Socio-Pedagogical Alternatives of Modernization of the University Educational Process: the Real and Virtual Space

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ABSTRACT

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 socio-cultural 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.

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Introduction

The relevance of the study

The modern period of development of the higher education system in the world is determined by trends in the projecting of interactive, information – communication space, in which the determining direction is the integration of learning and cognitive processes with information technology, oriented on formation of students' attitudes to new situations, to new understanding of the world and building of their own prospects for self-actualization, self-organization, self-education in the context of ongoing changes. But it should be kept in mind that "this space, with its total technologization and virtualization, expanding channels of information transmission, simultaneously, excludes from the educational process the fundamental core values and value orientation necessary to the life activity of the individual in the real social and cultural space, radically altering their configuration by "aggressive visualization by using media, electronics and network structures" (Bodrijar, 2007). The study found that in the educational practice of universities this "information and communication space is identified with the Internet technology that using the computer as a modern tools" create favorable conditions for the participation of students in creative educational and socio - professional activity, in the process of forming their competence of the human - carrier engaged in the processes of goal setting, planning, modeling, and control in the transforming of practical problems into the language of computer technology (Marchenkova, 2009; Zhichkina, 2006; Yachina, Zeynalov & Dyushebekova, 2016; Egorov et al., 2016; Vlasova, Kirilova & Masalimova, 2015; Fayzullina & Saglam, 2015; Biktagirova, 2016; Kosarenko et al., 2016; Masalimova et al., 2014; Malikh et al., 2016; Pecherskaya et al., 2016; Vlasova, Kirilova & Curteva, 2016). It is also established that the strategically important aspects of interpersonal interaction because of the peculiarities of perception and of cognitive processes due to the interaction with virtual reality of computer technology, lead the students to technocratization of the system of relations "man – man", the reduction of the role of emotional-sensual component. Relationship with classmates, friends, people around them, the students tend to logically evaluate, rationally, with the aid of computerized, symbolic mental operations that are not acceptable for direct contact of interpersonal relationships. Personal "rebirth" of the students, turning them into a kind of electronics is becoming a dangerous trend in the educational process of the University. These problems in practical activities of universities to this day remains without the necessary training and methodological support, which creates imperatives for a holistic, systematized study and development of a scientifically based approaches to the priorities' using of real and virtual space in the educational process of the University (Skorodumova, 2008). Identified in the course of the research, contradictions necessitate new approaches' using to the projecting and implementation of socio – pedagogical alternatives of modernization of the University educational process. In this regard, the focus in this paper is directed on substantiation of the structure and content of socio – pedagogical alternatives of modernization of the educational process of the University taking into account the priorities of real and virtual space. The established tendencies define the content of practice

– oriented directions of modernization of the University educational process, presented in the educational – methodical recommendations "use of the priorities of the virtual space in the real educational process of the University."

The solution to this problem defines the purpose of the study.

Literature Review

The essential characteristic of the concept "social – pedagogical alternatives of modernization of the University educational process"

The discourse of this concept is determined by the content of innovative teaching solutions, integration of real and virtual space in the process of modernization of the educational process of the University. The results of this study bring new meaning to the concept, enabling to understand by "socio – pedagogical alternatives of modernization of the educational process of the University" the priorities of education's quality, aimed at training of students – future specialists of a new generation, demanded by the changing labor market. The structure and content of the priorities of education's quality is determined: educational (academic) curricula; personnel and scientific potential realized in the educational process; students: in "input" - knowledge of applicants, in the "exit" - the intellectual potential of graduates; tools of the educational process (transmitted knowledge, logistical and industrial base, the educational – scientific – methodical support, the classrooms' state); educational technology, integrating innovation priorities of the virtual space in a real educational process, etc. This definition reflects the main aim of the study: the development of the information support of the educational process, its conformity to the socio – pedagogical strategies of modern specialists' training on the basis of integration of the priorities of the real and the virtual space of the modernization of the University educational process.

Opposite views on the study of research problem

A significant contribution to the development of this problem is made by J. Bodrijar (2007), who calls modern culture "Xerox of culture" because of its blind copying and identification of the space of computer information and communication environment with the space of real culture. "The lack of clarity of the true role and influence of this environment on the personality becomes a characteristic of a person, who gradually loses the ability to creative self-actualization in society, loses freedom in exchange of access to information and communication environments, who experiences the occurring of fundamental, deep changes in the gradation of information (a mixture of vitally important information with background information, valid and invalid, etc.) when the real socio-cultural space is perceived by him as the virtual environment, and is reduced due to the reduction channels of socio-cultural communication (especially communication), which does not contribute to the formation and flourishing of the individual" (Bodrijar, 2007). The ideas of J. Bodrijar (2007) that modern stage of information society opens up broad prospects for the development of man, allowing for the multiplicity of realities, using information and cultural resources through various technical and technological forms, but who is aware of his "relative" involvement in these realities, and recognizes the primacy of the real existence in the physical and sociocultural space, are used in the process of this study. In the works of other English authors (Zizek, 1996;

