Management Security of Personality: The Pedagogical Aspect

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ABSTRACT

The relevance of the study is conditioned by the revaluation of values in modern society. The threat of terrorism demands a new look at security as a state of protection of vital interests of person, society and state from internal and external threats. Identity becomes a major object of safety and security of the person's safety is purposeful activities of state and public institutions. The person itself begins to consider security as a public good. The aim of the article is to identify pedagogical aspects of security management of the person. The leading approaches to the study are process and competence-based approaches, allowing considering of the safety of the individual as a process of its protection ensuring and readiness formation for safe behavior. The article reveals the essence and content of personal safety; clarifies external threats to information-psychological security of the personality; gives a comparative analysis of information culture and information competence, as pedagogical conditions of management of information-psychological security of the personality; defines the criteria of information-psychological security of the person (accessibility, pertinence, value, adequacy, security). The paper submissions can be useful for managers and teachers of educational institutions; employees of the centers of advanced training and retraining of personnel in the selection and structuring of the content for the training of scientific and pedagogical staff.

Keywords: Security of the Person, Information-psychological Security, Information Culture, Information Competence
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1. INTRODUCTION

The relevance of the study is reasoned by the revaluation of values in modern society. The threat of terrorism demands a new look at security as a state of protection of vital interests of person, society and state from internal and external threats. Personality becomes the main target of security. And security of the person becomes the purposeful direction of activities of state and public institutions, citizens (Tsygankov, 2010; Kalimullin and Vasyagina, 2015). Review of priorities and accents in the interpretation of security issues and their transfer from the interests of the state that are perceived in isolation from the needs of human needs, on the interests of the man himself, makes the science and practice develop a completely new aspect of this problem - personal safety. Safety is a priority and vital human need (Murray, 2007). Physiological needs' satisfaction in the motivational life of the individual are followed by the needs of different level, which in general terms can be grouped into the category of security (the

need for stability; protection; freedom from fear, anxiety and chaos; order and law) (Maslow, 1959). The need for the individual security is related to the danger and risk in the course of its life. The signal of danger for humans is fear, as an emotional process of specific subjective experience of the situation in which there is a threat to its peace or safety, and the implementation of avoidant behavior. Risk is a situational characteristic of activities consisting in uncertainty of its outcome and possible adverse consequences in case of failure (Schneier, 2003). Thus, it is human nature to feel secure on the basis of subjective cognitive-emotional evaluation of a situation as potentially dangerous and uncertain one (Horney, 2000). This assessment is based on the natural danger signals and the results of special form of learning (social borrowing). As a natural danger signals can be: Pain, loneliness, sudden change of stimulation, and the rapid approximation of the object. Acquired experience of successful avoidance of danger, on the one hand, allows being active in a dangerous world, but, on the other, is dulling the emotion of fear to such an extent that one begins to

neglect real danger. From the above mentioned it follows that in order to ensure its safety person needs to understand the need for security and to position itself as its subject, clearly predict the consequences of the activities. Thus, the security management of an individual can be the subject of pedagogical research. The aim of the study is to determine the pedagogical aspects of the security management of the person.

2. RESEARCH METHODOLOGY

The leading approaches to the study are process and competence-based approaches. The process approach allows considering of human security as a process, including the provision of its protection and the formation of readiness for safe behavior (Petrova et al., 2016). The competence approach leads to an integrated assimilation of knowledge, development of skills and abilities, gaining of the experience in the process of forming of a certain competence that provides the job functions' fulfillment and reflects the requirements of the labor market (Yepaneshnikov et al., 2016; Yashkova and Kalimullin, 2015; Kamalova and Zakirova, 2014). Process and competence-based approaches lead to the implementation of the pedagogical aspects of the security management of the person based on the following principles: (1) Centration, aimed at recognition of the priority of human security in national security and leading to the creation of a complex of legal norms and state institutions that ensure the protection of the individual against diverse negative impacts (Tsygankov, 2010); (2) legitimization providing public recognition for personal safety and the need for the development of moral standards and social institutions contributing to safe life activities of the individual (Pugacheva et al., 2016); (3) implicit nature, implied the development of abilities and skills of personality to protect the mind from negative media influences, able to be oppose the will and desire of man to change the mental states (Grachev, 1998); (4) amplification that contributes to the increasing of awareness of the individual about the risks and threats, and building and maintaining of a sustainable focus on the development of mechanisms of information-psychological self-protection (Manoilo, 2003).

