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Socio-pedagogical priorities of the educational process at the university: The didactic aspect of information technology

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Abstract

© 2016 Rassolov et al. The relevance of the study is conditioned by intensive introduction of information technologies in the educational process of the University. Analysis of practical activities of University groups shows that in the absence of science-based approaches to the implementation of information technologies in the educational process, there are increasing numbers of side effects among the students and graduates: moral and ethical indifference, a decrease in the level of personal communication, interpersonal communication, motivation to learn, and strengthening of computer and network addiction, the substitution of virtual reality, alienation from professional activities and other realworld problems, “escape” into virtual reality. In this regard, priority attention in the paper is devoted to establishing the theoretical and methodological approaches to realization of social-pedagogical priorities of the educational process at the University, which are presented as didactic components (target, content, procedural and technological, resource) of information technology. The paper presents the discourse of the concept “social-pedagogical priorities of the educational process at the University”; on the basis of the results of the study the complex of social and pedagogical priorities of the educational process is revealed, which are presented as the target, content, procedural and technological, resource components of information technology; pedagogical approaches to the design of new, hybrid types of information technologies are justified; the efficacy of the established set of priorities with the help of motivational, cognitive, axiological and activity-related criteria is proven.

Keywords

Educational process of modern University, Hybrid technology, Information technology, Network technology, Socio-pedagogical priorities, Teaching tools