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Axiological Resource of Information Technologies Use for Students' Creativity
Development

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Abstract

The article is dedicated to the internet axiosphere that greatly influences the formation of students' beliefs, notions, values and world outlook system. Modern technologies develop students' creative abilities and make creative process more effective and efficient. The use of information technologies in the learning process enhances better knowledge acquisition, students' skills to independently search and apply knowledge in any sphere of their life, students' value attitude to their profession, and responsibility for the decisions taken.

Keywords: axiological resource, information technologies, creativity development, students' creativity

At present, there is urgent necessity to develop creativity in the system of education in general and in higher education in particular, because it is vital to prepare a highly qualified specialist to the challenges of the modern world, but without creativity, a future specialist wouldn't be able to cope with complex problems that arise in the situation of uncertainty. The situation of uncertainty became permanent in the modern world where only changes are constant.

It is worth mentioning that creativity and technologies are inseparably linked and interdependent. As the scientific interest to the creativity phenomenon grew so the development of technologies intensified, and that connection is far from being accidental.

Creativity is the process of doing new original things that are valuable. The mankind is always in search for new ways to expand its opportunities, to make the environment more comfortable and convenient that satisfies the growing needs of people. New creative products and technologies give new impetus to creativity development. At present, the level of technologies is so high that new horizons and spheres of creativity development become accessible and there is growing need in creative ideas. It is known that while designing the original software for the World Wide Web, T. Berners-Lee aimed to simplify the search and exchange of scientific materials for the specialists. He could hardly foresee the consequences of his invention: the avalanche-like growth of the Internet, flash-like expansion of social networks and profound impact of this phenomenon on social, cultural and commercial activity of people. The driving forces of the Internet development are not only innovations and technologies but the liberation of millions of people' creative spirit and potential that stimulates the further growth of newest technologies [1].

Some people argue that students become less creative as soon as they use technologies in their learning. It seems quite paradoxical that in everyday life, people use information technologies to satisfy their diverse needs, and even short-term lack of internet access may cause nervousness, embarrassment and irritation. However, the use of information technologies in education is said to divert students' attention and ruin the learning process.

This paradox can be explained by the situation of digital inequality which in turn derived from the term "information inequality", that meant the difference between people having access to the Internet. However, with the expansion of the World Wide Web the "digital inequality" implies the inequality in using digital technologies. The generation of "digital aborigines" is accustomed to multitasking and constantly networking with different people. Impatient and willing to satisfy their needs immediately, students prefer active learning with the use of interactive technologies and mobile devices for education purposes.

It is worth noting that students highly estimate the use of technologies in educational environment, moreover the majority of students argue that technologies make them successful in their studies and prepare for future jobs. Technologies and software change so quickly that it is more important to help students understand that technologies will help them after graduation since their usefulness and value will constantly grow.

The Internet and social media significantly change the whole learning process making teachers to revise all the approaches and methods of teaching and stimulating them to use technologies in their subjects. The modern technologies capacities allow a teacher to transfer the content to the digital aborigines in the most convenient and customary way. It is well known that students are willing to use all the newest technologies for the purposes of socialization but they lack a teacher's guidance concerning learning process. We assume that information technologies without proper a teacher's support and monitoring loose the major part of their potential. At present, the key goal of the education system is to teach students the rules of "computer hygiene" which allows avoiding risks that are present in the Web.

All the students (100 %) use the internet daily exceeding 1.5 times the average adult Russian (indicator in Russia 63%). This fact proves that students is the most active group of the internet users and the internet influences this group greatly. This factor cannot but significantly affect a student's personality.

We noticed that students lack the universal notion of axiological and educational potential of the internet [2]. The students are sure that the internet sphere consists only of 1) entertainment and gaming sites with abundant advertisements; 2) sites containing low quality essays; 3) sites inhuman in nature. At the same time students point out the positive features of the internet axiosphere such as opportunity to find information necessary for the educational problem solving; to make friends with people interested in the same things; to find information for every day problem solving; to organize entertainment; to do what they want; to express themselves [3].

