

VI. ТРАНСФОРМАЦИЯ МОДЕЛЕЙ ОБРАЗОВАНИЯ И ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ ОСНОВАНИЯ СОЦИАЛИЗАЦИИ ЛИЧНОСТИ В КОНТЕКСТЕ РАЗВИТИЯ ИНФОРМАЦИОННОГО ОБЩЕСТВА

STUDY ON THE DILEMMA AND COUNTERMEASURES OF "FIVE-EDUCATION INTEGRATION" FROM THE PERSPECTIVE OF ALL-ROUND HUMAN DEVELOPMENT

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"Five education fusion" is to realize the all-round development of human beings through the way of fusion. As a theoretical abstraction, "Five education" divides educational activities into moral education, intellectual education, physical education, aesthetic education and labor education from different aspects, but the theoretical separation has gradually evolved into the practical separation.

First, the necessity of "five education integration" from the perspective of comprehensive human development

First of all, "five education fusion" is a practice that guides people to return to their own essence. Education extends from the narrow knowledge imparting to the comprehensive cultivation of individual development, reflecting the overall improvement of students' personal quality. With the changes of The Times, the educational concept of "five-education integration" is also widely implemented in the world, such as Germany's "five-education integration".

Secondly, "five education integration" is the internal driving force to promote the modernization of education. Education modernization follows the people-oriented concept, the integration of the five education not only promotes the comprehensive development of people at the individual level, but also raises the value of people to the social and national level, provides strength support for the society and the country, and provides a steady flow of internal power for the modernization of education.

Second, the plight and performance of "five-education integration" from the perspective of comprehensive human development

Nowadays, many countries have developed the "five-education integration" system according to their own national conditions, but they still face the following problems in the process.

The first is the systematic lack of "five fertility fusion". In practical practice, the educational goal, educational process, educational means and educational methods are prone to one-sided phenomena. In addition, due to socio-economic and cultural differences, the uneven distribution of educational resources between different regions and schools will also make it difficult to achieve this goal.

The second is the imbalance of "five education fusion". Due to the wrong orientation of education, some schools pay too much attention to memory and skillfully

use absolute truth in order to obtain high scores and rankings. Although educators realize the importance of the five education, but can not complete, accurate, timely implementation of education guidance, subject to personal ability, external conditions and other factors, can not achieve the effect of comprehensive development.

Third, from the perspective of human comprehensive development, the solution to the dilemma of "five children integration" is explored.

On the one hand, it is necessary to improve the theoretical system of "five-fertility fusion". First, clarify the positioning of "five fertility fusion". "Five education integration" is not a simple patchwork, but organic combination, each link is interrelated, mutual promotion, together constitute a complete education system. Second, in-depth research on the basic theory of "five-education integration", according to the social development conditions and the current situation of five-education integration development, constantly enrich the theoretical research results, and refine them into theoretical and systematic results to further guide the development of education modernization.

On the other hand, it is necessary to strengthen the practical application of "five-fertility fusion". The all-round development of each person has its own focus and should pursue balanced development rather than average development. It will be counterproductive to apply the "five education" to every lesson and embed the overall development goal into every lesson in a random and fragmented way. Therefore, to strengthen curriculum construction, it is necessary to integrate the education goal, education content and education implementation process into a whole dynamic activity process because of curriculum adjustment, personalization, hidden combination and mutual promotion.

ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ ИНТЕРНЕТ-ПОЛЬЗОВАТЕЛЕЙ ЮНОШЕСКОГО ВОЗРАСТА

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Информатизация общества является, по своему существу социальным процессом. В современном мире большое значение имеют технические средства, в которые входят различные гаджеты, компьютеры, а также Интернет, появляются и развиваются новые формы социального взаимодействия. В ходе развития Интернета стал развиваться такой вид зависимости как интернет-зависимость или компьютерная-зависимость [1]. Интернет-зависимость – это аддикция, характеризующаяся чрезмерным использованием Интернета. Такой вид аддикций может сопровождаться психофизиологическими изменениями поведения и дискомфортом при невозможности воспользоваться гаджетом. Такое поведение может привести к социальной дезадаптации, проблемам с успеваемостью, трудностями в общении, появлении раздражительности, депрессивных состояний, конфликтностью, низким самоконтролем