

## Priority aspects of pedagogical innovation

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**Abstract.** This article introduces the concept of self- pedagogical bases student in multimedia learning environment which covers three areas -the first direction is self-preservation and self-development of personality in the rapidly changing world; second direction - multimedia educational environment has a multicultural society; third direction - study of changes in the subjects of multimedia educational environment.

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### Introduction

Modernization of higher education system in Russia is increasingly correlated with the changes occurring in the world. This is due to the integration and globalization of society and education, which will lay a basis to create a unified educational environment, involving the construction of multivariate and diverse models of higher education, as well as the emergence of new educational environments that would provide students the opportunity to be the subjects of their own development [1; 2; 3]. In this context, creation of educational environment that would both provide development conditions and support the "progressive changes in education of specific subjects", i.e. students and teachers, becomes a priority aspect. Tools for building such an environment include innovative multimedia (electronic) training, capable to solve the problems, "associated with the study of the relationships arising in innovative educational activities with respect to the personal formation and development of a student and a teacher" [4; 5; 6].

Integrative nature of the training process allowed us to consider it from the standpoint of the following approaches: axiological approach, which provides for a commitment to self-development based on personal value qualities; personal-activity approach, which serves a basis for educational, cognitive, searching and productive activities of the student, guided by self-development motive; cultural approach, suggesting that educational information is a cultural component of the multimedia educational environment (MEE); integrative approach, caused by interdisciplinary integration; informational, environmental and synergistic approach, conditioned by the fact that the environment provides to subjects a body of information, which provokes the appearance of bifurcation "points". Selection of "bifurcation points" and getting out of the emerged situation, set in motion the internal forces of the

person, and their positive nature activates the desire for self-development "[7].

The concept, developed by the author, embodies the idea of using the capabilities of the global network and multimedia technology in an open education environment, which activates the aspiration of individuals for self-actualization, encouraging them for self-development [8].

### Goal

Formation of demands for self-development in subjects of multimedia educational environment (MEE) being generally accessible and informative.

### Objectives:

- to build MEE, which would provide appropriate condition and would support the desire for increased self-development;
- to generate the needs for an independent search of knowledge and the acquisition of skills and practical attainments within publically available information MEE;
- to strengthen (support) in the student the internal incentives to be ready for socially significant pedagogical practice and other activity;
- to develop a methodological and technological support, promoting self-development of students in the new education conditions.

The concept comprises **3 areas**: "human - MEE - communication".

**The first** area represents personal self-preservation and self-development in a rapidly changing world. The philosophical foundations of integrity of self-developing subjects are studied in line with expansion of humanitarian and anthropological conception of technology philosophy, whose essence lies in the understanding of a man as a skilled and conscientious human, able to control himself in any situation to the extent of "knowing how". In our study, a student and a teacher

with active "Self-position" (*perception through the own "I"*), as individuals of subject activity, can carry out "personal order to change themselves and to change others" [9] and, thereby, to encourage the upgrading of the learning process. Activation of the reflexive position in teaching and professional activity of a teacher and a student is associated with personal attributes, focused on awareness of the need for change, stimulating self-assertion and self-realization towards the self-development.

The **second area** is a multimedia educational environment (MEE) as a social medium. MEE-medium has sociocultural nature. Cultural component of the presented concept is a multimedia learning, which is characterized by integrity, information content and openness, as well as historical contiguity of culture and education. Sociocultural support is justified by essential characteristic of multimedia education as a result of techno-socio-cultural development of the society. Besides, construction of educational environment by means of multimedia education is an innovative activity of the main subjects of the educational process, i.e. student and teacher. MEE not only provides a condition for the convenient organization of training, but also enables the formation of the desire for self-development of personal qualities in students. This serves the basis for constructing intercommunication between subjects not only in the concerned environment, but also for life-sustaining activity in society. The innovative activity of MEE subjects provides achieving the "acme" level of professional growth based on the development of reflective thinking.

The **third area** is the study of changes in MEE subjects. Human change processes take place in this environment. The basis of self-development lays on humanization and computerization of education activities, whose optimal combination is provided by purposeful management of substantial and technological aspects of the process. In this process important role is plaid by linguistic and communicative method when modeling communication in the "human-MEE-communication" system. Mediated communication in MEE is directed to perform educational tasks and has functional significance.

