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TEACHING SOCIAL DISCIPLINES IN A POST-INDUSTRIAL SOCIETY: SPECIFICS AND TECHNOLOGY

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Abstract

In a post-industrial society, a creative person is formed instead of an economic person, which has prevailed for many centuries. Education in the conditions of a post-industrial society develops under the influence of both general civilizational processes and internal factors of state development and construction. The article analyzes scientific literature on the problem of the formation of a post-industrial society, post-industrial education and, in particular, teaching social disciplines in the conditions of a post-industrial society. Based on an expert survey, the advantages of using ICT in university programs of social disciplines, components of ICT competence and factors for activating educational and cognitive activities in the transition to a post-industrial society have been identified. A pedagogical experiment on the implementation of the social network "VKontakte" in the educational process when studying social disciplines has confirmed the research hypothesis that the use of ICT in the process of teaching social disciplines can become an effective means of activating cognitive and educational research activities of students and the formation of necessary skills.

Keywords

Post-industrial society – Ssocial disciplines – ICT – ICT competence – Social networks

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Introduction

The formation of a post-industrial society is inseparably linked with the huge growth of the educational, professional and cultural level of a person, comprehensive development and establishment of the creative nature of work, spread of creative activity and emergence of such categories as intellectual work, intellectual property, human capital, etc.[1].

The formation of a post-industrial society is influenced by scientific and technological progress through the improvement of production processes, development of new technologies, assistance in the practical application of innovations and development of information technologies. Scientific and technological progress is closely connected with the information factor of social changes, but information, its distribution and use have a special impact on the state of society[2].

Informatization of society is based on telecommunications, information computer networks using satellite communication facilities and fiber optic cables, facsimile machines, e-mail and cellular communication. Comprehensive informatization of the life of modern humanity, as a global trend, is an intellectual and humanistic transformation of all life activities of a person and society as a whole, based on the increasing use of information as a resource for development through new ICT[3]. The more complete and efficient use of information also affects the economic situation in a country. On the one hand, transactional expenses are reduced, on the other – the quantity of implementation of new technologies increases, production quality improves and a person adapts faster to the changes of economic conditions[4].

In the rating of society informatization, the most significant is intellectualization. In reality, computerization comes to the forefront, leading to the formation of new intellectual

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[1] M. A. Katanaeva; G. I. Grozovsky; T. A. Lartseva; O. F. Vyacheslavova and I.E. Parfenyeva, "Risk-oriented thinking in the quality management system of an organization", Revista Inclusiones Vol: 7 num 1 (2020); S. V. Arkhipov; E. N. Vanchikova; N. A. Zolotareva; A. E. Yantranov and D. T. Budaeva, "Research into Motivational Factors of Work Done by University Teachers from the Perspective of the Theory of Generations", TEM Journal Vol: 8 num 4 (2019); A. Trubilin; V. Gayduk; A. Kondrashova; M. Paremuzova, and A. Gorokhova, "Management of integration formations in the AIC as food security tool", Amazonia Investiga Vol: 9 num 25 (2020); M. N. Dudin; V. V. Bezbakh; M. V. Galkina; E. P. Rusakova, and S.B. Zinkovsky, "Stimulating Innovation Activity in Enterprises within the Metallurgical Sector: the Russian and International Experience", TEM Journal Vol: 8 num 4 (2019) y M. N. Dudin; E. A. Pogrebinskaya; E. I. Sukhova and A. N. Kirsanov, "Modern religious education as the basis for the development of new confessional relations", European Journal of Science and Theology Vol: 15 num 5 (2019).

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elements and, in particular, to the emergence of social intelligence that is directly related to the transition to a post-industrial society [5].

That is precisely why researchers of the definition of informatization allocate the main goal of this social and technical process rather than technical means. They consider informatization as a complex of measures aimed at ensuring the full use of reliable, comprehensive and modern knowledge in all socially significant types of human activity, as a way to master such a strategically important resource as information for further accelerated progress[6]. In modern conditions, the amount of information owned by a country and its subjects becomes a key factor determining the direction of further development[7].

