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The Theory of Sense and Sense-Creation
as a Methodological Component of the Conception
of Information Security for Children and Teenagers

The authors argue that the modern theory of sense and sense-creation should be an essential component of the methodology of the conception of information security of children and teenagers, as it is in the context of this theory the mechanisms of forming values at certain stages of age development are fully revealed and described.

Keywords: *sense, sense-creation, sense sphere of personality, stages of sense development, sense attitudes.*

The modern theory of sense and sense-creation should be an essential component of the methodology of the conception of information security of children and teenagers, since it is in the context of this theory where they fully reveal and describe mechanisms of formation of values at certain stages of age development. Its theoretical resource makes it possible to substantiate psychological regularities and processes:

- to introduce a child into the world of culture by means of development of extra personal and interpersonal forms of sense;
- in accordance with features of the sensitive period of a child's development to direct the transmission of social values, aims, senses, norms and rules, taking them to the level of the child's personal importance which is accessible at this stage of development;
- to orient the child in the system of interpersonal roles and relations, to create positive social distances in relation to the world, to create attitudes towards readiness for adoption of ideals, personal choices, decisions and actions in the future, more adult life;
- to develop criteria and indicators of assessment of technologies of influence on the value sphere of children (positive and negative criteria) according to characteristics peculiar to a certain stage of development of the sense sphere of personality.

Basic concepts of the theory of sense and sense-creation

Senseformations define in many respects the specificity and originality of relationship between the subject and the world at various stages of age development, characterizing the importance of one or another object and phenomenon of influence



the reality comprehended by him/her. We find their description at initial stages of the development of psychology as an independent science: in psychoanalysis (S. Freud, A. Adler, K. Jung), neofreudism (E. Fromm), personalistic school (C. Rogers, V. Frankl), socio-cultural approach (J. Bruner, H. Triandis, R. Malpass, E. Davidson). Even psychological schools which obviously limited the range of professional interests by the gnostic basis of the subject of psychology (cognitive psychology, genetic psychology, information approach), anyway, appealing to problems of activity of the cognizing subject, individualization of cognitive processes in the processing of information and creation of the world image, mentioned a sense basis of cognitive intensions [1].

According to modern general-theoretical interpretation the child's life-world considerably different from the "general" world, not included in an individual's activity is an initial condition of the sense origin, source of sense-creation [5, 6]. In the contiguity of the external world, which components are influences of mass media, TV-contents, the Internet, and the life-world of a child or a teenager there is personal actualization generating, in its turn, situational senses, feeding and enriching the system of "forming" values. It is an actual zone of sense formation. Along with it there are also potential zones: a potential zone of life-world (resources of the objective reality which is not presented in life-world) and a potential zone of formation and development of steady senseformations (the resources of consciousness which aren't active).

Interaction of a person's senses and life-world, appearance of personal senses in a single sense continuum generate more and more difficult sense levels in development – from simple enough personal senses and sense attitudes to steady senseformations (sense dispositions, constructs, values – D. A. Leontyev) which remain with the person for life. If external influence (mass media, TV-contents and the Internet) through a substantial filling and specificity of a technological orientation causes senseactualization, it is possible to assume that they influence the development of children and teenagers who are active consumers of these information contents [3, 4].

Dialogue is a leading sense forming mechanism. In the psychology of sense dialogue is understood widely, according to Bakhtin, as a dialogue of cultures, as a technology of influence on sense-valueformations of personality, as a dialogue of personal values and values of the external world carried out in a narrow point of the individual consciousness of the child or teenager as an information consumer. The internal fight of drives and conscious expediency, choice of emotional and rational, desires and rational activity – behind all these things there "pulses" the dialogue of senseformations which are inherent in various levels of mentality of an individual and which can actualize his/her value priorities, especially at adolescence [1, 8].

It is possible to distinguish components of the integral process of sense-creation under the influence of mass media, video contents, the Internet and to describe the corresponding dynamics of sense formation: sense divergence (sense choice) – sense disclosure (understanding) – sense realization (initiation of a real action) – sense trace (experience, attitude towards perception of the subsequent information).



The specificity of sense (sense technologies) influence on children and teenagers. Senses are isomorphic to basic values of culture and the specificity of their actualization depends on a stage of development. At early stages of development, in the period of childhood, the child's senses are emotional and spontaneous. They still cannot be considered as personal senses; these are senses on the verge of the biological and the emotional. The child doesn't realize and reflex them; at the level of emotional choice they help to pattern his/her behaviour on interaction with the outside world. At the age of 3 years (or even a little earlier), the child can choose that is interesting to him/her and to reject that seems unattractive. Inherently this subconscious choice has a "sense" partiality (I want this animated cartoon, read this book, show these pictures, and etc.).

At later stages of development when cognitive and evaluative forms of sense develop into a personal filling (experimental data shows that this period starts at the age of 7 years), the child doesn't just perceive surrounding influences from the point of view of emotional attractiveness, but also discovers their personal value for himself/herself. This is a period of "value" imprinting. During this period it is especially important to form the orientation of value propensities according to the things that are cultivated by society and culture as a positive way of life that leads to psychological harmony and life comfort. If certain contents (mass media, TV, the Internet) which the child or the teenager faces cause the actualization of his/her personal sense, it is possible to assume that these are contents that cause his/her personal propensity (desire to watch once again, to talk about this information, to imitate that was seen or read etc.). Such influences may be considered as sense technology which may influence a child's value and sense development at various stages of his/her personal formation.

