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Ibraim Didmanidze,
Zebur Beridze,
Irma Bagrationi,
Batumi Shota Rustaveli State University,
Batumi, Georgia

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ON ETHICAL USE OF INFORMATION TECHNOLOGIES IN EDUCATIONAL PSYCHOLOGY

ОБ ЭТИЧКСКИХ НОРМАХ ИСПОЛЬЗОВАНИЯ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ В ОБРАЗОВАТЕЛЬНОЙ ПСИХОЛОГИИ

Abstract:

The paper outlines that ethics as a branch of philosophy is dealing continuously with the fundamental values of inner-human relations, studies the quality and the basis of the act or behavior which by moral perspective are good, bad, appropriate or wrong. More over in the last years we have witnessed that the world is facing new challenges and crisis in perception, conditioned by the fast development of science and new advanced technologies. In this instance, we in particular need to mention the information technology, which has become an integral part of our daily life. Again, the role of ethics is consistent in suggesting the proper use of technologies and in determining the right direction for human society development. Technologies and computers continue to integrate in to the educational process and increasingly are becoming an integral part of the education system. This trend has begun to be extended to primary and secondary education, but currently it is expressed at the university level.

The paper underlines that the increasing public interest in ethics in professional life has highlighted the centrality and significance of ethics across different domains of public life inclu-

ding professional Educational Psychology. However, how do these societal trends along with the resurgence of interest in professional Ethics manifest themselves within the context of a practical Educational Psychology service and specifically for Psychology in Educational Establishments? What is the impact of the rapidly changing times on educational psychologists, the ethical issues they encounter and their decision-making? What do Educational Psychologists perceive as ethical issues in their practice? How do Educational Psychologists manage perceived ethical issues? Moreover, how can an Educational organization support its academic-scholarly staff? What support do Educational Psychologists want when faced with challenging situations?

The present paper follows the professional and ethical standards required of an educational scientist researcher and practicing qualified academic persons.

Keywords: *Research Ethics, Ethical Issues, Educational Psychology, Technology Education, Ethical Dilemma, Educational Psychologist, Information Technology*

Introduction

It is generally known that the term “Information Technology” refers to an entire industry. In actuality, information technology is the use of computers and software to manage information. This means: storing information, protecting information, processing the information, transmitting the information as necessary, and later retrieving information as necessary [3, pp. 101-102].

In the last years, all of us either as citizens or as professionals of different fields are monitoring the rapid development of science and the advancement of new technologies. At the same time, we are witnessing that the world is facing new challenges and perception crisis [6, pp. 81-82]. Lifestyle is changing gradually, conditioned by the use of current technologies. As an illustration, it’s enough to mention that only in the last ten years the internet and the mobile technology influenced the majority of businesses and services to move online, such as transport, health, energy and environment, oil and gas, banking, entertainment, etc. Also, these technologies allow us to conduct many personal and professional daily activities, which are an inseparable part of contemporary society. Therefore, the conclusion is that the information technology has revolutionized our social and business habits. It has evolved from a network of computers and information into a network of people. Moreover, change is far from over.

It is also known for us, that the question on whether education technology is “good” is far more nuanced than “yes” or “no”. Educators should take advantage of the massive benefits education technology can provide - the opportunity for appealing to all learning styles, workforce preparedness, environmental benefits, and easing the teaching process - while also heeding the warnings psychologists have given for avoiding education technology altogether [6, pp. 87-88].

Well, how does technology affect Educational Psychology? Is educational technology really good for young, developing minds? How much education technology should be used in the classroom? What has psychologists' experience been with education technology?[1] There's clearly a balance to be struck: use education technology, but don't use it to the point of turning your classroom into a bunch of Stepford Children. Moreover, we must distinctly note here "Psychologists' research is helping to make educational technologies more fun, intriguing and more effective. This study explores the perceptions of practical educational psychologists into ethical issues. Significance of the topic there is increasing interest in professional ethics in many areas of modern social life, both nationally and globally" [11, pp. 74-75] This interest gives rise to increased scrutiny, analysis, review and critical observation or examination of ethical behavior.