In a modern post-industrial society, the development of not just the service sector, but above all the sectors related to the informatization of society and the production of knowledge plays a crucial role. This very type of economic organization, which is not connected with a rigid geographical localization of factors of production, by its content does not recognize narrow national frameworks and objectively requires the global economic space. Not by accident the most developed countries, which structurally entered the spheres of the post-industrial economy, today have become the main subjects and engines of this process[8]. The difficulty for Russia is that the country is at the industrial stage of development. It is necessary to find ways and methods to combine the processes of completing industrial development and gradually increasing the elements of the post-industrial stage. The balance between using the opportunities of the industrial stage, primarily its high technologies, and especially the intensive introduction of ICT, which is typical of the new stage of civilization, is dynamic and is one of the important tasks facing Russia. In this regard, it is necessary to carry out the technical and technological upgrading of the economy. Primarily, it is necessary to develop the 5th and 6th technological paradigms to provide a rational correlation between the development of two types of technologies with the prevalence of the latest technology[9]. Post-industrial education, including social disciplines, in the conditions of post-industrial society, is developing under the influence of both general civilizational processes (globalization, growth of competition at all levels and in all spheres of public life, rapid development of scientific and information technologies) and internal factors of state development and construction (reform of many spheres of public life, formation of civil society, etc.)[10].

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[5] V. B. Betelin, "Problemy i perspektivy obrazovaniya v postindustrialnom informatsionnom obshchestve", Vestnik Rossiiskoi akademii nauk, Vol: 89 num 6 (2019) y E. Danilina; I. Malikova, and D. Gorelov, "Financing and support of employees of bankrupt companies in transport sector at municipal and state levels: national and international practice", Amazonia Investiga Vol: 9 num 25 (2020).
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Researchers believe that post-industrial education requires a shift from teaching to learning. A person should not be taught but should learn by themself. A shift in education from an extensive informational and reproductive model to an intensive fundamental and creative one is extremely important and the focus should be on the priority of the student's holistic personality and the methodology of a holistic, systemic approach laying at its core[11].

As P.I. Chernetsov points out, the quality of professional training begins with the personality, the development of its intellectual potential, creative possibilities, creative self-realization in creative and educational activities, which results in the birth of a new "personality quality" and improves the quality of the learning process. According to the scholar, education in the transition to a post-industrial society is aimed at providing the necessary and sufficient conditions for the gradual development of the methodological and cultural foundation of the student's personality, creative self-realization in educational, cognitive and scientific research and later in professional activity as well and largely guarantees their quality[12].

The necessity to revise the content of social disciplines in the context of the transition to a post-industrial society also causes the dynamic development of social knowledge, its enrichment with new concepts and categories, which leads to corresponding changes in the system of social sciences, the global expansion of the information space, etc. In this regard, as the researchers point out, in recent years, along with the traditional activity, personality and systemic approaches, new ones have been actively developing: media, co-evolutionary, ambivalent, event, hermeneutic, philosophical, anthropological and synergetic[13].

The objective of the article is to reveal the features and technologies of teaching social disciplines in the conditions of a post-industrial society and to determine the most effective methods and forms of educational work.

Research hypothesis: The use of ICT in teaching social disciplines can be an effective means of stimulating students' cognitive and research activities and developing necessary skills in the transition to a post-industrial society.

The results of the study conclude that the objective set in the research has been achieved.

Methods

In the research, the following methods were applied:

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[11] K. Swan, "Teaching and learning in post-industrial distance education", M. F. Cleveland-Innes & D. R. Garrison (Eds.), An introduction to distance education: Understanding teaching and learning in a new era (New York: Routledge, 2010).

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[13] K. Fanshi, "Research on the construction of comprehensive evaluation and evaluation index system for education informatization", Journal of Zhengzhou University Vol: 1 (2003); M. Šverc; I. Pesek and A. Flogie "The challenges of complete informatization of education", Philosophy of mind and cognitive modelling in education Vol: 61 (2014) y C. Amelung, "Using social context and elearner identity as a framework for an e-learning notification system", International Journal on E-Learning Vol: 6 num 4 (2007).

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- analysis of scientific literature on the problem of post-industrial society formation, post-industrial education and, in particular, teaching social disciplines in post-industrial society;

- expert survey to determine the benefits of ICT use in university programs of social disciplines, components of ICT competence and factors for activating educational and cognitive activities in the transition to a post-industrial society. Forty experts – university professors – were invited to participate in the online expert survey;

- pedagogical experiment to implement the social network "VKontakte" in the educational process when studying social disciplines.

