

On the issue of the crisis of humanitarian values and the prospects for its resolution

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Abstract. The article raises the issue of contemporary trends in the violation of the formation mechanisms of constructive attitudes of public consciousness associated with the development of information technologies. The starting point of the research is to substantiate the importance of constructive attitudes of the social worldview and to develop constructive value orientations in the social environment, as a condition for the stable existence of society. The authors evaluate the role of the contemporary advancement in information technologies and, in particular, in the spreading of numerous media, as a factor in the development of the crisis in the functionality of the family institutions, religion, and education. Besides assessing the socialization mechanisms expressed at the level of the family, education, and religious institutions, the authors note general cultural trends associated with the activation of information communication processes. The authors reveal a common trend in the development of the spiritual crisis and describe the self-reproduction mechanism of cultural trends at the digital communication level, as well as the formation of products that are focused on the mass consumer. It is proved that one of the important factors in the reproduction of information products with negative content is the predominance of the quantitative aspect of the evaluation of network information products. On the example of the institution of the literary award, the possibility of applying methods of qualitative assessment of network content is proved, which results in the possibility of stimulating the development of products that have constructive impact on the social worldview area.

Keywords: society, culture, values, education, family, religion, upbringing, awards, creativity, information technologies.

1 Introduction

The loss of a social institution's monopoly on its social function almost always entails a significant change in its role in society. A typical example of this kind of phenomenon was the separation of political power from religion and, later, the social mechanisms implemented by the secular authorities to restrict the church [1]. It is difficult to argue with the fact that these processes have greatly changed the image of the institution of religion, which, previously, acted as one of the main regulators of social interactions. The problem is that

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limiting the functionality of a public institution is a radical change that has no analogs in the past and, accordingly, it is difficult to predict it based on existing experience and knowledge. In other words, social changes that have not previously had a precedent are extremely difficult to predict; however, equally important is that such changes are often refused even to be recognized as significant while considering the ongoing processes as a temporary violation of the established order. The reason is that in the absence of sufficient information about social transformations, researchers rely on the knowledge previously accumulated by science. This knowledge often reflects the state of society as it was a certain time ago. This is one of the most serious challenges of contemporary socio-humanitarian knowledge since it is difficult to judge the new based on the outdated. Meanwhile, the rate of transformation processes in contemporary society is extremely high, and therefore some of the social states, being detected, lose their relevance after a short time. Certainly, not all aspects of humanitarian knowledge lose their relevance. In particular, some principles and laws were equally valid a century ago and are relevant in our time. However, what concerns the state of the social structure, requires adjustment based on the results of current research [2–5].

2 Methods

In the framework of the present article, the authors intend to highlight the issue of conditions to implement the educational function in the context of the rapid development of modern information technologies, focusing on the specifics of the implementation of the educational, humanitarian function in the contemporary educational environment. In this context, the authors correlate educational and creative activities as key factors influencing the worldview of society members, evaluate their current socio-cultural representation, interrelation, and general prospects.

3 Results and discussion

First of all, it is necessary to describe briefly why the status of the ideology of the society members is currently a topical issue and, in particular, what aspects of contemporary social development allow considering current development factors of social worldview unique in their kind. First of all, it is worth paying attention to the fact that human acts in the social system based on his understanding of the relations established in the society, the standards of interaction, as well as the system of statuses and roles [6]. At that, one of the most important social regulators is a set of social values that determine social life aspects that are significant for society members, as well as development priorities, actions that are morally acceptable (and, on the contrary, unacceptable ways of behavior), etc. Values are one of the most important regulators of social activity [7] while being one of the elements of the worldview of a social subject. It should be noted that value orientations are among the internal regulators of social behavior, which are supplemented by external ones, such as the field of law and social control systems, implemented based on the principle of dynamic determination of the status of a society member, based on the results and external manifestations of his behavior. Some researchers argue that the law acts as an institutionalized mechanism for protecting key social values [8]; however, it should be noted that this attitude is true, first of all, for the so-called intrinsic rights enshrined in law. In most cases, legal rules are precisely the rules of behavior supported by the authorities.