Suler, 1996; Stromfeldt, 1996; Young, 1997) a significant place is given to the study of the influence of virtual reality on identity, addiction, escapism of youth. The study finds that in most of the works of English authors (Young, 1997) a significant number of characteristics of real and virtual space is found, due to information and communication technologies, the structure of forms of behavior in the virtual space, social and psychological insecurity of the individual in real space. But almost all features contain common parameters: information, network, anonymity as security of the person. A distinctive feature of Russian studies is their focus on providing the necessary practical assistance to students, forestalling addiction and escapism. It is found that most authors (Voiskounsky, 1990; Volovich, 1990; Marchenkova, 2009; Skorodumova, 2008; Shaidullina et al., 2015; Valeeva & Bushmeleva, 2016; Orazalin et al., 2016; Ponomariova & Vasina, 2016; Okan, 2016; Fayzullina & Saglam, 2016) focus their attention on the objective function of the priorities of the real and the virtual space aimed at modernizing of the educational process of the University, on improving the quality of specialist's training. Quality management cannot be effective in terms of the discreteness of the real and the virtual space, so the research determines the importance of integration interaction of pedagogical environments' data (Vlasova, Kirilova & Sabirova, 2015). On the basis of obtained results the authors develop a conceptual basis for projecting of socio – pedagogical approaches to the educational process modernization of the University taking into account the priorities of real and virtual space. To a large extent the results of these studies to date define the specifics of the projecting and implementation of the content of real and virtual space in the modernization of the educational process of the University. In the course of this study the efficiency of priorities of real and virtual space is proved as socio – pedagogical alternatives of modernization of the educational process of the University.

Results

The classification of socio – pedagogical alternatives of modernization of the University educational process

The study analyzes the leading social pedagogical ideas and conceptual approaches to the projecting and implementation of variants of modernization of the University educational process from a cognitive – oriented paradigm of 60-ies of XX century to global, open, self-organizing, information – centric paradigm of the XX1 century. The paper presents a combination of characteristics of the paradigms of the last decade: the content of education includes not only knowledge about reality, but reality itself which is recorded in the form of a minimal set of real objects to be studied. In relation to these objects, the relevant educational activity of students is organized, which leads to the formation of General educational knowledge, abilities, skills and ways of working, systematized in the minimum list of key competencies. General subject content of education is focused in the form of "nodal points" necessary and sufficient in order that the student assimilated and mastered a holistic picture of the studied reality. As "nodal points" around which the material under study is concentrated, the fundamental educational objects are allocated – the key essences, reflecting the unity of the world and concentrating its reality. Inclusion in general subject content of real educational objects enables students to build a personal system of perfect knowledge constructs, not to take them in

ready form. These tendencies warn the dogmatic transmission of information to students, which is initially, alienated from their own activities. Established tendencies create theoretical and methodical basis for the construction of a new reality in the educational process of the University, due to the massive use of electronic tools in teaching, and determine the classification of socially – pedagogical alternatives of its modernization on the level of real and virtual space (see table 1).

Table 1. The classification of socio – pedagogical alternatives of modernization of the educational process of the University

Types of educational activities	Indicators of socio-pedagogical alternatives of modernization of the educational process of the University
Real space	Learning objectives, structure and content, interactive technologies, quality criteria, qualificational requirements and areas of training, scientific-methodical support of educational process, the level of training of the teaching staff, research activities, interaction with the industrial teams, socially useful work in society
Virtual space	Technology: interactivity, multimedia, global, asynchronous, anonymous, secure, low marginal costs
Network identity: degree of identification with people having high level of skills, technology, especially the communication
Gaming identity: a form of self-identity and creating a corresponding image of yourself

Features of the priorities' integration of the real and virtual space in the modernization of the University educational process

The study establishes socio – educational tendencies of priorities' integration of real and virtual space in the modernization of the University educational process, caused, on the one hand by the specificity of the subject, specifically didactic task, and on the other - didactic properties of the learning tools, for example, organization of culture-forming activities of students in the study of the Humanities is significantly different from the projecting of the cognitive tasks in the study of foreign languages. The most common, reduced kinds of integration of real and virtual space, effectively established themselves in the practical activity of a modern University, are email, chat (just a chat, voice chat, audio-video-chat), ICQ, Internet telephony, Skype, forum, blogs, Live journals, Wikipedia, multimedia, interactive media technologies, Online video conferencing, video blogs. Rating of social pedagogical priorities of integration of real and virtual space set in the process of experimental verification are:

1) interpersonal communication of students with each other and with teachers – 87% of students are interested in this process;

2) control from the teacher to coordinate the interaction of the students is positively assessed by 84, 7% students;

3) formation of competences of proper communication with classmates, ability to implement competent dialogue, to develop stylistic and spelling literacy – is appreciated positively by 84% of the students ;

4) formation of competences of communication between students and teachers, separated in real space of the University is positively assessed by 82% of students;

5) forming of competencies to embed and edit hypertext materials, the organization of communication – a positive perception of 81% of the students;

6) competences' development of a full research activity of students – is positively appreciated by 79% of the students;

7) the development of skills of speaking and listening – is appreciated positively by 75.9 percent of students;

8) the formation of skills of public examination – positively assessed by 75% of students.