Results

According to the experts, in the post-industrial information society, university programs of social disciplines can take the following advantages using ICT (Table 1).

No.	Advantages	Characteristics	%*
1	ICT competence development	education must develop not only traditional literacy and competencies but also ICT competencies	92.5%
2	Increased flexibility	organization of information not according to the textbook principle, but according to the principle of a common electronic database will be more convenient for many spheres; it will also be much easier to build interdisciplinary relations	90%
3	Direct link between a student and a teacher	a teacher can pay more attention to each student because they have new tools for individual work	87.5%
4	Alternative means of presentation of information	presentations, educational films, software for computer testing, etc. can make the teaching process more dynamic and more productive; visualization of information makes it easier to assimilate it	85%
5	Humanization of education	a teacher is no longer the only one who has information, but a consultant who teaches students how to work in a single information space	77.5%
6	Practical task format	each student has the opportunity to create their own multimedia projects and acquire practical skills in the process	75%
7	Facilitation and effectiveness of distance learning	opportunity to get an education for those groups of the population who have not previously had it; introduction of mass distance education also greatly expands the university system itself	70%

Note: based on the expert survey; * – the percentage of expert references

Table 1

Advantages of using ICT in university programs of social disciplines

Herewith, the components of the ICT competence formed by the use of ICT in university programs of social disciplines, as the advantage preferred by the majority of the experts, are the following (Table 2).

No.	Components	%*
1	The mastery of skills of information navigation	87.5%
2	The knowledge of telecommunications etiquette	85%
3	The ability to use a range of services provided by the information environment	77.5%
4	The knowledge of the specifics of working with information resources (databases, information services)	75%
5	The ability to actively use the communication capabilities of computer networks to organize productive communication between participants of the distance learning process	70%
6	The mastery and use of network services in professional life	70%

Note: based on the expert survey; * – the percentage of expert references

Table 2

Components of the ICT competence

These components become particularly relevant in the context of the constant informatization of life.

According to the experts, an equally important requirement for the teaching of social disciplines in a post-industrial society is the activation of the educational process, which is enhanced by the implementation of individual and differentiated approaches, the development of the creative personality of the student through the use of multimedia technologies, application programs, modeling tools, visual elements, the setting of problem tasks, the reproduction of social situations and the presentation of conclusions, the constant independent work with the new literature, discussions during the lessons and the implementation of interactive elements of research activities in the learning process. Also, according to one of the experts, "student learning should be aimed at reviving the cognitive process and increasing motivation for learning, ability to solve tasks in a qualified and professional manner, forming a creative style of thinking".

In terms of ICT use in learning, the experts consider the following factors to be the most important elements for the activation of students' educational and cognitive activity (Table 3).

No.	Factors	%*
1	The development of thinking and intellectual capacity of students	90%
2	The development of motivation (increasing interest in learning), including ways of obtaining knowledge	85%
3	The individualization and differentiation of learning	77.5%
4	The preference for active methods of learning	77.5%
5	The independence development	75%
6	The increasing level of visualization	72.5%
7	The creation and publication of high quality electronic educational resources in the public domain	67.5%

Note: based on the expert survey; * – the percentage of expert references

Table 3

Factors of activation of educational and cognitive activity

The experts pointed out that in the conditions of a post-industrial society, a promising direction is the implementation of network technologies in the educational process. Among them are social networks, the use of which can bring more interactivity to

the educational process, have a positive impact on the results of cognitive activity of students, become an effective means of increasing motivation and quality of learning, organization of teamwork of students, performing joint project activities, and individualize the virtual learning space of the student. Social networks can also be used as a means of distribution of educational material.

According to the majority of the experts (90%), in the conditions of rapid ICT development, new social services that appear on the Internet may become one of the means to change the learning process. Their functional integration may lead to the fact that participants of the educational process will be able to operate educational content as quickly and conveniently as possible without leaving home and spend a minimum of effort and time on it. In the words of one expert, "social networks are attractive because they can be accessed from any device. They have a simple user interface that young people are used to and they integrate many additional services that can be used to create one's own learning content".

