

Research article

UDC 159.9.072.43

<https://doi.org/10.23947/2658-7165-2022-5-6-41-51>

Student as a subject of communication in the information mobility terms

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Abstract

The **Introduction** justifies the relevance of the students' notions study about the subjective determination of success in modern communication. The section describes the results of the theoretical analysis of successful communication determinants in the context of information mobility. The main directions of the transformative activity of the student aimed at the self-development of communicative competence in the conditions of the information environment are described. The novelty of the study lies in the identification and description of the success factors of students as a subject of modern communication in the information space. The «**Methods**» section contains the characteristics of the study sample and a description of the questionnaire developed by the author, which is applied in this study. The «**Results**» section reflects the role of notions, reflection of communicative experience, and success achieving ways in the various communicative schemes in information mobility. It contains a criteria analysis for the development of communicative competence of students in the context of information risks. The «**Discussion**» section contains a description and interpretation of the results of an empirical study of students' concepts of determinants of success in modern communication in terms of mobility. In **Conclusion**, it is emphasized that there is a connection between communicative competence, subjective notions of the factors of success and the effectiveness of students as subjects of modern communication. It is concluded that the level of understanding of the specifics of various types of communication under the conditions of information mobility contributes to the success of the students.

Keywords

subjective notions, modern communication, success, student, risks, transformation

For citation

Shcherbakova, T. N., Abacharaeva, M. A. (2022). Student as a subject of communication in the information mobility terms. *Innovative Science: psychology, pedagogy, defectology*, 5(6), 41–51. <https://doi.org/10.23947/2658-7165-2022-5-6-41-51>

Научная статья

УДК 159.9.072.43

<https://doi.org/10.23947/2658-7165-2022-5-6-41-51>

Студент как субъект коммуникации в условиях информационной мобильности

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Аннотация

Во **Введении** представлено обоснование актуальности исследования представлений студентов о субъективной детерминации успешности в контексте современной коммуникации. Описаны результаты теоретического анализа изучения детерминант достижения успеха в коммуникации в условиях информационной мобильности. Описаны основные направления проявления преобразовательной активности студента, направленной на саморазвитие коммуникативной компетентности в контексте информационной среды. Показана роль представлений о способах развития коммуникативной компетентности личности как фактора повешения успешности в системе коммуникации. Новизна исследования заключается в выявлении и описании субъективных факторов успеха студентов как субъекта современной коммуникации в информационном пространстве. В содержании статьи включён анализ специфики различных типов современной коммуникации и психологических требований к их субъекту. Раздел **«Методы»** содержит характеристику выборки исследования и описание разработанной автором анкеты, применяемой в данном исследовании. В разделе **«Результаты»** показана роль представлений и рефлексии коммуникативного опыта, способов достижения успеха в реализации разных коммуникативных схем в ситуации информационной мобильности. В этом модуле содержится анализ критериев развития коммуникативной компетентности студентов в условиях информационных рисков. В **Обсуждении результатов** представлено описание и интерпретация результатов эмпирического исследования представлений студентов о детерминантах успеха в современной коммуникации в условиях мобильности. Данные эмпирического исследования показывают значение представлений студентов о факторах успеха в регуляции содержания и форматов коммуникативной активности. Впервые показана роль развития особенностей личности в определении эффективного коммуникативного поведения студентов в условиях современных информационных рисков. В **Заключении** подчеркивается наличие связи коммуникативной компетентности, субъективных представлений о факторах успешности и эффективностью студентов как субъектов современной коммуникации. Делается вывод о том, что уровень осмысления специфики коммуникации разного типа в условиях информационной способствует достижению успешности студентов.

Ключевые слова

субъективные представления, современная коммуникация, успех, социализация, студент, адаптация, риски, трансформация

Для цитирования

Щербакова, Т. Н., Абачараева, М. А. (2022). Студент как субъект коммуникации в условиях информационной мобильности. *Инновационная наука: психология, педагогика, дефектология*, 5(6), 41–51. <https://doi.org/10.23947/2658-7165-2022-5-6-41-51>

Introduction

The issue of human success determinants as a subject of communication in the information society is gaining increasing importance and relevance. Currently, a strategic focus on success is manifested in various spheres of life and professional activity. The desire to expand the personal capabilities of the individual is also welcomed, and the search for growth and development trajectories is supported.

