

Chapter 1

The Post–Material Values of Young People and Interactive Technologies in the Formation of a Culture of Scientific Dialogue in the Student Environment: Based on the Teaching of Philosophical Disciplines at the University

Inna Borisovna Romanenko

The Herzen State Pedagogical University of Russia, Russia

Yuriy Mikhailovich Romanenko

Saint Petersburg State University, Russia

Alexey Alexandrovich Voskresenskiy

The Herzen State Pedagogical University of Russia, Russia

ABSTRACT

The task of reforming and improving the social and humanitarian component of modern education is related to the understanding of time as an existential experience associated with the phenomenon of age. According to the theory of generations of N. Howe and W. Strauss, age is defined as a measure of awareness of one's own living life. It is a methodological approach of this study. The generations of Y and Z are

DOI: 10.4018/978-1-5225-7841-3.ch001

the subject of special attention in the study being the group that actually forms the requests for the educational policy of the state. Considerable attention is paid to the formation of skills and culture of conducting scientific dialogue in the student environment (the development of certain norms of behavior, the adoption of the normative requirements for scientific dialogue, the assimilation of various formats for discussions, projective activities, etc.).

INTRODUCTION

The Relevance of Research

The task of reforming and improving the social and humanitarian component of modern education is related to the understanding of time as an existential experience associated with the phenomenon of age. The theory of generations (N. Howe and W. Strauss) is taken as a methodological approach of this research. Age is defined as a measure of awareness of one's own life according to this theory. It is necessary to pay attention to the significant discrepancies existing between psycho-pedagogical, philosophical-anthropological, social-philosophical theories and real educational practice. Generation is understood as a certain group of people who was born in a certain historical period and experienced by the influence of the same factors (events, values, peculiarities of upbringing and socialization, etc.). Many factors act imperceptibly determining the worldview, shared values, features of communication, setting professional goals, behavior, motivation, social integration etc. According to the theory of generations several generational groups live in modern Russia: 1) the Generation of Winners (1900-1922); 2) Generation of the Silent (1923-1942); 3) Baby-Boomer generation (1943-1962); 4) Generation X (1963-1982); 5) Generation Y (1983-2002); 6) Generation Z (born since 2003). It should be stressed that this gradation is rather contingent. Of course, there are intersections in the value preferences between the above-mentioned groups. But we should pay more attention to the generation Y (born between 1983-2002) and Z (born since 2003) as a specific group that actually forms the requests for educational policy of the state (Howe & Strauss, 1991; Mureyko, Romanenko, Romanenko, Serkova & Shipunova, 2016).

Research Problem

The purpose of the study is to analyze the features of the scientific dialogue formation of students as well as the discussion and dialogue culture of students using interactive technologies. It needs the building a multi-level interaction in the system of "teacher-student" and "student-student" on the material of teaching of philosophical subjects at the university. Particular attention will be paid to the difficulties ("pitfalls") of the

15 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/the-post-material-values-of-young-people-and-interactive-technologies-in-the-formation-of-a-culture-of-scientific-dialogue-in-the-student-environment/222515

Related Content

The Effect of Pictures on Online Business English Vocabulary Retention of EFL Learners Amid the COVID-19 Pandemic

Kexin Zhang, Wei Wang and Hongmei Xu (2022). *International Journal of Technology-Enhanced Education* (pp. 1-16).

www.irma-international.org/article/the-effect-of-pictures-on-online-business-english-vocabulary-retention-of-efl-learners-amid-the-covid-19-pandemic/302638

Communication and Collaboration Strategies for an Effective Online Professor

Heather Miller, Tom Cavanagh and Annissa Furr (2018). *Online Course Management: Concepts, Methodologies, Tools, and Applications* (pp. 302-316).

www.irma-international.org/chapter/communication-and-collaboration-strategies-for-an-effective-online-professor/199216

Global Perspectives on Personalized Learning: Case Studies and Best Practices

Mustafa Kayyali (2024). *Transforming Education for Personalized Learning* (pp. 66-84).

www.irma-international.org/chapter/global-perspectives-on-personalized-learning/341863

The New Literacies, Understanding by Design, and the COVID-era Reality of Elementary Classrooms

Renee R. Wulff (2023). *Handbook of Research on Advancing Teaching and Teacher Education in the Context of a Virtual Age* (pp. 129-149).

www.irma-international.org/chapter/the-new-literacies-understanding-by-design-and-the-covid-era-reality-of-elementary-classrooms/316520

An Exploratory Mixed Method Study on H5P Videos and Video-Related Activities in a MOOC Environment

Stefan Thurner, Sandra Schön, Lisa Schirmbrand, Marco Tatschl, Theresa Teschl, Philipp Leitner and Martin Ebner (2022). *International Journal of Technology-Enhanced Education* (pp. 1-18).

www.irma-international.org/article/an-exploratory-mixed-method-study-on-h5p-videos-and-video-related-activities-in-a-mooc-environment/304388