As part of the research, the social network "VKontakte" was experimentally implemented in the educational process in the study of social disciplines. A separate group was created, to which materials of lectures and laboratory works were added, and thematic conversations on certain directions were created, where students together with their teacher shared opinions and clarified certain aspects of the problem, put forward ideas of modernization of the educational process itself, etc.

During the classes on social disciplines, trying to combine modern psychological, pedagogical technologies and ICT, students were given access to the educational and methodical complex on a separate topic (video, photo materials, documents and other materials) in advance. Students worked through these materials, after which directly at the class, there was a discussion of problematic issues and clarification of incomprehensible (ambiguous) material.

GoogleApps services were used as part of this work. Students, having cooperated, carried out joint tasks, conducted research activities (when fulfilling an individual study-research task, students involved their classmates in joint discussion, added comments and criticism; when using the calendar, planned joint group activities; created questionnaires, conducted social surveys and learned to analyze the results), which developed a sense of teamwork and support (collaboration).

Here is an example of a statistical analysis of the results of the experiment in the process of teaching a specific educational topic in the social discipline. Using a heuristic conversation (SmartBoard and GoogleDocs technologies were used for the survey), held at the lecture session, a more effective way of material presentation was determined. For the control group (64 persons), the material in the Moodle system was presented for the independent consideration of a theme. For the experimental group (66 persons), besides materials in the Moodle system, the support of the educational process with the use of the social network "VKontakte" was carried out. At the final testing, results of the participants of the control and experimental groups on the outlined topic were obtained, which after checking the statistical hypothesis using Student's t-criterion, showed the following result: $5.11 = t_{emp} > t_{cr} = 2.66$ at the significance level $\alpha = 0.01$. This means that the null hypothesis about the absence of a difference between the average result of solving the test tasks in both groups at significance level 0.01 was rejected. It means that it is possible to speak about the different level of the solution of test tasks by students of control and

experimental groups. Specifically, the difference was that the level of material assimilation by students who used the social network "VKontakte" had the highest result.

As part of the study, a sociological survey was also conducted among 94 freshmen. The survey was designed to investigate whether students had permanent access to the Internet, where they used it and what device they used. The results showed that most students had permanent access to the Internet (94%), used it at home (85%) and only 6% did not have access to the network. 52% of the respondents used smartphones, 41% – laptops. The majority of the respondents used the social network "VKontakte" – 46% and "Instagram" – 14% while the rest used "Skype" and "Twitter".

The survey results showed that more than 50% of students used social networks to communicate, listen to music and watch movies and 8% used social networks for self-realization, participation in social projects and job search. Only 11% had tried to use social networks for learning. The students agreed that social media is best for quick access to teaching and learning materials, communication with the teacher and joint homework, online classes and personal learning content creation. In their opinion, such Networks as "VKontakte", "Facebook", blog-platform "Live Journal" and "Skype" are more suitable for this purpose.

Discussion

Innovative forms of teaching social disciplines deserve special attention, as they provide the necessary "innovative climate" in universities, promote the development of creative activity and research initiative of students and lay the foundation for further consideration and development of social knowledge, as well as the successful application of the acquired knowledge in practice. The implementation of ICT in the educational process helps to prepare highly qualified, competitive specialists capable of performing complex scientific, professionally-applied and creative tasks.

Modern educational innovations in the transition to a post-industrial society are characterized by a purposeful process of partial changes leading to the modification of goals, content, methods, forms of education, ways and style of activity, adaptation of the educational process to modern requirements of time and social demands of the labor market. Besides, the implementation and assertion of the new in educational practice is conditioned by positive transformations. Therefore, it should become a means for solving the current problems of a particular university and stand the experimental test for the final application of innovations. First of all, it should consist in modern modeling, organization of non-standard lectures, practical and seminar classes, individualization of means of education, cabinet, group and additional education, facultative, by students' choice, deepening of knowledge, problem-oriented education, scientifical-experimental study of new material, development of new control system of knowledge evaluation, application of computer and multimedia technologies and educational and methodical products of new generation.