In an information society, the subject of modern communication must be aware of the psychological determinants of success in information mobility.

Successful communication of a student in a digital environment involves the formation of other skills and the development of skills of a special type. In this context, self-determination of communicative activity is of great importance: motivation of competence and achievements and motives; striving for personal growth, productive self-presentation through digital tools; the desire to form an effective image of the digital Self. Studies show that students have high communicative activity and are not stressed by information mobility. Psychology currently emphasizes the centralization of the student period on self-realization and the acquisition of new communicative competencies.

In psychological studies, certain subjective factors have been found to determine the high probability of success in communication in the information society. The totality of these factors includes the following: clarity and adequacy of notions about success and ways to achieve it; stability of orientation; the intensity of activity; personal readiness to build successful interaction; motivation of achievements; perseverance and purposefulness in achieving goals; tolerance to uncertainty; internal locus of communicative control; charisma and creativity of the individual.

The initiating and regulating role of a person's subjective notions of essence and individual determination of success leads them to the category of significant components of the general system of self-motivation of communicative activity.

The psychological content of the success phenomenon is considered under the experience of the subject achieving significant subjective goals and the recognition by reference groups of the productivity and perspectivity of the individual. Traditionally in psychology, success is considered in the context of self-realization problems of the subject as a factor that affects the level of subjective well-being, self-attitude and self-efficacy assessment. It is because, on a personal level, success is objective proof of maturity and solvency, adaptability, and resilience of a person in conditions of uncertainty.

The achievement of success in the construction and implementation of modern communication is determined by the presence of several personal characteristics, such as personality potential, communicative competence, creativity, attractiveness, flexibility, emotional stability, openness, a sense of humour, and the ability to establish and observe personal boundaries.

Today, psychology has shown that subjective notions of success allow a subject to navigate effectively the field of risks and opportunities of the modern world and to select ways to implement an individual strategy and tactics to achieve it (Anisimova, 2018).

In the works of T. N. Shcherbakova et al., the relationship between the communicative success of an individual and the level of social intelligence, cognitive mobility, and flexibility of individual interactive schemes is substantiated (Shcherbakova, Kichak, Loboda, 2018).

As the subject's success facilitators in modern communication, from the point of view of psychologists, the following can be distinguished: motives for growth, curiosity, a tendency to experiment, self-respect, a transformation desire, self-development, and self-creation. The constructive individual style of communication activity and the ability to choose the optimal navigation in the information space are the foundations for sustainable success today. The constant pursuit of success in psychology is interpreted as one of the fundamental needs of a modern person who strives for self-improvement and self-development. The presence of clear notions about the components of success is the 'psychological foundation' of real achievements, since the notions set a kind of coordinate grid to build productive communicative activity.

Today in the information society, in the presence of high mobility, student success is largely associated with self-realization in the digital environment and the presence of a significant digital footprint as a projection of the Self-image, which allows you to personalize in a variety of social contexts.

Success in modern communication is correlated with the expression of emotional intelligence, the ability of a person to understand, qualify, and appropriately describe their own emotions and experiences using various formats of information transmission. The peculiarities of modern communication impose their requirements on communication and interaction. The following positions come to the fore here: the ability to be attractive, to make the right decisions quickly, to implement interesting self-presentation projects, and the ability to adequately assess the complex situation of interaction (Shcherbakova et al., 2018).

Due to their special socio-psychological status, students are sensitive to anything new, innovative, and progressive. They demonstrate psychological readiness for effective communication and cognition under conditions of information mobility.

It is because during this period of life, a person develops a strategy and a path of activity to achieve success. There is a meaningful filling of notions about the factors and ways of achieving success, the acceptance of personal responsibility for the effectiveness of activities and the productivity of communication. At the age of the student, the subject solves 'tasks for meaning' regarding the choice of life path, quality of life, and lifestyle. At this stage, within the framework of the individual's living space, the claims of the subject and the real possibilities of achievement collide as a result of the acquired experience, some of the behavioural and communicative schemes and value-meaning guidelines are fixed, life prospects and life goals are determined (Babaian et al., 2022; Valiullina, 2019; Jiga, 2020; Nasonova, 2018; Eccles, Wigfield, 2002; Linnenbrink-Garcia et al., 2018; Panisoara, G., Duta, Panisoara, I., 2015).

