Socio-pedagogical alternatives of modernization of the university educational process: The real and virtual space

Sosnovskaya I., Drozdov V., Klimenko T., Roshchina O., Sadretdinov D.
Kazan Federal University, 420008, Kremlevskaya 18, Kazan, Russia

Abstract

© 2016 Sosnovskaya et al.The research urgency is caused by the contradictions that exist in the approaches to modernization of the University educational process. In recent years the main part of specialists' attention is focused on the implementation of the priorities of the global information space in the University educational practice, among which are recognized: information, networks, security of the person. These priorities are directed on the intensification of the advantages of virtual space in front of the actually existing educational space of the University by limiting the sphere of direct interpersonal contacts of students in the process of creative educational, professional and sociocultural activities. The current tendencies determine the need for an objective, scientifically based analysis of social – pedagogical alternatives of modernization of University educational process and correction of approaches, due to the natural identification of the real educational process of the University with the virtual space. In this regard, the focus in this article is devoted to substantiation of the structure and content of socio – pedagogical alternatives of modernization of the University educational process taking into account the priorities of real and virtual space. A leading research method is the method of pedagogical monitoring allowing in the process of continuous observation of the development of the University real educational process to determine the socio - pedagogical alternatives for its modernization, taking into account integration of priorities of real and virtual space. The paper presents the content of the notion "socio – pedagogical alternatives of modernization of the University educational process"; defines the essence of the priorities of the virtual space in the educational process of the University; reveals the features of integration of real and virtual space in the educational process of the University; develops the educational – methodical recommendations "use of the priorities of the virtual space in the real educational process of the University." Also it proves the effectiveness of the recommendations using cognitive, informative, motivational, communicative, axiological criteria. The paper can be useful to teachers, methodologists, managers of the universities.

Keywords

Models of educational activities, Pedagogical monitoring, Socio–pedagogical alternatives, The real space of the University, The virtual information space