3. RESULTS

The main results of this study are: (1) The nature and content of individual's security; (2) external threats to information-psychological security of a person; (3) pedagogical conditions of management of information-psychological security of the person; (4) experimental verification of pedagogical conditions of management of information-psychological security of the person.

3.1. The Essence and Content of Personality's Security
It is found that security of a person is a two-sided process involving, on the one hand, safeguard of the vital interests of the individual against external threats and inviolability of legal guarantees of constitutional rights' and freedoms' realization; on the other hand, the formation of a holistic integral quality of personality, affecting its civil position and commitment to safe behavior (Pugacheva et al., 2016). It is determined that the vital interests - A set of needs, the satisfaction of which reliably ensures the existence and possibility of progressive development of personality, society and state. The structural components of human security are clarified: (1) Information-psychological security - The protection of the vital interests of the individual in the information sphere, as well as a person's realization of negative information and psychological influence and the development of mechanisms to counter it; (2) social security - The system of interaction of the individual with an environment that includes a person's realization of the negative effects of the social environment; skills of self-defense, providing its successful interaction with other people, a realization of abilities and satisfaction of needs; (3) property security - The security of property from illegal encroachments by legal, organizational, engineering-technical, preventive and other measures; ensuring of rights of private property, inheritance; freedom of entrepreneurship; (4) civil security is a person's realization of the negative impacts as on the entity of legal, moral and political, socio-economic relations; abilities and skills of self-defense, to ensure the successful implementation of constitutional rights and freedoms, performance of duty and civil responsibility to the society; (5) physical security - The formation of a healthy lifestyle, including observance of the physiologically optimal regime of work and rest, rules of mental health, and personal and public hygiene, the organization of rational nutrition, healthy forms of leisure, a sufficient level of physical activity, providing the combination of physical, mental, social well-being of the individual; (6) security in emergency situations (natural or social origin, man-made or environmental nature) - The organization of such relationship of identity with the objects of the external environment in which unplanned (unexpected) changes do not result in loss of life, health or property.

3.2. External Threats of Information-psychological Security of Personality
External threats to information-psychological security of personality are clarified: (1) The adoption of normative legal acts that infringe the constitutional rights and freedoms of citizens in the sphere of spiritual life and information activities; (2) non-compliance with legislation governing relations in the information sphere; (3) unlawful restriction of access of citizens to open information resources; (4) disorganization and destruction of the system of accumulation and preservation of cultural values; (5) devaluation of spiritual values, propaganda of specimens of mass culture based on the cult of violence; (6) the establishment of monopolies on forming, receiving and disseminating of information, including the use of telecommunication systems; (7) the displacement of national news agencies, mass media from the domestic information market and distribution of foreign information structures; (8) illegal use of special means of effects on individual, group and social consciousness that can lead to serious disturbances of vital functions and development of personality (manipulative influence with the purpose of implicit or explicit call to action in the expense of their own interests in the interests of individuals and organizations involved in these effects; destructive information and psychological impacts on health and the psyche, causing emotional and socio-psychological tension, distortion of moral criteria and norms, moral and political disorientation and, as a result, inadequate behavior; impact on information and

information flows, leading to leakage, distortion, loss of data, the transformation of information flows).

It is established that the effect from external threats depends on a number of difficult formalized factors: (1) Political (change in the geopolitical situation, the formation of new national interests; information expansion of other countries, to disseminate political and spiritual values of its world; low level of political and information culture of the citizens); (2) socio-economic (reducing of the volume and changing of patterns of consumption; the growth of overt and hidden unemployment; polarization of property; depopulation, the excess of deaths over births; the consequences of man-made and natural disasters and local military conflicts; escalation of crime, alcoholism, drug addiction, prostitution; criminalization of social relations; inter-ethnic tensions); (3) spiritual (lack of criteria for adequate assessing of advocacy impact; penetration into the public consciousness of a foreign mass culture; the growth of new forms of mythological consciousness; the destructive role of non-traditional religious confessions); (4) psychological (high professionalism in the organization of manipulative influences; psychological unpreparedness of citizens to self-formation of life values, building of personal models of life, etc.); (5) information technology (the increasing of role of telecommunication networks, computer methods of learning and leisure [virtual reality], etc.).

