Upon the educational potential of the informational environment of educational institutions and some problems of its use

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Abstract. The article describes the main results of the analysis of information resources of social and humanitarian subjects and indicates several problem areas of realizing their educational potential. The authors formulate conclusion about the need for creation of students' critical thinking while working with electronic resources.

In the post-industrial information society, the educational problems become most important as the processes of globalization and informatization, with their inherent exclusion from national interests and norms, a blurring of the concepts of good and evil, are largely responsible for the emergence of other, non-traditional regulators of social life. The realities of the information society, a wide practical application of information and communication technologies (ICT) in everyday life, including educational practice, have a huge impact on the formation of the modern students' world outlook and system of values. Wide availability of computers, interactive whiteboards and the capabilities of the Internet with all sorts of devices in educational institutions not only increased the educational potential of education, but has created many problems of its use. These problems are related to the balance not only between the traditional methods and means of learning and interactive educational environment, but also between traditional values and eroding ideas of postmodernism, their uncontrolled penetration in the younger generation's minds through the network [1].

Socio-Humanitarian Subjects study the social nature of Man, and therefore they bore the burden and responsibility for the development of personality, development of students' identity in the new environment. The requirement of the "Law on Education" about providing "creating Man and Citizen integrated into the contemporary society and aimed at perfecting this society" is implemented by means of continuously updating the content of Socio-Humanitarian Education.

In recent years, several conceptual approaches to the realization of the educational potential of Socio-Humanitarian Education in the context of information technology were developed. The issues of organizing teaching activities with the help of electronic learning tools were studied (G.Y. Belyaev, T.G. Voloshina, A.A.

Andreev, V.V. Rubtsov, I.V. Robert and many others). In the works of Russian scientists (N.F. Talyzina and O.K. Tikhomirova) the functions of ICT and their place in the educational environment were investigated. Didactic and psycho-pedagogical principles of the use of information technologies in the educational environment, opportunities to improve the efficiency of the educational process were developed in the works of Russian scientists (N.A. Vlasenko, V.J. Laudis, V.A. Zakharova, E.I. Mashbits, E.V. Ogorodnikov, S.P. Kudryavtseva, M.M. Bunyayeva, etc.). Approaches and principles of implementation of the educational component in the Socio-Humanitarian Education are developed by teams of authors under the guidance of Academician L.N. Bogolyubov, Academician L.I. Novikova and others. In these works of domestic and foreign specialists the foundation of scientific understanding of changes nature in Socio-Humanitarian Education in the modern information environment was set.

Socio-Humanitarian Education involves different principles and approaches to the implementation of the youth's education: activity, personal, environmental, ethical, hermeneutic-semiotic approaches, etc.

These pedagogical approaches have many common grounds and principles. In all these approaches of the educational process such key elements as a system of humanistic and democratic values, moral and legal social norms are not less important than fundamental scientific knowledge.

In reference books "potential" is treated as a general category to describe resources that can be used to solve various problems and achieve certain goals (Encyclopedic Dictionary, ed. by A. M. Prokhorov). Educational potential is understood in this study as a set of internal educational opportunities for the independent development and implementation of a student's

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personality actualized in the process of learning with the help of certain tools, sources and assumptions.

In the framework of the approaches used in teaching activities you can use such means of education and training, as electronic educational books, dictionaries, educational movies and TV shows, educational Internet sites, electronic programs, etc.

The aim of our study was the analysis of information educational resources of Socio-Humanitarian disciplines from the point of view of identifying problem areas of realizing their educational potential. The main methods of our research were theoretical analysis of scientific-methodical literature, questionnaire surveys of teachers and interviews with them [2].

Information educational resources of Socio-Humanitarian disciplines can be divided into two big groups.

The first group includes a subgroup of the Federal and regional official Internet resources such as the official website of the Ministry of Education and Science; the Single Window of Access to Educational Resources, etc. The second subgroup includes the official websites of scientific and research organizations and communities, providing access to written, visual, audio and video materials and documents, as well as research and monographs on History and Ethnography. The third subgroup is copyright Internet resources, including popular scientific websites devoted to various social phenomena or processes (Information Bank on the defenders of the Fatherland "Memorial"; Interactive website "Calendar of Victory", etc.) In the fourth subgroup specialized school educational resources are included: designers of school sites, distance learning systems, resources on the subjects of the educational program and the State Exam. All these resources have safe content, relevant regulators and restrictions laid down by their founders.

The second group includes domains and sites of "the zone of the free Internet", i.e. the popular portals and hostings which do not have secure controls and restrictions. Therefore, they require not only teachers' good users skills or competence in foreign languages, but knowledge of domestic laws, since the content of foreign and domestic educational sites do not always meet the requirements of the Russian legislation (VC, Instagram, Periscope, Facebook, LiveJournal, Twitter, WhatsApp, Google+, etc.). According to our data, the use of these resources is of concern to educators because of the low testability of scientific and ethical content of such sites. Consequently, the problem of education for students' critical thinking is becoming more urgent.

The availability of information resources gives teachers the opportunity not only to use existing online materials, but also to create their domains (websites) and independently adjust their content to ensure information security. For example, in 2009 the community children's creative Studio "Discoverers of Moscow" for children 8-14 years was opened. One of its objectives is to introduce the useful content of the Internet to students, to provide a platform for creative and research work and, of course, education for personality development.

However, according to teachers, still technologies of education for critical attitude towards the newly proposed values are not applied in school wide practice, what prevents students from enjoying full, independent participation in the wholesome content of the above-mentioned network resources. Possibilities of the full development of personality are thus stymied by lack of teaching means of education for independent critical thinking [3].

Y. Lerner wrote that the goal of education is to transfer the younger generation the accumulated social experience for the further development of society. According to the findings of our study, in a rapidly changing open information society, this idea must be supplemented by a statement about the need to develop pedagogical technologies of education for critical thinking, based not only on logical but also on ethical standards.

The educational potential of the course of Socio-Humanitarian subjects received a "new breath" thanks to information technology included in the students' lives and schools. That is why its inclusion in the educational process reflects the urgent request of modern society. The school should follow the student and their interests, meet their educational needs and create developmental and educational information safe environment. However, it is necessary to educate the ability to assess contradictions between new and "old" values, traditional and modern ways of thinking from an ethical point of view in the students themselves [4]. To this end it is expedient to use the educational potential of the "free Internet", which is in the authenticity of the materials used and which creates opportunities to create problem situations aimed at the development of pupils' critical thinking.

References

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