The MEE subjects have a common object of joint activities, providing thereby development of subject-reflexive relationships. An active "self-concept" of environment subjects is taken into account. This concept is sufficient to ensure the fact that their reflection is focused on practical action towards self-change. A "spiral of self-reflection" takes place in the self-development process within the MEE. It consists of self-knowledge, self-

education, self-realization and further self-reflection towards self-development of the student. Value of the reflection in teacher's and student's innovative activity is that it provokes a personality-oriented action. The task of the teacher is to provide the training activities in the form of an educational situation, which puts the student in a condition that changes the usual course of training and requires from the student new action models. The result of such action may cause the desire for self-development [9; 10]. The concept of pedagogical foundations on students self-development consists of 4 blocks: **scientific and methodological block**, including goal, objectives, regularities, principles, functions, factors and approaches; **subjective block**, revealing the self-development of students with active 'Self-concept', who carry the "personal order for a change" in the MEE; and **scientific and methodological (conceptual) block**, representing 3 models, practically implementing this concept: "Multimedia education environment", "Self-protection of students in a multimedia educational environment," "Self-development of students in a multimedia educational environment"; and **criterion-effective block**, indicating criteria for assessing the level of gradual self-development of students in a multimedia educational environment.

**Expected outcome:** a high level of students' self-development in a multimedia educational environment. The above stated is summarized in Figure 1.

Forms and tools, as well as learning and cognitive control mechanisms for educational and informative, search and productive activity of students in the MEE are revealed in the context of the presented concept of pedagogical foundations on students' self-actualization in MEE.

In this environment, the need for change and renewal of education is formed in subjects' in-parallel.

The essence of what was stated above is the following:

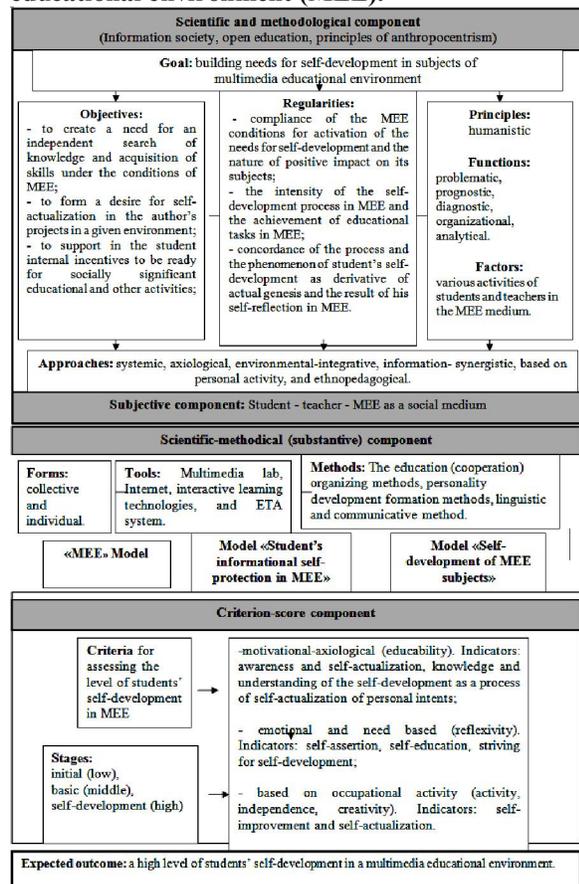
- *firstly*, the nature of managerial interaction concludes in the study of the students' capabilities and the creation of problem-conflict situations, the involvement in these situations of the teacher, as well as the provision of free choice in the desired self-transformation;

- *secondly*, we use reflexive analysis, reflective analytic conversation, reflective analysis methods of specific situations and training on information and communication technologies, as a *form* of cooperation between the students and the teacher;

- *thirdly*, the inclusion of the teacher into the self-development activities of the students with due

regard to the specificity of opportunities. Presence of the "above-critical" relationship field against the background of "subject-subject" relationships creates organizational and pedagogical conditions.

**Fig. 1. The concept of pedagogical grounds of students' self-development in the multimedia educational environment (MEE).**



Thus, the nature of teacher's activity shows the conjugation of self-transformation process of both student and teacher, as an educational process coordinator. Both subjects, mastering active "Self-concept", carry out innovative training activities in the multimedia education environment. Student's activity in this particular case contributes to formation of a desire for self-development. However, their role in this society is not identical: the teacher is an organizer, coordinator and leader of the educational process, whereas the student is an active and independent partner in joint creative innovative teaching.

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