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FUNDAMENTAL QUESTIONS OF MODERN HIGH SCHOOL DIDACTICS

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Nowadays nobody can deny that a school teacher as well as a university one has lost its monopoly on the type of information we call knowledge.

Only few can answer the question concerning unlimited students' access to information resources constantly updated by human civilization.

Significantly reveals itself the phenomenon of so called "red substitution" connected with the high speed of knowledge space extension which is simultaneous with its growth.

Can't be left unmentioned the problem of qualitatively different ICT-competences of younger and elder generations that during at least 20-30 years will considerably influence existing didactic model which is realized in higher educational establishments.

Existence of such fundamental phenomenon sets thinking of new didactical paradigm relevant to the framework (conditions) of information and communication pedagogic environment. To be exact: (that is:)

1. Globalization of knowledge from the point of view of creation, access, support and development.
2. Creation and functioning of global educational classes.
3. WEB multimedia object presentation.
4. Available on/offline access systems to educational information.
5. Permanently growing tendency of didactical, including public web-portal, resources integration.
6. Multi-linguistic educational environment.
7. Lack of synchronism in modern educational activity management models.
8. Harmonization of didactical model with the environment where it functions
9. Necessity of personal socio-informational immunity system forming.

At the same time it should be stated that there exists a huge field of problems in the sphere of psychology. For example, investigation of problem of constantly growing virtualization of different beliefs, including educational ones.

Nowadays a lot of tries to investigate the above mentioned problems are realized. However, as it seems to us, pointing out main and secondary questions is impossible without comprehension of the picture as a whole, because it will be hard to receive adequate answers on actual questions the system of higher education faces with.

Before defining the structure and list of questions that describe the integral picture of modern didactic model we would like to describe in brief the retrospection of didactic models development.:

Starting from the first schools that existed in antiquity and middle ages, evidently, the main algorithm of knowledge transfer from one generation to another was realized through a subject-object model which, in our opinion, has the following characteristics:

- from the role view point - «subject - object»
- from the view point of data flow direction - «linear»
- from the view point of amount of information passed - «megabytes»

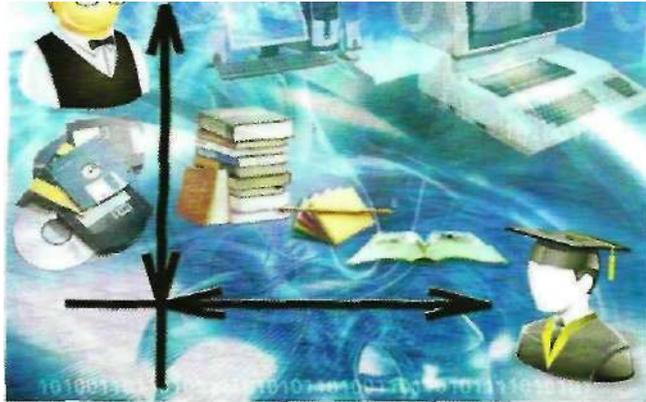


Pic. 1. Subject-object model

It is obvious that a wise man and pedagogue Yan Komensky managed to summarize within the framework of "The Great Didactics" already existing model of knowledge transfer from generation to generation, define basic principles of its functioning, form the basis of class-lesson system as a key instrument of subject-object relationship implementation. At that, it should be stated, that the most important forerunner of the integral picture creation, in our opinion, was appearance of printing as the main tool of integration of intellectual values accumulated by civilization in the course of its development.

Only 400 years passed and the sixties-seventies of the twentieth century were characterized by qualitatively different demands to personality resulting from a powerful information flow arising not only from books, but thriving radio and television. Labor-market demanded people capable to make independent and creative decision for industrial problems' solution. This fact couldn't but reflect on the demands made to education system, first of all, to Universities. This way appeared all conditions for emergence and development of a new didactical model, which in its basis has a subject-subject relationship between teacher and student. In our opinion, this kind of model has the following characteristic features:

- from the role view point - «subject - subject»
- from the view point of data flow direction - «two-dimension»
- from the view point of amount of information passed - «gigabytes»



Pic. 2. Subject-subject model

Only forty years passed and at the beginning of the XXI century qualitatively different conditions for the future generation development were introduced. Internet flow, that influences human consciousness, information terabytes among which a person should sort out the necessary one, process and present it, then save and provide security in order to avoid unsanctioned access. Totally different communication forms that include e-mail and social nets, which practically demand a new type of mentality, based on a behavior that distinguishes one generation from another. Growing tendencies of integration of different resources used by human civilization, integration that gradually proceeds to synchronization and, in a certain part, harmonizes professional and daily aspects of human activity. In this context we can single out three equal maturities of information-communication pedagogical environment (ICPE):

- integration level;
- synchronization level;
- harmonization level.

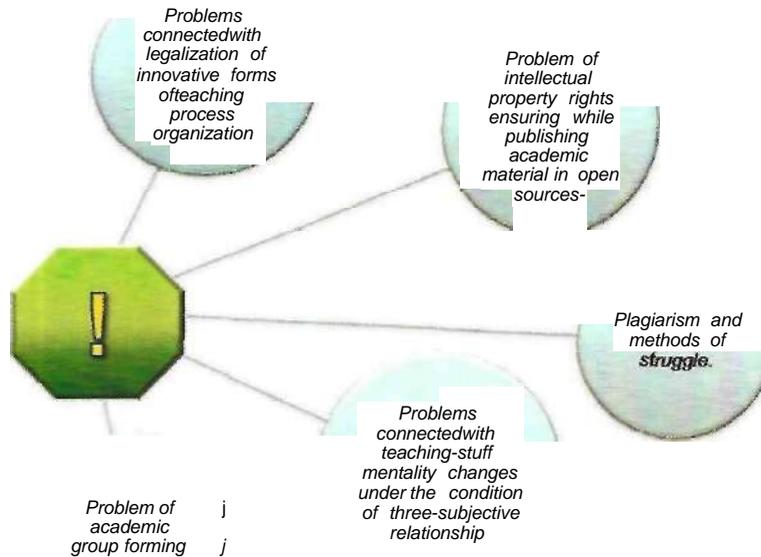
Unexpectedly for the majority, including a certain number of teachers, information-communication environment, including its inseparable part - ICPS, started to obtain all forms of a subject (that is natural from the philosophical but not psychological point of view) that not only motivates a student and a teacher, but interacts and competes them. Nowadays it becomes clear to many researchers that while examining different didactical questions it is impossible to receive exact results without including ICPS - environment not as a secondary, but equal subject of modern didactic model. Model, which is characterized by the following features:

- from the role view point - «three-subjective»
- from the view point of data flow direction - «three-dimension»
- from the view point of amount of information passed - «terabytes»



Pic. 3. three-subjective model

Situation that arose nowadays makes us suggest the following structure of fundamental questions of modern didactics, in a harmonious succession with the didactics we call traditional one.



Pic. 3. three-subjective model