Chapter I – Concepts of Research Ethics in Educational Psychology

It is well known, that Educational Psychology involves the study of how people learn, including topics such as student outcomes, the instructional process, individual differences in learning, gifted learners, and learning disabilities. Psychologists who work in this field are interested in how people learn and retain new information and knowledge. They apply psychological science to improve the learning process and promote educational success for all students, probationers and learners [12, pp. 42-43]

Today's educational system is highly complex. There is no single learning approach that works for everyone. That is why psychologists working in the field of education are focused on identifying and studying learning methods to better understand how people absorb and retain new information. Educational psychologists apply theories of human development to understand individual learning and inform the instructional process. While interaction with teachers and students in school settings is an important part of their work, it is not the only facet of the job. Learning is a lifelong endeavor. People don't only learn at school, they learn at work, in social situations and even doing simple tasks like household chores or running errands. Psychologists working in this subfield examine how people learn in a variety of settings to identify approaches and strategies to make learning more effective [1, pp. 107-105]. Psychologists working in education study the social, emotional and cognitive processes involved in learning and apply their findings to improve the learning process. No matter the population they are studying, these prof-

[1] Such broad questions were distilled into the following research questions for this study: What support do Educational Psychologists perceive as desirable when managing perceived ethical issues? What organizational arrangements would Educational Psychologists wish to see implemented to support the management of ethical issues? What does the teacher actually need, what does the student need and how can we support the use of technology? - We aren't stumped: to illuminate those details, psychologists are collaborating with researchers in fields such as social education, computer science and learning sciences. As they do, they are discovering new ways in which technology can make learning more engaging, more effective and more fun, more amusing and more pleasing.

essionals are interested in teaching methods, the instructional process and different learning outcomes. How much the time of day when new information is does introduced influence whether a person retains that information? What does culture have to do with how we process new ideas? How does age affect our ability to develop new skills, like language? How is in-person learning different from remote learning using technology? How does the choice of a media platform make a difference in learning? [1, pp. 116-117]. These are all questions that educational psychologists are asking - and answering - in settings as diverse as government research centers, schools, community organizations and learning centers.

It is understandable that beside integration trend of the modern information technologies in all areas of human activities, the process of education could not be avoided. In this context, we can say that, in recent years the integration of technologies and computers in the educational process is increasingly becoming an integral part of the education system [12, pp. 44-45]. It is very interesting for us, that in Georgian scientists and researchers - Ibraim Didmanidze and Irma Bagrationi's opinion[2] preparation of social scholar workers "[7] is carried out in the higher establishments of technology education of different kinds:

Institute - the higher educational establishment, which realizes programs of vocational training of specialists, as a rule, in one or several directions. The institute can be a part of academy or university as structural division.

The academy - the higher educational establishment which realizes programs of vocational training of specialists in several directions and carries out fruitful activity in scientific sphere, preparation, retraining and improvement of professional skill of teachers and science officers.

University - the higher educational establishment, which realizes programs of vocational training of specialists on a wide spectrum of directions. It differs from academy versatility, presence of many faculties of different trades and varied universal specializations. Profit and nonprofit organizations offered a wide variety of courses for students who were unable to attend, classes for one reason or another" [8, pp. 71-72]

This trend has begun to be extended to primary and secondary education, but currently it is more expressed at the university level. This does not mean that learning in general, as a social process that is realized through communication between the learner, teacher and others, can be effectively replaced by technology. Instead, the technology can enhance the education process in many ways. Research, presentation, communication, collaboration, problem solving and creativity, all are now under the influence of today's computers and other technologies that have become an important part of our daily lives [5, pp. 488-489]. Therefore, it is equally important to integrate the same technologies in the education process. Nevertheless, the ethics should not be

[2] In the printed/published scientific article "THE ETHICAL ISSUES OF PREPARATION OF TECHNOLOGY TEACHERS IN THE LEGAL EDUCATIONAL ESTABLISHMENTS"

neglected in any way, as a study of how to know what's right and what's wrong, and as a mechanism that need to be used conscientiously and continuously for maintaining the direction, stability and human society equilibrium. Beside the advantages and benefits that the human society has from the information technologies, there is always the possibility that the information technologies can be abused by various users. In this context the role and importance of ethics is undeniable. In particular, in advising and suggesting users to use the information technologies resources correctly and fair.

