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## **REFORMING EDUCATION IN THE INFORMATION AND COMMUNICATION SOCIETY**

**Abstract:** The author carried out a philosophical analysis of the concept, nature and sources of formation of the new information and communication environment concerning the formation and development of personality, formed under the influence of the information revolution.

Actualization of culture-created functions related to science and modern interpretation of hermeneutics determine the fundamental reorientation of the educational paradigm to the hermeneutic one, which implies that modern education should evolve towards humanization which is understood as building relationships involved in the educational process on the basis of mutual respect. Under such conditions, the main purpose of education is the development of the individual learner, and intensification of his (her) cognitive and spiritual activity. Instead of inductive and deductive inferences and generalizations, instead of typing and summarizing a multiplicity there is a need for a special type of generalizations - mereological generalizations and conclusions based on distinguishing the extraordinary and the original in the subject, its idealization and transferring the properties from a part to the whole.

**Abstrakt:** Autor w artykule przeprowadza filozoficzną analizę pojęcia, natury i źródeł powstawania nowego środowiska informacyjnego i komunikacyjnego związanego z tworzeniem i rozwojem osobowości, które powstaje pod wpływem rewolucji informacyjnej. Aktualizacja funkcji kulturotwórczych związanych z nauką i nowoczesna interpretacja hermeneutyki określa zasadniczą reorientację paradygmatu edukacyjnego, co oznacza, że nowoczesna edukacja powinna ewoluować w stronę humanizacji, która jest rozumiana jako budowanie relacji uczestniczących w procesie edukacyjnym na podstawie wzajemnego szacunku. W takich warunkach, głównym celem edukacji jest rozwój uczącego się, a także intensyfikacja jego (jej) aktywności poznawczej i duchowej. Zamiast indukcyjnych i dedukcyjnych wniosków i uogólnień, zamiast podsumowywania mnogości istnieje potrzeba specjalnego rodzaju uogólnień - kolektywnych uogólnień opartych na odróżnianiu rzeczy niezwykłych i oryginalnych w temacie, idealizacja i przeniesienie własności z części do całości.

**Keywords:** information, communication, information and communication environment, education, the subjects of education, hermeneutics, knowledge, intelligence, knowledge society, technocracy, educational innovation.

**Słowa kluczowe:** informacja, komunikacja, informacja i komunikacja środowiska edukacyjnego, edukacja, podmioty edukacji, hermeneutyka, wiedza, inteligencja, społeczeństwo wiedzy, technokracja, innowacje edukacyjne

## 1. Setting the problem.

Through education the person receives the necessary knowledge to form the attitudes and competencies and comprehend priorities and values. Research in the field of education reform is of particular importance. Education is a unique institution of socialization, which provides systematic and purposeful formation of the latter in accordance with the achievements of science, culture and practice, modern and promising social and individual needs. Today it is evident that it is the school which must mainly ensure the formation of personality in accordance with the challenges of time.

Not every teacher and not only that one belonging to the “old generation”, but also young graduates of pedagogical universities master modern information technologies of teaching. However, the main problem probably is not clear understanding of the needs and prospects of informatization of education by the teachers. Perhaps that is why the life-giving wave of informatization is approaching the national school extremely slowly and controversially

Information “reset” defines the essence of modernization in modern education.

## 2. The degree of scientific elaboration of the problem.

It should be noted that informatization as the direction of modernization of education is profoundly analyzed by foreign and national scientists. It is known that in a scientific sphere the concept of “information society” was introduced by a Japanese researcher K. Kayama. Such scholars as D. Bell, Z. Brzezinski, V. Dyzard, R. Davis, M. Castells, J. Martin, Y. Masuda, Cr. Mei, J. Nesbit, J. Russe, M. Porat, T. Starner, A. Toffler and others are considered to be pioneers of setting and researching this issue.

Among national authors who analyzed this issue one should name: V. Andrushchenko, V. Babyk, V. Bekh, V. Bykov, Y. Bystrytskyi, V. Vashkevych, V. Viktorov, L. Guberski, Y. Dodonov, N. Zholdak, V. Zhuravskyi, A. Zernetska, M. Zubok, B. Kormych, O. Kravchenko, V. Kremen, A. Kudin, O. Lytvynenko, V. Liakh, V. Lukianets, S. Maksymenko, Y. Makarenko, M. Mykhalchenko, V. Ohneviuk, L. Ozadovska, V. Pesenko, H. Pocheptsov, I. Predborska, V. Saveliev, N. Scotna, A. Tolstoukhov, etc.

In recent years, a number of thematic theses have been defended in Ukraine by O. Kyvliuk, M. Onoprienko, Y. Prokofiev, V. Tkachuk, L. Filenko and others. However, despite a rather noticeable amount of printed materials, research concerning this problem cannot be considered comprehensive. There are a number of issues which require a systematic and profound response.

