Risk factors for the emergence of moral alienation of students in the educational environment of a modern university

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Abstract. The problem of alienation of youth from traditional cultural and moral values is one of the urgent in the modern information world. For a comprehensive solution to this problem in the educational process of the university, it is necessary to determine the risk factors emergence for the moral alienation of students. The article reveals the content of the main risk groups: 1) external risks caused by the general cultural tendencies of the modern world (the sociocultural crisis of the information civilization associated with the loss of a stable worldview by a person); 2) information risks arising from the use of information technology (massive impact of rapidly growing volumes of heterogeneous information; attractiveness of the virtual world); 3) organizational and pedagogical risks caused by negative phenomena in the educational space (low level of professional competence; irrational organization of the educational process); 4) psychological risks associated with factors of causing psychological damage to students in the process of interpersonal relations (professional burnout of a teacher; authoritarian management style; psychological violence, low self-esteem of a student). The results of the study allow us to identify the main areas of pedagogical activity on the prevention of moral alienation of students at a university.

The paradigmatic changes taking place in the modern information world have led to serious changes in the inner world of man, his worldview. The sociocultural crisis of modern technological civilization is associated with the loss by man of a stable worldview, the replacement of traditional spiritual and moral values with material ones. This is expressed in the tendency for people to be alienated from each other, from their past and future, from their activities and from their results, from the spiritual and moral values of their culture and the culture of other peoples. The last opportunity to implement a qualified comprehensive solution to this problem is located in the space of higher education. The study of the risks emergence of moral alienation students in the educational environment of the university opens up opportunities for the design and implementation of systematic pedagogical activities for targeted prevention of this negative phenomenon. The purpose of this study is to determine the content and main types of risks emergence of moral alienation of students at a university.

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alienation students at a university.

The educational environment of the university is a complexly organized integrative system of spatial-subject, informational, didactic, psychological and social conditions that provide educational solutions that contribute to the socialization, adaptation and self-realization of students, their moral formation and mental development [1].

However, along with this, in a number of educational institutions unfavorable conditions are created that create risks and threats to both physical health and the moral and psychological state of the subjects of the educational process (I. A. Baeva [2], E. B. Laktionova [3], V.V. Kovrov [4] and others).

The analysis of the conditions and causes emergence of the moral alienation of students allowed to us highlight informational, organizational, pedagogical and psychological risk factors.

Of these, the greatest danger to modern man is information risk factors, which represent the possibility of psychological, physiological and social losses of a person as a result of the use of information technology. The research of the problem of human dependence on information technology are devoted works to A.E. Voiskunsky [5], K.S. Young [6], M.H. Orzack [7], M.A. Shotton [8], A. Kalaitzaki, M.F. Wright [9], W.H. Chong, S. Hye, Huan V.S., R.P. Ang [10].

Information risk factors, in our opinion, include:
- the increasing volume of information flows, not allowing the individual to think about the internal meaning of the incoming information;
- the attractiveness of virtual games, chats, social networks, due to the possibility of anonymous communication with people, the likelihood of self-realization and self-expression from the best sides;
- high professionalism (including psychological) of developers of computer programs and sites, ensuring the effectiveness of manipulative effects on the consciousness, will and behavior of the network user;
- the accessibility of the Internet, films, music, programs and games, allowing at any time and anywhere to view the materials of interest;
- lack of a system of control and protection of the individual from negative information and psychological influences.

The influence of these factors on the person leads to such negative consequences as:
1. The surface of perception. This defect is associated with a shallow primitive perception of facts and phenomena, in which judgments are formed on the basis of appearance or contour, and internal meanings remain unrevealed.
2. The degradation of mental abilities.
3. Emotional superficiality, indifference.
4. The emergence of pathological Internet addiction.
5. Moral degradation associated with the devaluation of traditional universal spiritual and cultural values.
6. Causing harm to health;
7. Violation of interpersonal relationships and relationships.

Organizational and pedagogical risk factors are a set of unfavorable conditions the organization of the educational process, increasing the likelihood of emergence of moral alienation of students. Various aspects of organizational and pedagogical risks there is to be in the works of V.V. Abramenkova [11], I.A. Bayeva [2], E.B. Laktionova [3], V.A. Maltseva [12], D.I. Ostanina and V.S. Tretyakova [13] and others.

According to E.B. Laktionova, risk factors in the educational environment can be:
- learning conditions, including all spatial-subject components of the educational process (lighting, air temperature, classroom condition, furniture, design and quality of textbooks, etc.);
the training load, including informational and organizational aspects of the educational process (the volume of tasks, the distribution of the teaching load, the organization of educational and research activities, etc.);
- the style of relationships between subjects of the educational process, the socio-psychological climate in the team [3].

Together with them the risks the emergence of moral alienation of students at a university can be attributed to:
- low level of professional competence and pedagogical culture of the teacher;
- irrational organization of the educational process;
- Inadequate choice of pedagogical technologies and teaching methods that are inappropriate to didactic tasks;
- poor organization of educational work;
- non-systemic organization of independent, research and leisure activities of students.