3.3. Pedagogical Conditions of Management of Information-psychological Security of the Person

A set of pedagogical conditions of management of information-psychological safety of personality is defined: Development of information culture of the personality and formation of information competence.

By information culture is understood the property of the individual, characterizing it as an entity of information activities and determining its attitude to the functioning and development of information sphere of society. It is found that within the boundaries of the process approach, the field of information is considered in three contexts: (1) Information, associated with processes of reflection of the external world and internal environment through collection, accumulation and processing of information; (2) management, that takes into account the processes of functioning and development of the object under the influence of the information received and the state of information infrastructure; (3) organizational, describing the management process in terms of the reliability, completeness of functions implemented, perfection of structure and cost effectiveness. The personal interests in the information sphere are in the implementation of the constitutional rights of man and of the citizen, first, on access to information and its use in the implementation of activities which are not prohibited by law, as well as spiritual and intellectual development, and secondly, on the protection of information, ensuring personal safety. The implementation of the individual's interests in the information sphere and is the subject of information and psychological security. It is established that in the structure of the information culture of a personality it is possible to allocate cognitive, motivational and activity components (Table 1). It is found that the personality's information culture leads to a generalized, relatively stable and constant attitude to the acquisition, perception and targeted transferring of information in a particular situation.

Information competence is understood as the integrative quality of personality reflecting cognitive, motivational, activities-based characteristics that influence the formation of the philosophical foundations of information activities; acquisition of knowledge and development of experience in the use of information tools and technologies to support implementation of activities which are not prohibited by law, physical, spiritual and intellectual development; acquiring of the ability to counter negative information influence.

Table 1: Comparative characteristics of structure-forming components of individual's information culture and information competence

Components	Individual's information culture	Information competence
Cognitive	Awareness of information processes' and technologies' impact on the development of the individual, society and the biosphere; a holistic view of the information sphere of activities; understanding of the necessity to ensure information and psychological security of a person)	A holistic view of information sphere of society; knowledge of information technology equipment, technologies and methods of their application in various areas of activities; the understanding of the mechanisms of telecom networks' functioning; awareness of negative informational-psychological impacts; knowledge of information and psychological dangers and threats; the presence of conceptions of ethics and tact in computer communications
Motivational	The content of the information needs and the degree of their satisfaction; interest in various sources of information and their associated expectations; the preference of channels to obtain the necessary information; passion for the Internet resources; attitude towards deviant online behavior	Value relation to objects and entities of information sphere; ability to diagnose ones information needs; motivation for the development of abilities and skills of information activities; sustainable direction for the development of mechanisms of information-psychological self-protection
Activities	Mastering of the methods and techniques of working with information based on traditional and new information and computer approaches, using them as a tool in different types of activities; ways of information's disseminating; online activities; methods of obtaining of necessary information and its processing; definition of types of information-psychological threats; skills and abilities of information-psychological self-protection	Information literacy; the ability to navigate in the information flows and use of telecommunication networks; organization of information activities' ergonomics workspace; abilities to dialogue of the type "human-human," "human-computer," "human-computer - human;" the ability to coping behavior in situations of negative information impact

Table 1 presents comparative characteristics of the structure-forming components of personality's information culture and information competence.

Comparative characteristics of information culture and information competence show that both concepts characterize the complex phenomenon of interaction of the person and information. However, it should be noted that information culture of personality, providing awareness of the fundamental role of information in personal and social development, and direction of those interests in the information sphere of society is primary to information competence. Information competence determines the information literacy of the personality, the experience of information activities and formation of readiness to learn throughout life.

3.4. Experimental Verification of Pedagogical Conditions of Management of Information-psychological Security of the Person

Experimental verification of pedagogical conditions of management of information-psychological security of the person was conducted on the basis of Kazan state University of architecture and construction from 2014 to 2016. The experiment involved 107 teachers and 405 students. Experimental testing was conducted in three stages: Ascertaining, forming and control.