It is interesting for us, that a seminal event occurred in 1995 when the then president of the British Psychological Society, Professor Geoff Lindsay, raised the profile of ethics in psychology by devoting his presidential address to the topic. He argued that psychology and psychological practice is influenced by political and cultural factors and as such is not „value free". Professor Lindsay postulated that psychologists had an element of choice not only in responding to political and cultural agendas but also in „defining the values which should guide practitioner's responses and underpin their professional identify". He referred to empirical evidence in North America on types of ethically troubling dilemmas [1, pp. 70-71]. Professor Lindsay replicated the earlier North American study by Pope and Vetter. They investigated differences and similarities in the types and prevalence of ethical dilemmas facing The British Psychological Society's psychologists in the UK and North American psychologists. Professor Lindsay through a questionnaire survey of the British Psychological Society's members identified sources of ethical dilemmas and experienced by the British Psychological Society's psychologists. Whilst a limitation of this research was that respondents were unable to seek further information about the authors" meaning, Professor Lindsay identified ten categories of ethical dilemmas, which appear to be relevant to current practice. In summary, the dilemmas, referred to by Professor Lindsay as „ethically troubling incidents" were confidentiality, research, questionable intervention, colleagues conduct, assessment, organizational and academic. The relationship between ethics and psychology becomes even more complicated when it is considered that a number of studies indicate that psychologists vary in their understanding of, and agreement with, ethical positions [1, pp.71-72].

„Psychologists have the opportunity to exercise power and influence many people's lives. This carries with it the necessity to behave ethically" [1, pp.74-75]. An assumption inherent in the present study is that there is indeed „a necessity to behave ethically" as urged by Professor Geoff Lindsay and that in order to do so-called „frontline" educational psychologists require a range of support for managing ethical issues in their practice.

It's noteworthy here that in agreement with Georgian researchers – Ibraim Didmanidze, Zebur Beridze and Irma Bagrationi's scientific discussion[3] "[…] we explain […] our thinking on the specific process of analysis of educational technologies of philosophical issues. Our research[4] has been informed by a view of critical psychologist, Erich Fromm, addresses the notion of authority in a way that reveals it as an ethical issue, one that teachers and other political workers must confront every day. When combined with his work on negative freedom, Fromm provides an important contribution to the way we might think authority pedagogically, using power productively and non-authoritatively in the service of democratic ideals. Drawing from Erich Fromm's work, this article confronts the disturbing relationship between individualism on one hand, and the ability for individuals to think collectively and transform social structures on the other. In this context, atomization becomes a dimension of both fascism and capitalism, one that positions freedom as the antithesis of social and educational action" [9, pp. 54-55]

Chapter II – Ethical Use of Information Technologies in Education and Psychology

As is generally and well known, the education technology detractors have gained steady ground as venture capital money has started to permeate the education technology market. In last year, for example, Paul Thomas wrote for 'The New York Times', "Reading a young adult novel on a Kindle or in paperback form proves irrelevant if children do not want to read or struggle to comprehend the text. Good teachers, however, can make the text come alive for the children whether it's on a glowing screen or a piece of paper" [2, pp. 51-52]. Thomas may very well have a point; all-too many schools are quick to adopt the latest technology only to quickly replace it with the newest gadget, without adherence to the cost or the actual benefit to a child's education. As for a child's cognitive development, 'Psychology Today' warns that the Internet creates an environment where "Consistent attention is impossible, imagination is unnecessary, and memory is inhibited" [2, pp. 54-55]. An onslaught of distraction and novel information is to blame, they add. The article adds that studies have shown that those who are learning demonstrate a better recollection of what they have learned and understanding of the topic than those who are bombarded with visual stimulation, sounds, and other stimuli.

