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Социально-педагогическая характеристика информатизации среды общеобразовательной организации

В статье дается анализ отечественной и зарубежной философской, психологической и педагогической литературы в целях разработки социально-педагогической характеристики информатизации среды общеобразовательной. Проведено обобщение массового и новаторского педагогического опыта по теме работы. В материале подробно описывается функционал и сущность понятия «информатизация среды» общеобразовательной организации. В работе определяются и обосновываются социально-педагогические условия информатизации среды общеобразовательной организации. Теоретическая база работы представлена концепцией информатизации образования и социально-педагогическим подходом к формированию личности человека. Методологической основой настоящего материала выступают положения об активной роли социальной среды в личностном развитии индивида и о воспитании и образовании как функции жизнедеятельности субъекта, о роли в педагогическом процессе информатизации как социального феномена.

Ключевые слова: информатизация образования, общеобразовательная организация, социально-педагогический подход, информатизация среды.

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Socio-pedagogical characteristics of informatization of the educational organization environment

The article analyzes the Russian and foreign philosophical, psychological and pedagogical literature in order to develop the socio-pedagogical characteristics of the informatization of the general education environment. A generalization of the mass and innovative pedagogical experience on the topic of the work is carried out. The article describes in detail the functionality and essence of the concept of "informatization of the environment" of a general education organization. The paper defines and justifies the socio-pedagogical conditions of informatization of the environment of a general education organization. The theoretical basis of the work is represented by the concept of informatization of education and the socio-pedagogical approach to the formation of a person's personality. The methodological basis of this material is the provisions on the active role of the social environment in the personal development of the individual and on upbringing and education as a function of the life activity of the subject, on the role in the pedagogical process of informatization as a social phenomenon.

Keywords: informatization of education, general education organization, socio-pedagogical approach, informatization of the environment.

Informatization is one of the key processes taking place in modern education. First of all, these processes are connected with the general civilizational processes concerning all spheres of human activity and qualitatively changing them. The active development of information and communication technologies and their rapid inclusion in all spheres of human activity has led to the creation of a new information environment, called by many philosophers as the infosphere. According to scientists, it is the infosphere that determines the leading directions of the development of the new society. In this regard, informatization is a process that is one of the key in the practice of upbringing and education in a modern general education organization.

Currently, the essence of the concept of "informatization of the environment" is actively studied by modern philosophers, psychologists and specialists in various scientific fields. Emphasizing the importance of studying the philosophical problems of informatization of the educational environment, G.L. Smolyan writes that informatization of the environment is the process of organizing an information society, where the main role belongs to reliable, comprehensive and advanced knowledge in all areas of human activity. See also G.L. Smolyan notes that computerization, being an integral part of the informatization of the educational environment, acts as a technical basis for the informatization of society [5, p.52].

The informatization of the environment of a general education organization, from the point of view of philosophy, is determined by the tendency to replace the real communication process with a network one, where the components of computerization are the leading components of this process.

Thus, in pedagogy, a fairly broad definition of the concept of "informatization" was given by Academician A.P. Yershov. The researcher claims that "informatization is a set of measures aimed at ensuring the full use of reliable, comprehensive and timely knowledge in all socially significant types of human activity" [2, p.35]. In turn, the academician draws attention to the fact that "the strategic resource of society as a whole, which largely determines its ability to successfully develop" [2, p.39].

Exploring the essence of informatization of the environment of an educational organization,

R.M. Yusupov and V.P. Zabolotsky note that the peculiarity of informatization of the environment is the organizational socio-economic and scientific-technical orientation of this process. At the heart of informatization, scientists define the active mass use of information and communication tools in various spheres of human activity to improve working conditions and improve the quality of life of society [6, p.325].

The task of informatization, according to A.L. Semenov, can be divided into two main subtasks: the organization of the goals, forms and content of the educational process, taking into account the conditions of information activity and in accordance with the information aspect of modern society; the creation of the necessary conditions in the educational organization for the effective implementation of informatization tools [4, p.287].

We can conclude that the informatization of the environment in pedagogy is understood as a change in the structure, forms and content of information interaction between participants in educational relations and an interactive source of educational information, as well as structural and functional transformations of educational information, the composition of educational and methodological support for the educational process.

Currently, one of the most promising areas of psychological research is the study of the psychological features of the informatization of the environment of a general education organization. Considering the psychological aspects of informatization of the environment, it can be argued that new formations that developed under the influence of informatization processes are actively transferred to the sphere of traditional education. In the course of such training, emphasis is placed on the accuracy of wording, logic and consistency of presentation of the material, the value of reflection increases, but at the same time there is a decrease in the role of emotional means of communication.

From the point of view of psychology, the informatization of the environment is considered as the existence of a virtual world in which, through the presence of a virtual partner, self-identification of the individual, information activity is carried out. In this case, communication with a virtual partner is defined as information interaction through an interactive source of information.

It is worth noting that the informatization of the environment of a particular educational organization can be represented as a set of measures aimed at the introduction of information and communication technologies in order to improve the efficiency of information processing processes in all types of educational activities of this organization.

The researchers note that the main means of informatization are both computer and software, their content content, through which the goals of informatization of education are achieved. It is worth noting that the use of informatization tools is not enough for the effective use of information technologies in the educational process. Such means should be supplemented by the ideological basis of informatization of the environment, the activities of teachers, whose participation is required to achieve the targets of this process.

The use of various means of informatization in the field of school preparation, according to O.V. Vyazova, effectively affects the enrichment of the pedagogical and organizational activities of the school of a number of opportunities:

1) development of the methodological and technological base for the selection of information necessary for the organization of educational activities;

2) the use of specialized academic disciplines, through their integration with the information and communication technologies of the educational organization;

3) changing the content and structure of the study of traditional academic disciplines in the course of including the means of informatization of the environment in the structure of the lesson;

4) improving the quality of the educational process through the individualization of this process and the use of motivational resources;

5) the organization of new forms of interaction in the learning process and changes in the content and nature of the activities of the teacher and student;

6) implementation of innovative management processes of a general education organization [1, p.167].

The essence and features of the informatization of the environment are considered by I.V. Robert as a purposefully organized process of providing the educational sphere with a methodological and technological base for the creation and optimal use of scientific and pedagogical, educational and methodological, software and technological developments that will be focused on the implementation of the possibilities of information and communication technologies used in comfortable and health-saving conditions [3, p.89].

Analyzing the accumulated theoretical material on the problem of our research, we can say that the informatization of the environment of a general education organization is a process of changing the structure, forms and content of information interaction between all participants in educational relations and an interactive source of educational information. Informatization of the environment of a particular educational organization can be represented as a set of measures aimed at introducing information and communication technologies in order to improve the efficiency of information processing processes in all types of educational activities of this organization.

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