Modern technologies develop students' creative abilities and make creative process more effective and efficient. The use of Internet technologies in the learning process increases learning motivation, develop cognitive skills, self-study skills, improve creative approach to searching and processing information. It should be pointed out that values determine the goals of the information technologies use and stimulate creativity development. We assume that there is a triad: values-creativity-technologies the components of which are closely interrelated but values are dominant in this structure. Value orientations on cognition and creativity determine the goals and reveal the interrelation between creativity and technologies. If a person creativity is a value for a person then technologies will be the means of its realization, the way of self-expression and achievement of new goals. As we mentioned above, creativity and technologies are dynamically related since technologies help to open new horizons for creativity development while creativity promotes new technologies. The use of technologies as the means of creativity development allows people to communicate and exchange ideas and experience with people of different professions, age, culture and language making the collaboration effective and efficient. Value orientations are quite similar in different cultures, thus it is possible to create new value owing to modern technologies, the internet in particular. That is why we can assume that value orientations direct human creative activity towards technologies design to improve standard of living, increase safety, self-realization and develop creative potential.

The use of information technologies in the learning process enhances better knowledge acquisition, students' skills to independently search and apply knowledge in any sphere of their life, students' value attitude to their profession, and responsibility for the decisions taken. Moreover, modern technologies are the effective means of students' cognitive independence [4]. Educational information environment created in the educational establishments possesses such features necessary for the students' creativity development as potential multiple variability, freedom and creative activity patterns [5].

Due to the use of internet technologies in the learning process it became possible to create favorable electronic teaching environment both for students and teachers, to provide access to educational resources, to organize individual and group work, to provide timely testing and assessment, to organize students' self-study work.

Internet is the most powerful and all-embracing system of communication created by a human being [1]. Internet is the inexhaustible resource of the most diverse information but it is vital to teach students how to find and choose valid and valuable sources, correctly and efficiently use this information, think critically, estimate and make original decisions. It is necessary for a teacher to turn students from consumers into producers of information. Internet running through all the spheres of our life greatly influences education since information – communication technologies significantly changed the whole teaching process.

Internet being the global information resource play a great part in creativity development of both a teacher and a student. New technologies not only change the work style but relations and mindsets of people to overcome difficulties constantly arising in a constantly changing world. That is why person's creativity is an urgent necessity not the question of choice [1].

The daily use of the internet by the students is far from educational purposes since more often it is aimless, unsystematic and entertaining in nature. The teacher's mission is to direct students' search of information into educational course.

The received data proves that a teacher's facilitation in organizing students' effective work in the internet is of great importance [6]. To do this it is necessary to familiarize students with the choice options in the internet and their peculiarities such as criterion, spontaneity and choice avoidance. Due to our research, only 3% of students make criteria based choice for example while looking for a job in the internet or transferring virtual relations into real life. 79% of students make a spontaneous choice that means that they don't think about consequences (students think that clicking the mouse will do no harm). Eighteen percent of the respondents avoid choice (when it is easier to discontinue the unpleasant contact or simply not to respond to the opponent: or not to look for and choose information necessary for the studies preferring to download it from group mates). We assume that it is vital for a teacher to help a student accumulate positive experience of criteria-based choice. It can be achieved through tailored home tasks and co-work at practical classes [7].

The internet may be considered as the rich sphere and the means of creative potential only in case when a student is humanities values oriented, self-realization and self-perfection values oriented willing to create something new, unique and original [8].

The leading educational trends include the opportunity to study whenever and wherever a student wants, in other words making education more accessible and available. Additionally, this includes the increase of students' joint projects, changing teaching paradigms which contain online and hybrid training as well as the use of communicative-value technologies. Students being one of the most mobile and open to changes groups of people are eager to learn and use as many opportunities at the university as possible.

Pedagogy is a partnership that is why a teacher should use technologies together with the students to meet the requirements of a training course. But sometimes it happens that a teacher is ready to apply new technologies, conduct different experiment in a teaching process but is unable to implement his creative ideas because of the insufficient equipment at the university or sufficient support from the university administration.

The research shows that the internet axiosphere greatly influences the way the system of students' beliefs, notions, values and world outlook is formed. The internet axiosphere is the field and means of students' potential development, self-realization and self-determination. The internet axiosphere greatly influences the nature of university educational process.

To sum up we come to the conclusion that information – communication technologies are the axiological resource of students' creativity development since they allow fast and

effective search of information, ideas and experience exchange but also they are the means of self-realization and self-expression. The use of information technologies provides not only creative-value interaction “teacher-student” in different educational conditions but stimulates creative activity, cognitive interest and student’s self-study work.

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