One of the risk factors in the educational process of the university is the bureaucracy, which, according to D.I. Ostanina and V.S. Tretyakova, which is to lay in the maximum workload of teachers to develop and adjust programs, methodological support of the educational process, the preparation of plans and reports, which, of course, means a decrease in concentration on the learning process itself and as result, originate a lower in the quality of training of future specialists [13].

Among the organizational and pedagogical risk factors emergence for moral alienation is the low level of corporate culture existing in some universities, which, as you know, integrating values, forms and rules of behavior to a large extent determines the interests of participants in educational relationships, shapes behavioral attitudes and stereotypes, provides compliance with the standards of university life, creates a socio-psychological climate in the team.

The psychological risks of the educational environment are a combination of factors causing potential psychological damage to students in the learning process and of interpersonal relationships. The study of various aspects of the occurrence of psychological risks are dedicated is the works of I.V. Arendachuk [14], I.A. Baeva [15], Yu.P. Zinchenko [16], L.E. Tarasova [17], I.L. Fedotenko [18], A.R. Masalimova [19], R. Janoff-Bulman [20], S.A. Hardy, D.C. Dollahite [21], C.D. Ryff, B. Singer [22] and others.

One of the most significant psychological risks emergence of moral exclusion is the prevalence of external motivation among students, associated not with the acquisition of professional knowledge and competencies, but with the acquisition of an external status, diploma. This is evidenced by the lack of cognitive interest in many students, the lack of skills for inclusion in educational activities, poor knowledge of subjects, inability to outline, draw up abstracts, and carry out independent research activities.

External motivation is associated with such a phenomenon as student infantilism, which, according to I.L. Fedotenko and L.M. Tarantei, expressed in:
- lack professional motivation among young people, of a conscious image of their future;
- the priority of situational activity ("here and now");
- unwillingness to be productively involved in the educational process;
- the prevalence of an external locus of control and evaluation;
- the desire to delegate responsibility for the success of their activities to someone (parents, university teachers, a curator, group headman) [18].

The decrease in students' motivation for learning often depends on the features of interaction with teachers. The risks in this case are due to the professional burnout of the teacher. The university teacher is at risk of professional burnout more than others, because they use the resources of their own psyche in their work. The teacher’s activities are associated with tremendous mental, emotional and physical stress, which leads to depletion.
of mental resources and the emergence of negative emotional states [23].

An important risk factor for emergence moral alienation at the university is the authoritarian management style, implemented through tight control, which most often leads to the suppression of initiative, tension in interactions, anxiety, aggressiveness, conflicts, self-doubt, loss of activity and of independence students [17].

One of the significant risk factors is psychical trauma, which causes harm to both psychical and social health of students. The cause of psychological trauma most often becomes psychological violence, which we define as a set of intentional verbal and behavioral actions on the part of others that damage the mental health of a person. Psychological violence includes: constant conflicts, excessive control, incorrect criticism, biased attitude, insults, threats, excessive demands, that form low self-esteem, leading to an experience of frustration, etc. As a result of psychological violence, the cognitive processes and adaptive abilities of students are degraded, the ability to self-respect is lost, self-esteem is reduced, a person becomes easily vulnerable, socially helpless, often gets into conflict situations and is rejected by others.

Any kind of psychological violence leads to low self-esteem, which in itself is a factor in the emergence of moral exclusion. Low self-esteem is manifested in increased anxiety, insecurity in the fidelity of professional choice, lack of faith in the possibility of success, doubt in the good attitude of others, fear of a negative assessment of others, dependence, increased vulnerability.

Along with the risks existing in the educational environment of the university, the emergence and development of students' moral exclusion is caused by such unfavorable sociocultural factors of the modern world as [24]:

- general cultural trends of a modern pragmatic-oriented society, promoting the ideas of individualism and permissiveness as the norm of life;
- loss of the ethnocultural heritage of their ancestors, leading to an exacerbation of the problem of ethnocultural identity, the destruction of traditional spiritual and cultural stereotypes and the formation of new, often imitative, destructive values and forms of self-realization;
- the negative impact of the immediate social environment, leading to emotional and psychological disorders, pathological deformation of personal needs and motives, violation of the volitional regulation of behavior, the formation of inadequate self-esteem.

Thus, at least three probable risk groups influence the emergence and development of moral alienation of students in the educational environment of a university: external risks (general cultural trends of a modern pragmatic-oriented society; loss of the ethnocultural heritage of ancestors; negative impact of the immediate social environment), information risks (massive impact of rapidly growing volumes of heterogeneous information; attractiveness of the virtual world), organizational and pedagogical risks (low level of professional teacher’s competence and pedagogical culture; irrational organization of the educational process; excessive physical and psychological stress; inadequate choice of pedagogical technologies and teaching methods that are inadequate to didactic tasks; poor organization of educational work; unsystematic organization of independent, research and leisure activities students; corruption; bureaucracy ; low level of corporate culture), psychological risks (predominance of students externally motivation; professional burnout of the teacher; authoritarian management style; psychological violence, low self-esteem of the student).

The above classification of the risks emergence of moral exclusion is very arbitrary. But at the same time, such a procedure of rational structuring of influencing factors allows us to determine the structure of the phenomenon of moral exclusion, as well as to identify the main directions of prevention of the problem of alienation in the educational process of the university.
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