However, that is not to say all education technology has its benefits and is bad. For example, video games are often heralded as a gateway to quickened cognitive development. They have been shown to enhance working memory in seven- to nine-year-olds and have been used as an effective tool to prepare kids for Common Core exams. More notably, if the purpose of this

[3] In the printed/published scientific article "ON THE ETHICAL VALUES OF BUSINESS AND TECHNOLOGY EDUCATION ACCORDING TO ERICH FROMM'S SOCIAL PEDAGOGY VIEWS"

[4] The cited scientific paper deals with the German psychoanalyst, social psychologist & philosopher Erich Seligman Fromm's (1900-1980) social pedagogy, ethical and worldview attitude about human nature and tries to transfer it in the sphere of business and technology education and management organization for enterprise development.

"new" education is largely to prepare kids for the working world, then they will enter a world where so much information that once had to be memorized is one Google away - rote memorization is hardly a valued skill in most workplaces to begin with. While blending the learning process, educators and educational administrators should look into which technologies will necessarily teach core concepts that can be used well into the workforce. For example, organization skills are a notoriously difficult skill for young students to learn - one fifth grade teacher took to the World Wide Web for help, exasperatedly declaring, "We often find ourselves spending more time helping our students get organized than teaching academic skills" [10, pp. 514-515]

Instead of following the traditional advice of providing students with three-ring binders and adding more notecards and to-do lists to a poor disorganized student's backpack, introduce the child to Software options that can help organize their life. Learning how to find and use these tools is an essential skill for these kids as they grow older and enter the workforce. Video games are not usually the first place parents and teachers turn to help kids learn, yet a growing body of research suggests that they can impart educational benefits - even the commercial games designed for pure/ethical entertainment. "Well-designed games are inherently engaging. They suck you in" [10, pp.518-519], notes Valerie Jean Shute[5], PhD, a Professor of Educational Psychology and Learning Systems at Florida State University; "Games can provide practice in such key domains as problem-solving, systems thinking, computational thinking and creativity". She measured persistence, spatial abilities and problem solving among undergraduate students who spent eight hours playing the popular commercial video game "Portal 2," a first-person perspective puzzle game. She found that players showed improvements in all three of the domains [10, pp. 520-521].

Many technologies, including video games, can serve a dual purpose. While games can help players develop certain cognitive skills, they can also help scientists measure and study those skills, Shute says. She embeds what she calls "stealth assessments" into games to collect data about the players' abilities as they play - no surveys or multiple-choice tests required. Stealth assessments can be an effective way to track hard-to-measure cognitive skills, such as problem solving, persistence and creativity, she says. "You're playing the game and meanwhile the stealth assessment is pulling out evidence and making calculations under the hood."

Allegedly, learning scientists are also designing educational games for more traditional school-based lessons. For example, game-based systems are often used in intelligent tutoring systems - computer-based programs that provide immediate, personalized feedback and context-specific hints to students as they work through a reading assignment or a set of problems. By

[5] (1955, London) - A Full Professor of Education in the Educational Psychology and Learning Systems department at Florida State University. Her general research interests involve the design, development, and evaluation of advanced systems to support competencies. Towards this end, she's been involved in exploratory and confirmatory tests of aptitude-treatment interactions using the controlled environments offered by intelligent tutoring systems, student modeling research, and developing automated knowledge elicitation and organization tools.

customizing lessons for individual learners, the systems can vastly extend the reach of a single educator. Newer information technologies can take education in even more futuristic directions. Virtual reality is one area that both students and scientists are excited about because it is bringing the world to students. “With virtual field trips, students can visit other places without having to leave the classroom” [10, pp. 504-505] Despite the promise of video games, virtual reality systems and other technologies as educational tools, a significant barrier keeps them from widespread implementation: Schools don’t yet agree on how technology should fit into education. “Some schools say we should disallow mobile phones, and others get everybody a mobile device. They’re all over the place… Schools are short on time and they’re short on money. They do what they think is going to work, but it’s not often data driven” [10, pp. 509-510].