Based on the analysis of the results of psychological studies, it can be concluded that during the study period, the experience of real objectified success in modern communication is especially significant, capable of being realized in different vectors through the inclusion of various interpersonal relationships and different levels of connection in the system.

An acquaintance in youth with a multi-channel system of reference assessments from others

contributes to clarifying notions of success and oneself as its carrier. The integrated action of these factors makes it possible to form adequate notions of success, its determinants, mechanisms of achievement, and evaluation criteria and to develop your style of successful behaviour in different spheres of life in the future.

At the level of the analysis of concepts in psychological studies, complexes of personal qualities necessary for the successful implementation of any activity are identified: competence, creativity, leadership, sociability, attractiveness, empathy, tolerance, flexibility, abilities, criticism, endurance, efficiency, striving for self-improvement, adaptability, emotional stability, teamwork skills (Raklov, 2018).

Methods

The study was attended by 150 students from the Faculty of Psychology, Pedagogy, and Defectology of Don State Technical University. The research was carried out using the author's developed Subject of Communication in the Digital Environment Questionnaire, aimed at studying the notions of a successful communicator in terms of digital mobility, personal predictors of success, and motivations for success.

Results

The ranking of motivational intentions analysis showed that the priority belongs to the desire to be in demand and to find the right solution. Motivational intentions related to self-development are less pronounced (Fig. 1).

Of interest are the data characterizing students' notions of their reserves: the majority (53 %) assesses their potential and opportunities for the development of communicative behaviour quite highly. At the same time, some students (26 %) see the need for active development of personal potential as a communicator. This spread in the vision of growth reserves is associated with the problem of understanding the relationship between communicative competence and success and the insufficient level of correlation of these factors (Fig. 2).

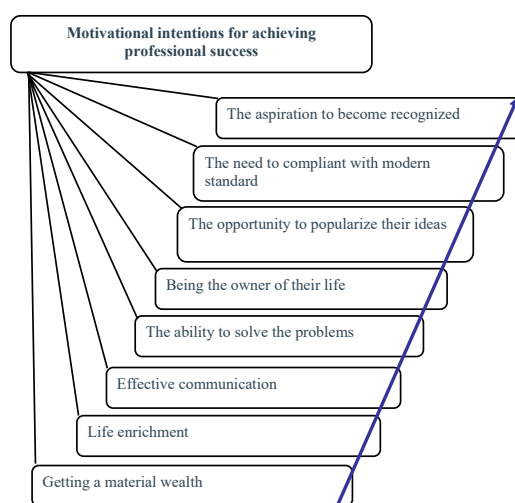


Figure 1. Ranking of motivational intentions to achieve professional success.

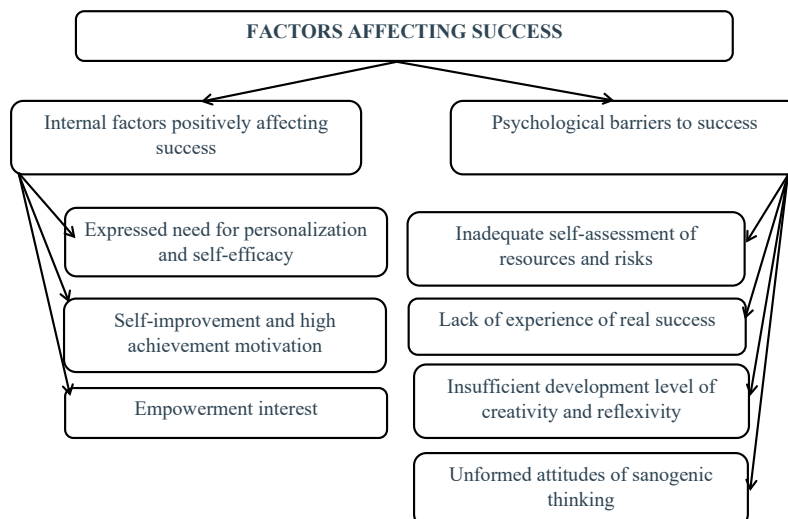


Figure 2. Group of internal factors and psychological barriers that affect success.

Describing the portrait of a successful person, the students emphasized the volitional sphere and goal commitment. At the same time, they underestimated emotional involvement, excitement, aspirations, and interests. Most of the respondents (53 %) outline that a person successful in communication must be purposeful. An almost equal number of respondents state that a successful person should be sociable (45 %) and have responsiveness and positivity (48 %). The respondents also expressed the opinion that a successful subject of modern communication in the digital environment must be wise and patient (32 %) (Fig. 3).

