved that the identified models with the correct use in the educational process of the University determine the stability of the formed cognitive, emotional and behavioral indicators of value orientations of students.

Educational - methodical content of elective module "Value orientations of students in a real educational process of the University and in the virtual space of the Internet"

The purpose of the development of elective training module is to create training content of the pilot project of transformation of students' value orientations in the process of integration of educational process of the University and the virtual space of the Internet.

Objectives: to form students' sustainable knowledge about the structure and contents of students' value orientations in the educational process of the University; to analyze the peculiarities of value orientations of the virtual space; to determine the need for pedagogical integration of value orientations of the educational process and value orientations of the virtual space; to harmonize the structure and content of value orientations of the educational process and models of students' virtual behavior.

It is proved that the integration of value orientations of the real educational process of the University and the virtual space– an innovative direction in training of specialists of a new generation that meet the requirements of information culture. The training– methodical plan of the module is shown in table 2.

Table 2. The structure and content of the elective training - methodical module "Value orientations of students in a real educational process of the University and in the virtual space of the Internet"

№ n/n	The structure of the module	Forms of behavior		
		Theoretical	Practical	Total

1.	Introduction. The rationale of the course. The purpose and objectives.	1	-	1
2.	Value orientation of students: basic concepts, structure, content. Socially - pedagogical preconditions of the transformations.	2	-	2
3.	The structure and content of the virtual models of behavior	1	1	2
4.	Projecting of integrative interaction of value orientations of the educational process with value orientation of virtual models of behavior	2	2	4
5.	Master-classes: 1) projecting and implementation of value orientations of virtual models of behavior; 2) projecting of virtual technologies; projecting of aggregate indicators of value orientations; the identification of problems and contradictions in the development of integrative interaction of value orientations of the educational process and the virtual space	3	2	5
6.	Mini - conference: conclusions of lessons are conducted, ratings of value orientations are created, short interviews, debates are conducted, plans for next term are formed etc.	2	4	6
		11,0	9,0	20,0

Discussions

The results of the study suggest that the study of the problem of transformation of students' value orientations, due to the integrative interaction of the educational process of the University and the virtual space of the Internet, is an innovational direction contributing to the identification of science – based decisions that have both practical and theoretical significance for the students' training process. The results of the study confirm the assumption that the use of teaching resources of the virtual space of the Internet in the educational process of the University creates an innovative environment necessary for the modern transformations of students' value orientations. It is proved that experienced users of the virtual space possess perception and understanding of other students and interaction with them, which are subjected the value orientation of personality on active achievements in activity, but the inexperienced users – value orientations to continue the relationship.

In the value image of the other experienced users are oriented on business qualities, success and achievement. Activity, intelligence is the major regulators of interpersonal relations that are expressed in the form of their sensitivity to the evaluation of the image of the other primarily as an entity - actor. Established trends create prerequisites for the justification of theoretical and practical significance of the transformations of students' value orientations in the educational process of the University through the implementation of elective learning module "Value orientations of students in a real educational process of the University and in the virtual space of the Internet." Productivity of the implementation of the module using criteria is proven (using a 5-point rating



scale): cognitive level ("before" the experiment – 1-2 points, "after" experiment – 3-3,5 points); the emotional level ("before" experiment 1-1,5 points, "after" experiment – 3 points); behavioral level ("before" the experiment – 1-2 points, "after" experiment – 3.5 points).

Conclusion

This study confirms the theoretical and practical significance of the problem of transformation of students' value orientations in the integrative interaction of the real educational process of the University and the virtual space of the Internet. Based on the results of the study, the paper re-interpreted the discourse of the concept "value orientations", presented the updated concept of "virtual models of behavior", defined the essence of transformations of students' value orientations in the educational process of the University, disclosed the specifics of the transformations of value orientations in space of the virtual models of behavior, developed elective module "Value orientations of students in a real educational process of the University and in the virtual space of the Internet." The effectiveness of this module using the cognitive, emotional and behavioral criteria is proved. This problem as a research direction is not exhausted by the solution of goals and objectives. In its capacity there are socio – pedagogical resources useful for the improvement of the educational process of a University: rethinking the pedagogical functions of virtual models of behavior of students in the space of the Internet; planning of educational process of the University, enriched by virtual value orientations, possibilities of virtual models of the behavior in the virtual space, the improvement of curricula, subject content, technology, scientific – methodical and resource support.

Disclosure statement

No potential conflict of interest was reported by the authors.

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