Moreover, teachers are not often trained in how best to make use of technology tools: “We know teachers use technology in their personal lives, but they often don’t use it practical in classrooms. There’s a barrier there because it’s not exactly clear what they should be doing with technology in their classrooms” [10, p. 516]. Some researchers are also worried that schools are embracing tech tools before they have been thoroughly vetted by scientists. “My concern is that we haven’t asked the basic questions: What are people learning through the use of these technologies, and to what extent do these technologies facilitate transfer to real-world use?” [10, pp. 516-517] - Technology changes so quickly that new technologies often hit the market even before their predecessors have been adequately evaluated by researchers. “Really we can appreciate that there are wonderful new directions one can go with educational technology, but we still need to look at what are we getting out of these experiences before we race to the next technological innovation” [10, pp. 511-512]. The fast-paced nature of the technology market means researchers might always be playing catch-up. Still, psychologists’ research skills and understanding of human cognition and behavior make them well suited to helping answer basic questions about educational technologies. Since so many educational games and programs are designed for children and adolescents, the area is ripe for more psychologists to get involved.

As we know, Information technologies have affected every aspect of human activity and have a potential role to play in the field of education and training, specially, in distance education to transform it into an innovative form of experience. The need of new technologies in teaching learning process grows stronger and faster. The information age becomes an era of knowledge providing sound and unmatched feasibility for discovery, exchange of information, communication and exploration to strengthen the teaching learning process. Information technologies help in promoting opportunities of knowledge sharing throughout the world. These can help the teachers and students having up-to-date information and knowledge. Accurate and right information is necessary for effective teaching and learning; and information technologies are “set of

tools that can help provide the right people with the right information at the right time" [4, pp. 62-64]. Students are independent and they can make best decisions possible about their studies, learning time, place and resources. Students are able to work in collaborative and interactive learning environments effectively communicating, sharing information, exchanging ideas, and learning experiences with all in the environment.

One of the basic functions of education is preparation of students for life. This function in 21st century may be participation in an information rich society, where knowledge is regarded as the main source for socio-cultural and politico-economic development of countries and/or nations [4, pp. 11-12]. Information rich societies are developed and dominating and they are controlling the information throughout the world. Information encompasses and relies on the use of different channels of communication, presently called information and communication technologies and would be incorporating better pedagogical methods to cope with such emerging situations. These have changed the scenario of education particularly, pedagogy and instruction making teaching learning process more productive creating collaborative, learner centered and interactive global learning environments. Therefore, information technologies are assumed to play a constructive role in education to make the teaching and learning process more productive through collaboration in an information rich society. Information rich society promotes new practices and paradigms for education where the teacher has to play new role of mentoring, coaching and helping students in their studies rather to play the conventional role of spoon feeding in the classrooms. Students can learn independently having a wide choice of program selection and access to information. Students can be involved in skill oriented activities in group learning environments for accumulated knowledge. They can interact and share learning experiences with their teachers and fellow learners in knowledge construction and dissemination process. They can receive and use information of all kinds in more constructive and productive profession rather depending upon the teacher [9, pp. 61-62].

Using information technologies students can decide about their studies, learning time, place and resources in a better way. Students can work in more supportive environments, seek help from teachers and fellows, and share their learning experiences and ideas in romantic and productive fashion. he innovative kinds of pedagogy empowered by these emerging media and experiences promoted the opportunities of distance education and at present virtual education and eliminated the barriers of distance and time. New and innovative learning experiences would be enhanced and encouraged by these technologies, as by virtual communities, which exist by interactions across the globe through global network of computers round the clock. The global sharing of experiences would make possible the group presentation form of instruction in distance education. Distance education encompasses and relies on the use of information

technologies to make learning more productive and more individualized, to give instruction a more scientific base and make it appropriate & more effective, learning more immediate and access to resources more equal. These remarkable aspects can expand the quality and quantity of instructional resources. They can serve learners at their ease in terms of time and place:

Both teachers and learners can work with others at remote sites. The community of learners can expand to include virtually anyone who wishes to obtain information and who is not excluded by policy or cost. They can provide real access to experts in universities, research laboratories, the business community, government agencies and political offices. Information technologies can promote the opportunities of restructuring the teaching learning process. Learning may take place more effectively and dynamically in educative environments where teacher and learners are open to each other to interact and exchange information and experiences in a friendly way. Understanding of the content and assisted them in planning the information within a relevant context in their own lives. Educative environments can enhance and shape the teaching learning process to achieve the desired goals. There is a natural tendency for students to learn and learning can accelerate, in interactive and encouraging environments [9, pp. 56-57] Accelerating the encouraging environments may be psychological climates and students' interactions can create them. Interactions of students can make learning environment more effective and meaningful and 'much of learning takes place in a meaningful environment. Learners may get immediate feedback and reinforcement through web-based learning.