Communicative and information nature of education and hermeneutics of knowledge in the system of competence-based approach to organization of education concerning information and communication environment require additional research.

The purpose of the research is to define and establish the main outlines of the philosophy of education modernization in the context of globalization and the information revolution.

This aim requires solving the following research tasks:

- exploring the concept, nature and sources of the formation of information and communication environment in full;
- analyzing the main challenges of information and communication environment to a person, a person's culture and education;
- exploring the possibilities of educational responses to the challenges by improving mechanisms of socialization;
- identifying the essential features of education as a communicative phenomenon;
- investigating the interaction of the subjects of education in the process of communication;
- identifying the features of the hermeneutics of knowledge in the organization of education information and communication environment;
- clarifying the role of intelligence as a strategic resource in the development of civilization;
- offering the vectors of formation of a knowledge society as the environment of development of the individual's intellect;
- investigating the formation of theoretical models and actual practice of philosophy of lifelong education and adult education;
- justifying the increasing role and importance of scientific practices and social experience in modern stratagems of the development of education;
- defining the principles of philosophy of educational innovations concerning information and communication environment.

### **3. The main content of the study.**

The process which largely determines the character of a modern society is informatization, during which the information and communicative environment occurs and turns into the substantial basis for the communication system that in turn changes the forms and ways of social communication. The interactivity of communication really suggests that the communication system

transforms into information and communication environment as a new socio-cultural phenomenon of the society. This environment should be considered as a means (medium) that allows satisfying information and communication needs in the process of interaction of social subjects through information and telecommunication technologies.

The emergence of information technology as tools, actions and rules related to preparation, processing and delivery of information in the social space contributes to the creation of the information and communication environment, where the new forms of social relationships are being experienced. Changing the forms of communication interactivity and anonymity of the information and communication environment affects the means of implementation of social practices which in case of typing and habitualization of the latter initiate institutional transformation. Moreover, the social practices that arise from interactions within the information and communication environment can be transferred to everyday life<sup>1</sup>.

Information and communication environment includes the following main components: information objects and the relationships between them; technologies for the collection, storage, transmission, processing and dissemination of information; ready knowledge; means of reproduction of knowledge; organizational structures to facilitate communication processes.

Today there is an acute problem of human existence, culture, civilization as a whole. Consideration of the relationship between global problems of mankind and reasonable means of solving them is transforming into the universal problem of humanization of man and the world.

There is a change of views on scientific and technological progress as a reasonably controlled means of achieving the necessary material preconditions for the realization of moral and holistic landmarks. The progress of science and technology is understood as the improvement of the human life conditions, and thus it is identified with social progress, the assertion of civil society<sup>2</sup>.

The main areas of challenges in the information and communication environment are neocapitalism which causes the need for direct influence on the consciousness of the masses; the creation of the global trade of cultural production with a predominant share of mindless consumption; the manipulation of consciousness and values of people; artificial slowdown of the introduction of new technologies for major IT corporations which do not want to lose profits; the gap between traditional and information sectors of the economy; the emergence of a qualitatively new individual, characterized by greater mobility,

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<sup>1</sup> I. A. Zimnyaya I., *Pedagogical psychology. Textbook for universities*, 2004, p. 112-178.

<sup>2</sup> V. B. Kashkin, *Communicative mimicry and social power*, Voronezh 2001, p. 77-89.

religious, cultural, political tolerance and nihilism; chaotic, slow and inefficient transformation of the authoritarian-bureaucratic systems at macro - and macro-levels.

In general, education and, in broader sense, culture becomes a specific profitable activity. Unlike other types of business which require significant initial amount for the conversion of money into capital, the average costs of life support become profitable, because everything depends on personality, ability, diligence and other individual qualities.

Education is the process of socialization of personality, the purpose and form of which are determined by the society and regulated by the government. Education is a form of human adaptation to social reality. Education serves personal goals and provides the individual with knowledge, skills and the ability to live in this particular society<sup>3</sup>.

Education inside itself is a complex segment of social reality, with its own space-time structure that contains the subject-object relationship at various levels and has its own material and ideal content. An educational process should be understood as the learning process and at the university - as a system including tuition, that is the transfer of knowledge, abilities, skills; formal organization of this process; communication of different content and different levels in the process; the roles, interests and ideals of the main subjects<sup>4</sup>.