Thus, among modern technologies of education, the relevance and usefulness of which is confirmed by the experience of universities, the following should be highlighted: personal-oriented, integration, collective action, information, distance, creative, module-development, etc. They should become the basis for effective didactic, methodological, psychological and communicative interaction between students and teachers and the demonstration of competent skills.

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In terms of the transition to a post-industrial society in the educational ICT environment, holistic models of the educational process based on dialectical unity of methodology and means of their implementation should become the basis for learning[14].

In today's market of educational services, there are innovative active and interactive methods of education. As the creative component of education grows significantly, the role of all participants of the educational process becomes more active and creative independence of students is strengthened. The concepts of the problem and interactive learning associated with the use of computer systems have become particularly relevant as well. During this educational process, a student can communicate with a teacher online, solve creative and problem tasks and simulate situations, including analytical and critical thinking, knowledge, search capabilities[15]. For example, modern methods of teaching social disciplines have a certain amount of various methods, techniques and means of teaching, both general didactic (used in teaching any academic subjects) and special didactic (reflecting the specifics of a particular academic discipline or a number of related disciplines).

Among the interactive methods, forms and techniques most commonly used in university teaching, the following should be mentioned: analysis of errors, conflict and mishaps; audiovisual method of learning; brainstorming; Socratic dialogue; decision tree; discussion with the invitation of specialists; business (role) game; "take a position"; commenting, evaluating (or self-evaluating) the actions of participants; master classes; method of analysis and diagnosis of the situation; interview method (interviewing); project method; modeling; training "polygon"; PRES-formula (Position – Reason – Explanation or Example – Summary); problem (problem-search) method; public speaking; work in small groups; individual and group trainings (both separate and complex skills) and others[16]. Among the innovative mechanisms for activating the pedagogical process, the experts mentioned the necessity to revive the idea of competitiveness in all spheres of life, in particular, the method of "race for the leader". In the considered examples of active methods of education, the leading role is given to information technologies and the dominant role is given to pedagogical facilitators (communication mediators), which effectively promote the formation of qualifying characteristics of the person as an expert in a certain field, capable to innovative actions. Since the implementation of distance learning, many universities have already been using the technology of online seminar called "webinar", which demonstrates comparative tables, presentations, videos, etc. With the help of Internet technologies, the webinar has preserved the main feature of the seminar – interactivity, which provides modeling of functions of the speaker and the listener, which will work interactively, communicating together according to the scenario of such a seminar[17].

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According to the experts, modern systems of interactive learning of social disciplines should be considered as complexes of in a certain way ordered technologies (including technologies of distance learning), which have the appropriate specifics and logic. For example, an interactive system of teaching social discipline may include such blocks as a competency-based approach to the study and teaching of the discipline (the Socratic dialogue method), "technology of productive intellectual activity", a course of increasing creative competence, interactive methods of teaching as part of public education, small groups, the rules of effective group work, how to organize effective work in small groups, mastering professional skills (interactive teaching methods), feedback, practical advice, design and use of role-playing games, etc. At the same time, when establishing a teacher-student connection using online communication in the information educational and scientific environment of universities, significant consolidated actions of departments, information centers, laboratories and libraries are necessary to fill it with quality problem-oriented resources to ensure knowledge acquisition.

Conclusions

A post-industrial society is characterized as a special kind of civilization. It is an information, scientific, high-tech and knowledge society. When this type of development is achieved, social values are modified and the motivation of human activity changes as well. The structure and essence of the innovative educational process in the conditions of transition to a post-industrial society should correspond to the nature and speed of social changes in society and high standards of training of competitive specialists of the innovative type. Contemporary content for teaching social disciplines should be oriented towards the use of ICT, the spread of interactive e-learning with access to digital resources and intelligent learning for the future. The results of the study showed that in the transition to a post-industrial society, the use of ICT, including social networks, is an additional means of organizing joint work of students and teachers on educational material, conducting webinars, managing electronic notebooks and forums, creating groups in social networks, united by common features, organizing joint discussions on important topics. The systematic use of ICT in the learning process can be an effective means of boosting students' cognitive, learning and research activities in the transition to a post-industrial society. Thus, the results of the study confirmed the hypothesis that the use of ICT in the educational process can be an effective means of activating cognitive, educational and research activities of students and developing necessary skills in the transition to a post-industrial society.

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