At the ascertaining stage of the survey the attitude of teachers and students was revealed to the information-psychological security of personality. It is found that 87% of teachers define informational-psychological safety of personality as a condition of being protected, ensuring the preservation of its integrity and development opportunities with regular information influences on individual consciousness. According to the majority of students (69%), information and psychological security of the person is the human condition that allows implementing of information rights and freedoms guaranteed by the Constitution; to meet the information needs in socially acceptable forms. The main objects of information and psychological security's ensuring of personality students call: Consciousness (91%); moral values (61%). At this stage, the criteria of information-psychological security of personality were defined: (1) Accessibility (the ability to exercise informational rights and freedoms); (2) pertinence (content of information needs and the degree of their satisfaction; interest in various information sources and expectations); (3) the value of (the awareness of the impact of information processes and technologies on the development of the individual, society and the biosphere; knowledge of information and psychological dangers and threats; recognition of the priority of information-psychological security of the person in the security system; sustainable direction for the development of mechanisms of information-psychological self-defense); (4) adequacy (a holistic view of the information sphere of activities; the ability to give subjective cognitive-emotional estimation of a situation as potentially dangerous one; information and computer literacy); (5) security (development of mechanisms for combating negative media influences).

At the forming stage for the development of information culture of students the course "Freedom of information" was developed and included in the curriculum. The aim of the course to form students' holistic view of the freedom of information as a symbol of civil rights and individual's freedoms in the information sphere (freedom of speech, freedom of the press and other media, the right to receive information of public importance, freedom of dissemination of information by any legal means). To achieve this goal the tasks were set: (1) To introduce the UNESCO program "Information for all," aimed at improving of access to information in the public domain; improving of the quality of professional education in the field of communication and Informatics; dissemination of information and computer literacy; exchange of information and knowledge at the local, national, regional and international level; (2) to attract the students' interest to the national legislation, regulating activities in the information sphere; (3) to acquire abilities and skills of information-psychological self-protection. In the course of the experiment, the students learnt to focus attention, integrate information, gain experience of cooperation, compromise, avoidance.

For the formation of information competencies a multimedia workshop was organized in which the students got acquainted with the tools and technologies of informational influence; mastered the methods of information protection, ensuring personal safety; gained experience to implement the rights on free access to information; learnt to classify information for various grounds: By the form (discrete or continuous), area of occurrence (mechanical, biological, social), method of transmission and perception (visual, auditory, tactile, sensory, machine), public purpose (personal, mass, special), encoding (symbolic, textual, graphical); formed abilities and skills of coping behavior (seeking of support, self-control, self-identification, social borrowing, etc.).

At the control stage the dynamics of teachers' and students' attitude to the information-psychological security of personality was identified (Table 2).

It is found that the process of formation and development of information-psychological security implies the reflection of the personality of the external sources of threats in the form of a subjective model, which serves as the basis for preliminary programming of actions. From Table 2 it is evident that teachers and students as different actors in the same environment have different attitude to information-psychological security of personality.

4. DISCUSSIONS

The problem of management of the personality's security was already considered in modern literature. The essence of security as basic human needs was revealed in the research of Maslow (1959), Murray (2007), Horney (1991). Famous specialists are hard to argue with. However, it should be noted that the need for security rarely acts as an active power and it dominates only in situations of critical and extreme, prompting the body to mobilize all resources to combat the threat. Schneier (2003) studied the process of perception of risk as a result of millions of years of evolution. Undoubtedly, a person's behavior is conditioned by the process of anthropogenesis. However, the person is an active social entity and all its vitality activities are conscious. And in

Table 2: Teachers' and students' attitude to information-psychological safety of the person on the ascertaining and control stages (in percent)

Criteria and indicators	Teachers		Students	
	Ascertaining	Control	Ascertaining	Control
Availability				
The ability to exercise informational rights and freedoms	87	69	93	89
The pertinence				
The degree of satisfaction of information needs	88	61	97	93
Interest in different sources of information and satisfaction of related expectations	81	61	97	92
Values				
Awareness of information processes' and technologies' impact on the development of the individual, society and the biosphere	89	32	98	84
Awareness of information-psychological danger	84	41	99	92
Sustainable direction for on development of mechanisms of information-psychological self-protection	89	27	100	98
The adequacy				
A holistic view of the information field	91	14	99	83
The ability to make a subjective assessment of the situation as potentially dangerous	87	21	99	82
Information and computer literacy	93	52	100	96
Security				
The development of mechanisms for negative media influences' combating	85	19	93	78

security along with the instincts a major role is played by the attitude to the situation.