The results of the study confirm an assumption about the pedagogical significance of using priorities of real and virtual space in the modernization of the educational process of the University. The trajectory of implementation of this direction are determined by the used in the teaching practice socio – pedagogical alternatives, the specifics of the studied objects, aims of education, stages of learning, creativity of students and teachers.

A pilot version of the methodical recommendations "using of the priorities of the virtual space in the real educational process of the University"

The purpose of recommendations' development is to systematize, generalize and implement the structure and content of priorities of the virtual space in the modernization of the educational process of the University.

Objectives: to form a sustainable knowledge of students about the specifics of the priorities of the virtual space; update the knowledge of students about the integration of the priorities of the real and virtual space in the modernization of the educational process of the University; to establish the role of the priorities of the virtual space in the development of competences of interpersonal communication of students in real educational process of the University.

The study proves that the integration of the priorities of the real and virtual space is an innovative direction in the modernization of the educational process of the University, in which the formation of personality of students - future competent professional, prepared to use in its activities socio - professional samples and standards of any level, grade of difficulty; advancing existing level of development of society is the main goal.

The orientation of the modernization of the educational process of the University for such purposes' solving involve the solution of important tasks to transform the structure, content, technologies, quality criteria of a real space in the educational process of students. In the experimental variant of these recommendations the model of educational – methodical complex for solving of the identified tasks is justified (see the project of content of the pilot version of the training – methodical recommendations)

The content's project of the pilot version of the training – methodical recommendations "use of the priorities of the virtual space in the real educational process of the University."

Section 1. Correction of specialist's model taking into account new requirements to the qualifications and competencies of students through the integration of the priorities of the virtual space in real space of the educational process of the University.

Section 2. Updating of curricula and educational programs of the students with the structure and content of priorities of the virtual space.

Section 3. Development and implementation of innovative technologies on the basis of the priorities of the virtual space in the real educational process, reflecting the essence of the research, project, practice-oriented learning activities of students.

Section 4. The implementation of criteria of quality assessment:

4.1. Conditions of safe educational process of the University;

4.2. The openness of the educational process;

4.3. The assimilation of knowledge by students (completeness, consistency, integrity, creativity);

4.4. Competencies (students ' readiness for integration of real and virtual priorities; the choice of socio – pedagogical alternatives; intercultural interaction; virtual self-identity; projecting of priorities of real and virtual integration).

Discussions

The results of the study suggest that the problem of integrating the priorities of the real and the virtual space is an effective element of modernization of the educational process of the University. The study finds that in the educational practice of universities this integrative space becomes the only social pedagogical alternative for students' inclusion in creative educational and socio - professional activities. It is also established that the strategically important aspects of interpersonal interaction because of the peculiarities of perception and of cognitive processes caused by the interaction with virtual reality of computer technology, lead the students to technocratization of the relation's system "man – man", the reduction of the role of emotional-sensual component. Relationship with classmates, friends, people around them, the students tend to evaluate logically, rationally, with the aid of computerized, symbolic mental operations that are not acceptable for direct contact interpersonal relationships. These problems in practical activities of universities to this day remains without the necessary training and methodical support, which creates imperatives for a holistic, systematized study and development of scientifically based approaches to the priorities' use of real and virtual space in the educational process of the University. The effectiveness of the use of the established priorities is proven in approbation process of the educational – methodical recommendations "using the priorities of the virtual space in the real educational process of the University" with the help of criteria (rating scale from 1 to 5 points): cognitive ("before" experiment is 1.5 points, "after" experiment is 3.0 points); informative ("before" experiment 2.8, "after" experiment – 5.6 points); motivation ("before" experiment – 2 points, "after" experiment – 4,8 points); communicative ("before" experiment – 2 points, "after" experiment – 4,8 points); axiological ("before" experiment – 2 points, "after" experiment - 4.8 points).

Conclusion

This study confirms the theoretical and practical significance of the problem of integrating the priorities of real and virtual space in the modernization of the

educational process of the University. Based on these results, the paper presents the concept "socio – pedagogical alternatives of modernization of the educational process of the University"; the essence of the priorities of the virtual space in the educational process of the University is defined; the features of integration of real and virtual space in the educational process of the University are revealed; the educational – methodical recommendations "use of the priorities of the virtual space in the real educational process of the University" are developed and tested The effectiveness of the recommendations using cognitive, informative, motivational, communicative, axiological criteria is proven. This problem is a promising research direction, which is not exhausted by the solution of the established goals and objectives of the study. In its capacity there is a significant number of socio – pedagogical, psychological and methodical problems, which is of crucial importance for the transformation of high school.

Disclosure statement

No potential conflict of interest was reported by the authors.

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