Three-Subjective Didactic Model

Aleksander Spivakovsky, Lyubov Petukhova, Evgeniya Spivakovska, Vera Kotkova, and Hennadiy Kravtsov

Kherson State University, 27, 40 Rokiv Zhovtnya St., Kherson, 73000, Ukraine
{spivakovsky,petuhova,spivakovska,veras,kgm}@ksu.ks.ua

Abstract. The article shows the transformation of modern didactic model into three-subject one (Student - Teacher - Information and communication pedagogical environment). The new subject’s active components that are the most evident in learning process are analyzed. The requirements set to the information and communication pedagogical environment as an educational subject is described. The comparative characteristic of traditional and innovative teaching system components is presented. The authors have made the comparative description of the main university studies forms in different didactic models: object-subject, subject-subject and three-subject training. The experience of the information and communication pedagogical environment creating in the University is described. It is carried out the comparative subjects’ behavior modeling during different training forms according to subject-subject or three-subject didactic system. The measurement of each three educational subjects’ cogency and their significance in the process of major study operations (collection, processing, storage, transmission) during various training forms as lecture, practice and individual work is presented.

Keywords: Didactics, information society, information and communication pedagogical environment, three-subjective didactics, forms of training organization at university, WebQuest.

1 Introduction

Education is an institute of social experience transmission and human socialization in society. Naturally it depends on the level of social development and labor market needs. Mankind experience increases every day, thus respectively changing the education.

According to UNESCO experts the crisis phenomena in modern education are related with the global mankind problems such as different countries development non-uniformity in the conditions of globalization, persistence of educational systems and knowledge updating permanently growing.

UNESCO has defined the goals in educational system development in the 21st century. According to these goals person’s right for education is guaranteed without the dependence on quality education conditions access, such as poverty, gender, location, and ethnic accessory or inability. Therefore one of the primary goals is the creation of
information society based on open access to educational and scientific information, educational resources and platforms [1].

The historical retrospective shows the educational system changes at different stages of society development.

Throughout many millennia human speech was the only way for information transfer. The word epoch was characterized by the absence of knowledge accumulation, so a person as the basic source was the information transfer institute.

The information amount increase became the background of writing nascence. Writing unlike the sound speech turned to be the knowledge transfer technology.

The writing invention allowed to transmit voice information to unlimited distance and broadened extremely its existence in time. Beyond dispute, the writing appearance created new additional conditions and opportunities to realize the human culture potential. But at the same time, writing leads to the limitation and narrowing of informational speech content. Writing is a sign system and as a sign it is just the signified representative, so it reproduces only a half of properties and meanings of what is meant. In this case, a word transfers only a part of the properties and meanings contained in the “live” speech. Thus, actually written language loses completely the so-called prosodic information contained in the “live” speech that sounds. The graphic is losing the information that is expressed and transmitted in direct speech.

Year 1450 AD (500 years ago) is marked by a new information technology appearance, the third one in a row. Only then printing technology appeared and we consider it a knowledge distribution technology. This phase is called an era of books. Definitely the appearance of books allowed the creation of an effective and mass educational system, to organize public libraries, to ensure universities development. The appearance of books as a mean of knowledge transmitting, promoted the humankind’s achievement of those heights which it has now.

The important consequence of the definite social development turned to be the understanding of purposeful activity for social skills transfer from one generation to another as a connection between two organized activities – teaching and learning, and their concrete reflection in education. The humanity cumulative teaching experience has found expression in didactics, one of pedagogy’s sections that examines general theory of education and training. It is believed that the term was introduced by German pedagogue Ratke in his lectures “Rahity’s summary of didactics and art education”, and meant the scientific discipline which studies teaching theory and practice [2].

The efforts to make educational process organized intelligently and purposeful are presented in many Jan Komenskiy’s works, especially in “Great didactics” which covers almost all the issues that present the subject of modern pedagogy. Jan Komenskiy was the first one who developed didactics as a system of scientific knowledge, giving the reasoned exposition of principles and rules for children’s education. He examined the most important learning theory problems: educational content, teaching principles as visualization, sequence and so on, class-and-lesson system organization, etc.

The object-subject educational relations between the teacher and the student of that time were the most prolonged in pedagogy. The subject is the teacher who educates actively the student who is his object of influence through informative-educational