The psychological fashion of such reinforcement and expectancy also influences the potential for any given behavior and/or learning to occur. Desired learning always requires access to qualitative and latest information resources and web confirms the increased access to such resources at students' pace. Moreover, there is no denying that web-based courses open new educational access to the non-traditional and geographically dispersed students. The on-line setting provides a level of flexibility and convenience not provided by traditional classroom courses. According to Georgian scientists and researchers – Ibraim Didmanidze and Irma Bagrationi's findings[6] "[…] some kind of collaborative inquire […] involves "one of the following categories: Culture: Students exchange experiences about their own cultural backgrounds, looking at topics such as oral histories of family members; poetry, folklore, or religion in their community; or religious beliefs and values. Simulation: Teams of students work on simulated solutions to real problems, in the process working together to prepare reports, brochures, curriculum vitae, cover letters, funding proposals, speeches, and other documents. They learned negotiation, writing, communication and language skills as well as many technical skills, such as how to upload and download documents to and from Internet. As it turns out, interclass projects

[6] In the printed/published scientific work "THE ISSUE OF STUDENT DISTANCE COMMUNICATION AND COLLABORATION (FOR FOREIGN LANGUAGE TEACHING)"

should build up to some kind of final product or presentation. This helps guarantee that the students not only develop chatting skills but are strongly encouraged to put all their communication, language and technical skills toward producing a high-quality package" [7, pp. 10-11]

Conclusions

From the above-mentioned we may conclude that while there are a variety of technologies that are used in education, none is more important than the rapid use of computers. There are five categories of software commonly used for educational psychology in classrooms and schools:
Drill and Practice - Repetitive practice on a particular discrete skill;
Tutorial - Computer instructs the student in some area of knowledge in somewhat the same way as a teacher in a one-to-one situation;
Simulation - Imitation of real or imaginary system based on a theory or model of that system;
Educational Games - Designed for fun; usually have a clear set of rules, some other method of keeping score, and a winner;
Productivity and Utilities - Help the teacher to be more efficient or effective as a professional educator; general or specialized programs designed to carry out specific functions.

In general, research has not shown that the use of drill and practice or educational games has led to achievement gains. There is some evidence that the use of simulations can lead to achievement gains, especially when it focuses on the development of critical thinking skills or some aspect of communication. There is also some evidence that the use of tutorials can have a positive impact on achievement; these findings will likely increase as the computers become more powerful and the software becomes more sophisticated. While the use of productivity tools and utilities are not generally designed to be used to increase academic achievement, their use has been found to increase interest in using computers. However, as is evidenced by the graph shown below, most teachers do not feel prepared to use computers for teaching purposes at the end of their undergraduate training.

As it is seen from our research, it is understandable that the results of this case study can remain as conclusions to be addressed, analyzed and can be further debated and distinguished:
- The Internet is used significantly, but the knowledge about the internet ethics are not enough…
- It cannot be accurately determined, if the social networks should be used only for private matters or can be used for studying within the practical Psychology…
- It is evident the doubt about the patients' privacy, through the mental health electronic information… And, construction of a model of teaching and learning through technology deserves to be considered as an important need…

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Information about the authors:

Ibraim Didmanidze *- Doctor of Information Technology, Associate Professor of Batumi Shota Rustaveli State University (Georgia, Batumi, Ninoshvili Street 35, 6010) Mobile Phone: (+995) 599 276 600 E-mail: ibraimd@mail.ru*

Zebur Beridze *- Doctor of Information Technology, A Senior Lecturer of Batumi Shota Rustaveli State University (Batumi, Ninoshvili Street 35, 6010) E-mail: z.beridze@bsu.edu.ge*

Irma Bagrationi *- Doctor of Philosophy, Assistant Professor (in Philosophy) of Batumi Shota Rustaveli State University (Georgia, Batumi, Ninoshvili Street 35, 6010) Mobile Phone: (+995) 599 947 668 E-mail: irma.bagrationi@bsu.edu.ge*

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