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VIRTUAL EDUCATION – THE STRATEGIC DIRECTION IN THE XXI CENTURY

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Annotation. Considering the new sense and objectives of virtual education with the common indications, the essence of such principles is considered, such as: navigation, creative convergence, communicative development, ethical reflection, integrating of experience.

The relevance of the investigation is due to the complex of social transformations (informatization and globalization), which is characteristic of the modern world. Regarding this, the process of developing the virtual education takes place in conditions of increased attention to virtuality in the context of its correlation with the problems of human’s perceiving of the reality. New approaches to the educational process in the context of virtualization are produced by implementing of electronic practices, which are based on various forms of information technologies in all the spheres.

Among the main features of the virtual educational process are the following: its previous uncertainty for the subjects of interaction; uniqueness for each kind of their interaction, including that with real educational objects; existence only during the interaction itself. The virtual process takes place in the corresponding virtual space, the properties of which are determined by similar features and the presence of virtual objects in it; in a general way, virtual education means the processes and the result of the interaction of subjects and objects of education, accompanied by their creation of a virtual educational space, the specifics of which are determined by these subjects and objects. The existence of a virtual space of education is impossible without communication [1].

Note that the virtualization of the modern educational process in a new way determines the purpose and objectives of the education system, which affects the quality of higher educational institutions graduates. This is due to the fact that the young professional’s success depends on a quick orientation in the information space, his awareness, and not on the established professional knowledge, which is often interpreted as a negative consequence of the virtualization of the educational space.

In terms of the investigation, D. Galkin’s conclusions are opportune about the distinguishing such principles in the virtualization of education, as: navigation, creative convergence, communicative development, ethical reflection, integration of experience. Thus, the essence of the principle of navigation is that the student should first be taught to search effectively for information and methods of filtering it from different virtual sources and their co-organization with traditional sources. The main thing in science should not be the possession of as much information as possible, but its understanding. The second principle is creative convergence. The producing and designing of new knowledge, and hence the increase in previously unlimited information, will dominate over the reproductive knowledge. As a result,
the purpose of education changes. In the XXI century, firstly, it is important to teach not the reproducing of information but «productive thinking», and secondly, the production of ideas that enhances utilization of information from various available sources and its processing into original texts containing knowledge. The same principle emphasizes the need to develop «resources» that would be in constant «renewal». The essence of the principle of communicative development is that the processes, corresponding to the first two principles, are included into the intensive processes of organized communication and interpretation, which will help to overcome the illusion of interactivity of communication. The importance of the principle of ethical reflection is that it aims to preserve the importance of knowledge and educational practices for the formation of subjectivity and the results of knowledge movement in different ethical contexts.

The last principle of integrating the experience is a kind of synthesis of all the above mentioned principles; it consists in the following: new technologies and information produced by them are affected by the multidimensionality of virtualization in the world of everyday experience and have many forms of interpretation. In education it is necessary to leave room for both technologically «advanced» people and for those who are unable, for various reasons, to master new technologies and new information arrays [2].

Thus, based on these principles, we conclude that communication, individual orientation and exchange of knowledge between all the participants in the teaching process become fundamental, and self-organization is the basis and the core of educational process.

Summing up, we conclude that in the process of virtualization of education the «erosion» of knowledge should be avoided, as well as meaningless and unnecessary interactivity, and loss of orientation in information flows. Further research will be related to the mechanisms of maximal adaptation of computer virtual technologies to the subject-subject interaction in the educational process.

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