The issues of increasing role of information-psychological security in social conflicts and development of adequate mechanisms of protection are disclosed in study of Grachev (1998), Manoilo (2003), Tsyrdya and Ursul (2016). Analysis of the above mentioned authors' works shows that the information-psychological security of the person is seen as a state of protection of its psyche from the action of diverse information factors that hinder or prevent the formation and functioning of adequate information and guidance base of human social behavior. However, respected authors do not consider the central object of informational influence - Man as individual and active social entity. The person is influenced by the direct informational effects, which, being transformed through its actions or inaction, has a dysfunctional effect on social actors of different levels of generality, different systemic-structural and functional organization.

The nature and content of information culture and information competence of a person are represented in the works of Grekhnev (2006), Parshukova (2006), Pronina (2008). Thus there is no unanimity among the authors. Obviously, this is due to the presence of sharp social contradictions between: The ever-increasing amount of information and opportunities of the individual to its perception, processing, assimilation, transfer and use in social and professional activities; the awareness of the need for continuous education in conditions of transition to information society and unsustainable motivational basis and a low level of formation of knowledge, abilities and skills to implement information activities; humanitarian and technocratic culture; positive and negative consequences of implementation of information and communication technologies.

The analysis of scientific works on the problem of management of the person's security allowed to identify the following factors of research in this area: (1) Motivational-semantic, focusing on specific processes, states, properties, attitudes of personality,

affecting its security; (2) entity-activities, aimed at studying of the processes that threaten the development of the individual, the organization of pedagogical conditions to form readiness for safety, to eliminate risk or reduce it to an acceptable level; (3) system-dynamics, involving the detection and attribution of dangers and threats and the establishment of mechanisms to ensure the security of the individual. All the above mentioned and highlighted the pedagogical aspects of the management of the person's security.

5. CONCLUSION AND RECOMMENDATIONS

It is found that security of the person, as the possibility to live without exposing oneself to various risks and dangers is highly evaluated in human society. This leads to the attitude of the individual to personal security as a public good, representing an aggregate of material and spiritual values. Tangible assets include sources of information on personal safety; purposeful activities of state and public institutions to ensure the safety of individuals. The spiritual values unite the recognition of human security as global values of humanity; awareness of the priority of human security in the national security system. It is found that in the security structure of the personality it is possible to allocate the following components: Information-psychological, social, financial, civil, physical security, security in emergency situations.

Information-psychological safety reflects the state of entities' protection of different levels of generality, scale, systematic-structural and functional organization from the impact of information factors that cause dysfunctional socio-economic and political processes. This leads to a special attention to the information-psychological security of personality. Information exists in countless descriptions of specific tangible and intangible (imaginary) forms and processes and acts as a link between the entity having consciousness, will and freedom and the objective world. It helps the entity to choose a more rational way of behavior among the possible ones to implement one's will. It

is found that the objects of protection from threats and negative impacts of information-psychological character at the same time are subjects of their own information-psychological security. Besides, in the society with developed democratic cultures, formed mechanisms of self-government and self-regulation of information and communication processes they contribute to ensuring of information and psychological security of other entities. And as a result, the mutual ensuring of information-psychological security of subjects of different levels of generality, scale, systematic-structural and functional organization from the individual to society and the state in general as the entity of the historical process is carried out. It is established that the violation of information-psychological security of personality can lead to changes in mental health, resulting in a degradation of the person, shifts in values, attitudes and worldview. In turn, such changes can lead to antisocial behavior and danger for the whole society and the state.

It is established that the pedagogical aspects of the management of the person's security are associated with the pedagogical conditions to form readiness for safe behavior, the reflection of danger. It is found that the pedagogical conditions of management of information-psychological security of the person include the development of information culture and information competence's formation. The implementation of these conditions in the practice of the management of information and psychological security of the person allows to characterize it as the entity of security, which is able to regulate and organize the flows of information and distribute the ways and means of certain "algorithms" of its processing and evaluation; be aware of negative information and psychological influence and be able to counter them.

Based on these results it is possible to identify a number of scientific problems for the management of the person's security, requiring further consideration: The management tools for the coping-behavior of the individual; the selection and structuring of knowledge about personal safety; methods of control over readiness formation of the individual to counter the negative impact.

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