Taking into account the fact that law is considered primarily as the main regulator of social relations, the value aspect of social regulation (and, following it, the significance of the social worldview) is often significantly underestimated. However, in reality, external regulation alone, based on coercion and a system of penalties, cannot fully ensure the

constructive nature of the social activity of citizens. For a long time, the idea of coercion has been supported by the attitude according to which the inevitability of punishment led to the triumph of rules since members of society were not inclined to commit offenses if they could be imminently punished. The problem is that in reality, law enforcement agencies cannot ensure the complete inevitability of punishment, since there are numerous situations in which no one observes the actions of a social subject, and therefore he can carry out illegal activities with impunity. In these situations, the social choice made by a person becomes crucial. At that, the less effective the external regulators are, the more important the internal regulators become. The opposite is also true: the more serious violations occur at the level of internal regulators of social activity, the greater is the burden on the external regulation system that is manifested in the increased crime, the development of the conflict in the social environment, the violation of incentives for social cooperation, etc. A typical example of this dependence can be illustrated through the area of legal behavior, which is contradicted by the adoption of value orientations formed within the framework of a criminal subculture, which, in fact, cultivates a criminal lifestyle and antisocial value orientations [9].

Considering the current status of Russian society, one has to admit that several of its institutions are subjected to serious crisis tendencies, determined by the continuous, and, moreover, the extremely intense transformation of contemporary society associated with globalization processes [10]. This determines the violation of certain mechanisms of social regulation, the growth of dissatisfaction of the population and, accordingly, social tension, as well as the increase in the propensity towards the conflict in society, and, finally, the emergence of extended prerequisites for the violation of constructive models of social interaction. The latter is because violation of the public institutions' functions results in the emergence of the prerequisites for an increase in the intensity of destructive (including criminal) behavior. And, since the law enforcement system is one of the institutions experiencing a transformational crisis, it becomes obvious that it is necessary to balance the situation at the level of constructive attitudes of the worldview of society members, who, acting as an internal regulator of the emerging social relations, can turn them into a constructive track [11].

Thus, one comes to the understanding that the constructive attitudes of the social worldview of citizens are one of the most powerful factors of a stable society. However, it is necessary to consider which public institutions are responsible for the formation of constructive attitudes of worldview in a civilian environment, and, in general, evaluate the key development trends of the social worldview in the current context.

Forming constructive attitudes of the social worldview is one of the most important social functions, and therefore it is quite natural that there are developed social institutions at the level at which this function is implemented. Among the public institutions responsible for forming constructive forms of social worldview are religion, family, and education.

It should be noted that the crisis tendencies involve not only the family institution but also the education sector. Moreover, even though views concerning the state of the educational system vary (the issue concerns the variability of the problem scale), the fact of a crisis in the educational environment is widely accepted and approved by researchers [12, 13]. It should be noted that one of the important reasons for the current crisis situation is also the development of information technologies, which contributed to improving mechanisms for students to avoid completing educational tasks, copying off materials, etc. [14, 15]. The Internet, as an unlimited source of educational materials, in fact, has led to the deactualization of skills, such as memorizing information. Today, students get information easily, through a quick search, and just as easily forget the information used. At that, it should be noted that in the current context, not only a tendency of using unfair schemes for exploiting digital communication is developed to "bypass" the education system but also a tendency to form training courses competitive with the education system, implemented through the principles

of remote learning. The problem, in this case, is that such educational schemes have a reduced format, being focused on the presentation of the relevant subject directly, while the humanitarian aspect of education is given little attention. As a result, the upbringing function of education – the one that determines the formation of constructive attitudes of social worldview, inoculation of positive social values, etc. – suffers.

In conjunction, the presented tendencies lead to the formation of a powerful tendency for a spiritual crisis development, which manifests itself in the loss of interest in cultural achievements of high spiritual significance, the development of value relativism, developed individualism, and, to a large extent, cynicism. At that, as mentioned earlier, social institutions, traditionally engaged in the education of socially important qualities, are significantly replaced by the area of digital interaction with the entire set of popular media implemented at the digital level.

4 Conclusion

Thus, the authors come to the understanding that the current trends in the commercialization of creative activity in the network space entail the formation of a priority of quantitative criteria for evaluating creative products, which results in the aggravation of the crisis trends discussed above. In these circumstances, the question of how to overcome the current situation becomes critical. In the authors' opinion, one of the key options for resolving the current situation is forming mechanisms for selecting information products based on qualitative criteria rather than quantitative. Below this issue is considered on the example from the literary sphere.

Here, an alternative to automated literary platforms with a predominance of quantitative evaluation criteria is the institution of the literary award, in which the content aspect of the work offered by the authors and its quality are of key importance. It is important to note that unlike online portals which are based solely on the interests of the mass consumer, the institution of the literary award can be focused on solving certain socio-cultural problems, raising important issues, and communicating certain meanings to the reader. Here the targeted nature of literary competitions must be of guiding importance for young authors and, accordingly, determines the development of those whose talent has a socially significant character.

Thus, on the example of the institution of the literary award, the authors come to the understanding that in the field of contemporary digital communication, it is possible (and necessary) to implement the mechanisms of screening and stimulating creative activities implemented based on the quality criterion reflecting the constructiveness of the impact on public consciousness.

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