MAPPING FOR THE ISSUES OF STUDENTS’ SOCIALIZATION IN THE CYBERSPACE IN THE CONTEXT OF ON-LINE EDUCATION

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Education systems are in fact key to the fulfilment of people and to the social and political integration of individuals in their society. For some time now, education systems have experienced challenges in providing education to the masses, that is about quality education available to all. They have to face the emergence of new competences, attitudes and behaviors, to counter socio-economic inequalities and the skills mismatch, to further new forms of personal development and modern expressions of social cohesion.

Ukraine actively masters the world represented to a person by global information networks and a personal computer. The virtualization of human learning-teaching activity occurs with the increasing of the application of the information technologies. The public aspects of escalating the information structures can be summarized by the statement, that computer has changed our life and became ubiquitous literally. The influence of virtual world on a society is shown in scientific literature, quickly growing on a joint of works about electronic techniques, ways and spheres of their use, about computer as a means of the mass education. The problem of students’ socialization in the process of on-line education takes a special place being extremely actualized.

The socialization of a student in the cyberspace passes two phases: tool and social. The tool phase concerns mastering electronic literacy and skills of navigation; as to the social phase, it means the development of social norms, values and role requirements existing both in concrete virtual network communities and in the social generality of the cyberspace.

The socialization can be carried out not only by the inclusion into the process of any virtual community close in tasks and perspectives, spirit and interests, but also it can be accompanied by the opposition to another community where the user sends openly provocative messages during the participation in this or that conference and as a result provokes the reaction of the other users. Self-management, which is also referred to as “self-control” or “self-regulation,” [1] is the absolutely necessary skill for the ability to regulate one’s emotions, thoughts and behaviors effectively in different situations. This includes managing stress, motivating oneself, and working on personal and academic goals. The previous communicative experience of actors is in fluencing the quality of on-line interaction and education. So it is possible to state
that alongside with the processes of socialization and education in networks there are also processes of resocialization as to the values, skills, role discourses because of the transition in the other communication environment.

Thus, the socialization of a student and a teacher in the virtual space is carried out as the interference of two approaches, connected with the demonstration of self-management skills, that are key enablers for all learners in the academic environment. Self-management allows students to follow through on plans to complete assignments, study for tests and stay focused during a class.

The first process for the socialization in the on-line education is the following by a person of those norms and rules of behavior that were apprehended in the primary social reality and the second is the process of mastering the norms, values and the patterns of behavior accepted within the limits of social system of the cyberspace. The second process can be named as “tertiary socialization”. Every person, being a user of Internet, is compelled to come back in the real world as a product of three socialization types.

The mentioned above issues cover all relevant aspects of education, including pedagogy and new ways of learning, curricula, assessment of students, infrastructure, recruitment, training and careers, gender, the involvement of parents, the role of national, regional and local administrations and all other actors in society in need of strong educational achievements in all fields.

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DOI 10.36074/24.07.2020.v3.07

PEDAGOG-ANDRAGOG IN TERMS OF INTERACTIVE LEARNING (INTERACTIVE LEARNING AND TEACHING)

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Abstract. The article analyzes the essence of the interactive adults learning in the modern researches; the basic components of preparing (readiness) pedagogy-andragogy for the work in terms of the interactive learning and teaching; certain principles that make the adult learning process much more effective are indicated; understanding of the interactive adult learning by different researches and scientists.

Through interactive teaching methods, adult students are able to solve many different educational tasks; they actively develop their communication skills, with love and with interest they establish emotional contacts between participants of the learning process, they perform educational tasks that shape the consciousness and feelings of personality, develop a competent and responsible attitude of the person to themselves and the world around them [2].