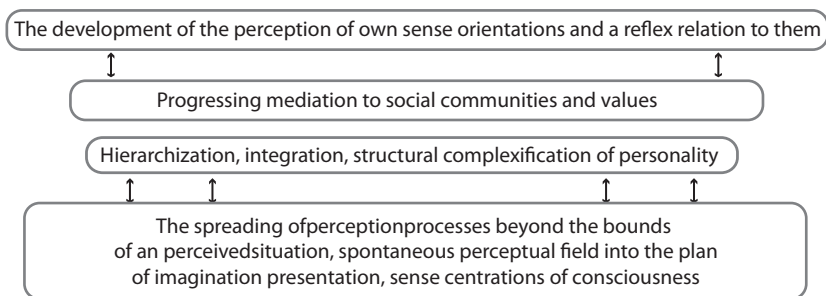


Fig. 1. The development of the person's sense sphere in ontogenesis

Thus the influence of information contents is characterized by a number of stages depending on stages of sense development in ontogenesis.

The stage of influence of information contents focused on ingenuous and emotional sense displays of children (personal senses, sense attitudes, sense-creating motives). The child reveals the sense of this sort of influence of information contents (video con-



tents, TV-contents, children's literature, the Internet) through fragmentary, selective disclosure of individual emotions which enable to differentiate influences themselves (it is interesting to me, I want to watch it etc.). The content of contents "penetrates" into the childhood world, adjoining to fancies, dreams, hobbies of the child. This stage of the influence sense orientation has two components: first, it is the component focused on individualized personal and sense features of children ("Who am I?"; "How do other people perceive me?"; "Why do some people like me while some don't"); secondly, it is a component of the socialized personal sense (values which are transformed in concepts of "family", "friends", "adults", "children" etc.). These components of influencing information enable the child to get to the bottom of moral atmosphere, traditions, customs, way of life, spiritual priorities of those people with whom the child interacts when perceiving the content of information contents and with whom he/she actually penetrates into a sensestratum of a comprehended content, being plunged in a single sense field. Locking of life relations (as the child's finding (disclosure) of sense in that should be mastered), insight (as a sudden finding of sense where there was nothing), identification (as adoption of sense orientations characterizing the culture the child's reference world) are the main mechanisms of sense generation at this stage. This stage characterizes the specificity of information perceiving by children of junior school age.

The next stage reflecting the specificity of information perceiving at a personal importance level characterizes teenagers.

The *stage of information influence focused on formation of steady senseformations of teenagers* (sense constructs and sense dispositions). Saturation of the child's consciousness by personal senses, transition from emotional and spontaneous sense perception to the possibility to verbalize senses, to bring them to the cognitive and evaluative level; expansion of sense attitudes not just as a readiness to broaden own knowledge of the world around, but also as a basis of essential understanding of the value of the external; motivation as a basis of life success, desire to learn not because of influences of stimuli (appreciation, blame, competition), but because of internal intuition as a self-aspiration in cognition of the new. Thus, senseformations of personality grow to a stage when the basic system of senses is already present at the child's consciousness in a complete form and a new information influence not just awakens partiality, relation, but corresponds to the teenager's sense field which is already created. When the influencing information content penetrates into sense through situational senseformations, the senseformations which characterize its personal development are enriched. The teenager creates a balance (through acceptance or rejection of revealing senses) between own sense priorities and the offered content. Ecological and regional, historical and cultural, ethnic and social – all these problems should be approached to the teenager's subject experience, to realization of various senseformations and the sense sphere as a whole. The main mechanisms of the sense generation at this stage expand and complicate the teenager's sense regulation enabling him/her to construct relations with the world more voluntarily. There is a possibility of



a “conflict of senses” when own sense world of a child corresponds to the sense (if any) of the information influence of a content. In result of interaction of two sense worlds there may be enrichment of the teenager’s sense world, “his/her radical reorganizations connected not only with disclosure of new senses, but also with destruction of old ones” [4, p. 217], or a total alienation (exclusion) from a sense context. The child’s need to impart sense to everything that he/she does, comprehends even if this activity is carried out under one or another external coercion, generates the induction of sense (sense rationalization) when the teenager tries to disclose sense of the information influence of a content by himself/herself, to reveal its value for own self, even where the sense potential of this contents is extremely poor [4].

The next stage characterizes the specificity of perception of information contents at the level of teenagers and senior teenagers.

The *stage of the information influence of contents, focused on the teenager’s personal values*. The information influence is focused on that so-called higher senses as a priori existing sense instance including world outlook, meaning of life, self-relation are formed among teenagers (it is more actual for those who are older than 14 [7]). Here, at this level of sense development a new sense does not appear, but the already existing sense turns into a new form of existence (or on a new bearer). “Sense structures of this level are not filled with a sense from any higher sense-creation instance. There is no such instance” [4, p. 354]. These leading senseguidelines “become sense-creating bases of activity” [4, p. 356]. This is where individual and inimitable acts of sense generation occur. Using all mechanisms of generation of senses, through system of personal values, the teenager comes to “supposing of senses” when the sense of the comprehended content is revealed through a “special existential act in which the subject by his/her conscious and crucial decision establishes the importance of something in his/her life [4, p. 354]. This stage of sense regulation enables the teenager to adopt values of a foreign culture, other countries, other civilizations (a foreign language itself acts as a multidimensional value, as a barrier of another culture as a “door” to other worlds and civilizations, as a source of development and self-development of personality, as a real communication medium) and existential values of universal culture of values (spiritual values of individual human being, such as beauty, inspiration, repentance, conscience, creativity, debt, responsibility, truth, experience, kindness, love, friendship).

The specificity of sense-creation among teenagers should be considered when estimating information contents focused on this age stage of development.

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