Students consider self-realization (48 %), material wealth (37 %) as motives that encourage a person to strive for communicative success in the information space. Interestingly, only 32 % of the respondents think that the feeling of fame and recognition by society is a motive, and 40 % noted the inner striving of a person for success (Fig. 4).

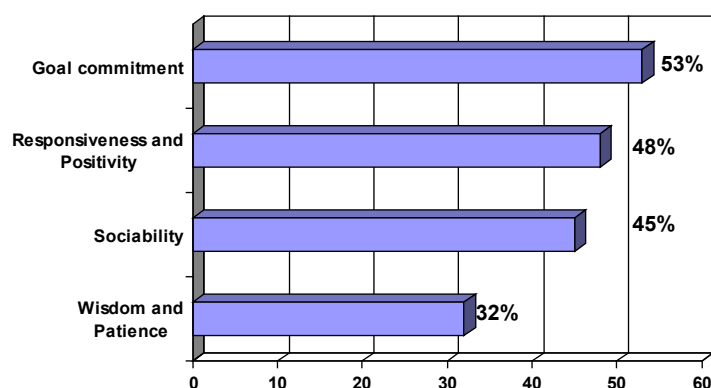


Figure 3. Main accents in the portrait of a person successful in communication.

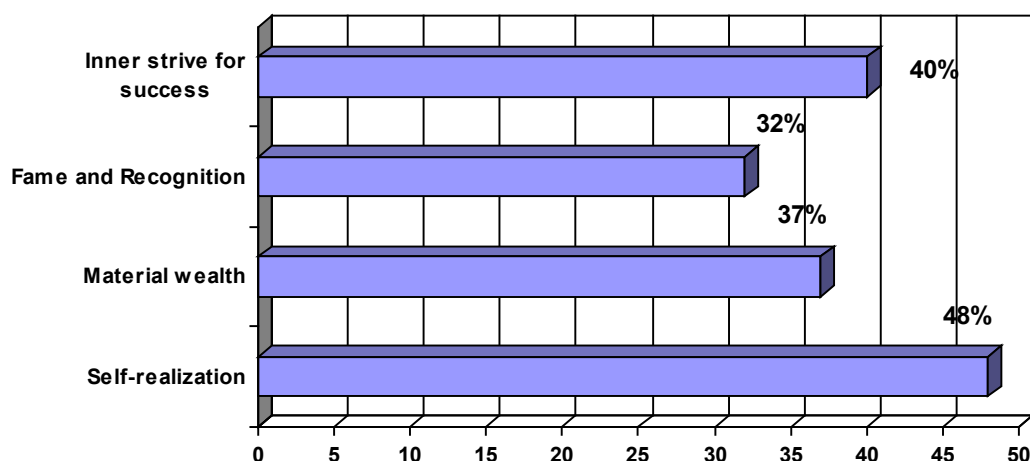


Figure 4. Motives to encourage a person to strive for success in the information space.

A large percentage of students (53 %) have positive feelings for a successful person, such as respect, joy, pride. 27 % of the respondents feel envy of a successful person, and 20 % of the respondents are indifferent to someone else's success (Fig. 5).