The education system means providing three primary functions of communication that stood out quite a while ago such as: activation, interdiction, destabilizing. The activation function leads to action, action in a conscious direction; the examples of which are the call, order, requirement, motto which are realized both in the educational process and during extracurricular interactions. The interdictive function, on the contrary, is associated with prohibition, slowdown of all actions except one, which is especially important in the educational, that is the communicative interaction of the teacher with students in situations of risk and at emergencies. The destabilizing function reflects the complexity and contradictions of social life of the educational institution: agreeing with and supporting the opinion of someone who studies, the opinion which opposes another one or a group, engaging with them in a contradictory relationship; respectively, there is a certain chaos, organized destabilization of communicative interaction. Similar situations present in educational institutions arise both spontaneously and they are also intentionally implemented with the use of interactive forms in realization of certain objectives related to the

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<sup>3</sup> S. I. Zmeev S, *Technology of adult learning: a manual for students of higher educational institutions*, 2002, p. 9-22.

<sup>4</sup> V. B. Kashkin, op. cit, p. 79-95.

development, most often, new learning material, the control of knowledge as well as in educational communicative interaction<sup>5</sup>.

The main subject which strategically and ideologically defines the purposes and direction of higher education is the state. It sets the strategic, spatial, temporal, ideological, meaningful parameters related to functioning of the educational system. This is followed by the administration of an educational institution that defines the same parameters, but for a more local object. Within the educational process, subjects interact with the quality of role universality: officials, teachers and students. They are simultaneously eternal as the necessary role figures, historically specific and individually painted ones. Despite the latter characteristic, it is possible to research specific education in a particular institution as a universal phenomenon in higher education.

A modern man undertakes numerous and multidimensional social and cultural communication with the outside world that is becoming increasingly complex. These relationships are documented in the industrial, socio-economic, legal and other relations involving individuals and social institutions. This process requires serious methodological basis of the theoretical and practical components<sup>6</sup>. In our view, at the present stage of human development, first of all, it is necessary to provide humanistic development of educational and scientific space. The humanistic nature of education suggests that its main goal consists in the interests of a man, his intellectual, spiritual and physical development. Education should be aimed at civil and moral education, cultural development of a man as a person. In accordance with the objectives of the humanization of education and scientific space, a moral and spiritual components become an integral part of social intelligence<sup>7</sup>. The researchers consider certain qualities of personality not the specific knowledge and skills as main leading elements of the content of education. These qualities allow one to learn new content and technology activities, thereby contributing to the intellectual progress: the development of general abilities, aptitudes, interests, promoting adaptation to life changing; personal development of students; ability to use your own knowledge to improve the profession; fundamental cultural knowledge, providing broad-mindedness and activity in every sphere; development of creative abilities, skills, self-education, the ability to find solutions to complex problems.

The modern national education system is an independent socio-economic sector and represents a set of educational programs, educational institutions, governments and state-public associations. It is in constant motion and in its

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<sup>5</sup> A. S. Voronin, *Glossary of general and social pedagogy*, p. 25-26.

<sup>6</sup> R. Jakobson, *Speech communication: Language in relation to other communication systems*, 1985 p. 81-89.

<sup>7</sup> I. A. Zimnyaya, *op. cit.*, p. 112-117.

development it takes into account not only its national experience, but also global trends and traditions, the leading one among which is the formation of the “knowledge society”<sup>8</sup>.

Ukrainian education is in a state of change of paradigms. The last paradigm is guided by industry-specific training and a known in advance market of specialties and qualifications. In these circumstances, the purpose of the education production has been the implementation of the plan. The new paradigm of the “knowledge society” comes out of the unknown diverse and mobile labour market. The task of education in this case is to provide the customer with basic knowledge in one or more directions in education – natural, humanitarian or technical ones. The strategy of mass education on the individual educational trajectories is based on the power of demand. Educational production should capture changes in demand and quickly embody it in programs at different levels.

Educational environment, in turn, produces and provides adequate mechanisms and instruments for translation of scientific knowledge into social practice, that is, transforms the research product on socio-cultural phenomena that will continue to define their worldview and social and creative potency of a person at a certain historical stage. So there is an indivisible unity of the triad “science – education – social practice” that allows a modern man to become an active subject of a knowledge and competence in the society.

## Conclusions.

The strategic direction for the future development of the system of education in Ukraine, the mechanism of integration into the world system of the information society, is the implementation of new pedagogical technologies. Their main indicators are theoretical knowledge and the level as an indicator of social differentiation and stratification of population, intellectual potential as the infrastructure of the information society.

Activation of an innovative activity should provide qualitatively new forms of organization of structural, functional, inverse relationships and the effective interaction between all participants of the innovation process, the consolidation of new functions for the relevant management entities. Its effectiveness is determined by the completeness and content of interaction between all participants of a unified system of obtaining and using new knowledge and technologies. The ideas for innovative training are developed and widely applied by practising educationalists at the level of individual innovation, creating new types of educational institutions and performing research projects. Without deep

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<sup>8</sup> A. E. Maron, *The content and technology of adult education: the challenge of advanced education: collected scientific papers*, 2007, p. 119-125.

psychological and pedagogical study of the characteristics of this type of training it can be presented in the form of more or less partially empirical implementation in the traditional system of education.

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