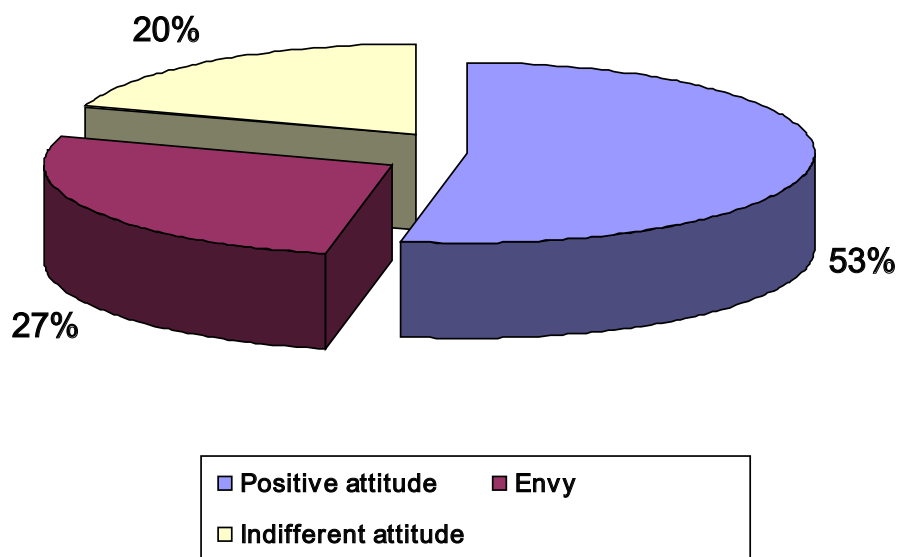


Figure 5. Attitudes towards the success of others.

Thus, in the opinion of psychologists, success is primarily the achievement of a goal. However, the factor of satisfaction, positive emotional mood, and inspiration is practically ignored.

Students define success criteria as follows: achievements, high opinion of others, objective performance results, recognition of self-efficacy, sense of well-being (Zvonova, Melnikov, 2020).

Most people associate a successful person with a person who knows how to solve problems, who is modern, presentable, optimistic, charismatic, and also attractive. Motivational intentions for achieving success were reflected in the notions of the students: the desire to be in demand, to find the right solution, and self-development. Intriguingly, students highly appreciate their own potential and development opportunities, a resource for forming a digital footprint (Krivosheeva, 2020).

Discussion

The presence of detailed adequate notions of success at student age is of particular importance, as during this period the formation of a model of future communicative activity takes place. This reflects the effects of successful - unsuccessful experience of interaction in the digital environment in terms of information mobility, evaluation of reference communication partners. In psychological science, success is currently interpreted as a special form of self-realization and self-actualization of a subject. It ensures their psychological well-being, positive self-attitude, and high level of solvency, attributed to them by others and experts.

The need for achievement and communication success motivates the student to set new goals in the context of information mobility and to strive for their effective implementation through the formation of an interesting and substantial digital footprint.

As studies by modern psychologists show, the communicative success of a person is determined by their desire for transformation, self-change, and self-development.

The origin of such notions about success lies in the social nature of communicative behavioural expressions, differences in the learnt priorities of success. The data obtained by the psychologists indicate that most of the respondents note that they experience a fairly high and average level of their sense of success and trust in their resources (Mishunin, 2018).

In the studentship, the achievement of communicative success in the context of information mobility is assessed as a personal start of advancement and well-being. There is a crystallization of the need for personal success as the basis for the formation of a positive digital Self (Nikonenko, 2018).

Personal predictors of barriers to achieving communicative success in conditions of information mobility are as follows: introversion and emotional instability, emotional intelligence deficits, increased focus on the past, problematic self-attitude, low communicative control; subjective depreciation of communication in the digital environment, insufficient formation of social competence, low self-esteem.

Conclusion

In the conditions of information mobility, positive transformations and self-development are directly related to the value attitude of students toward communicative success, the system of subjective notions about its content and determinants. The phenomenon of a successful communicator in the conditions of information mobility is directly related to the degree of expression of the need for achievements, communicative productivity, initiative, positive self-attitude, confidence in self-efficacy, the ability to solve problems qualitatively and model positive relationships in the digital environment. Social and subjective notions of success play a motivating, initiating,

organizing, and regulating function in a person's communicative behaviour, pushing them to achieve their goals in the context of information mobility. Communicative success itself, as well as notions of it, can have both objective and subjective significance for a person. Personal, subjectively significant success is recognized and evaluated by a person as a proof of self-efficacy, competitiveness, prospectivity, and psychological well-being.

A student who has a fairly developed understanding of the content and manifestations of communicative success and its predictors has a more favourable assumption of communication productivity in the context of risks of the digital environment.

There are certain characteristic differences in the subjective notions of students about communicative success, which, according to psychologists, are due to the presence of certain personal characteristics, characteristics of the image of a successful communicator in an individual mind (Tikhonova, 2018).

Subjective notions of students about success in communicative schemes in conditions of information mobility have a high motivational potential, determining the choice of communicative behaviour model in the information space, the format of communicative actions, and the priorities of individual activity of notions about success in the formation of a digital footprint. The positions revealed in psychological research regarding the psychological nature of student success as a communication topic show that success is associated with the adequacy of student notions and the focus on self-realization.

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Conflict of Interest Statement

The authors have no conflict of interest to declare.