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О. Скиба

ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ: СОЦИОКУЛЬТУРНЫЙ АСПЕКТ

Статья посвящена исследованию социокультурного аспекта интеллектуальных информационных технологий. Создание новейших технологий позволяет усовершенствовать механизмы управления общественными процессами и повысить уровень благосостояния общества. Использование информационного пространства для работы, образования, учебы и досуга приводит к появлению новых форм межкультурного взаимодействия и не всегда к желанным изменениям в культурном пространстве информационного общества.

Ключевые слова: информационное общество, общество знаний, интеллектуальные информационные технологии, нанотехнологии, коммуникация, электронный ресурс.

O. Skyba

INFORMATION TECHNOLOGIES: SOCIO-CULTURAL ASPECT

The article is devoted to the study of the socio-cultural aspect of intellectual information technologies. Creation of the newest technologies allows to improve mechanisms of management of social processes and increase the level of welfare of the society. The use of the information space for work, education, study and leisure leads to the emergence of new forms of intercultural interaction and not always to the desired changes in the cultural space of the information society.

Keywords: Information Society, Knowledge Society, intellectual information Technologies, nanotechnology, communication, electronic resource.

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ADAPTATION OF THE UKRAINE EDUCATIONAL SPACE TO THE CONDITIONS OF THE INFORMATION SOCIETY

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Abstract. *The article is devoted to the problems of adaptation of the Ukrainian educational space to the conditions of the European type Information society. The authors consider the impact of Ukrainian society negative phenomena upon the processes of reforming secondary and higher education.*

Key words: adaptation, Information society, educational space, dignity, man-personality, man-function.

Actuality

The XXI century is called "the century of informatization and digital technologies", which become an integral part of culture and entail cardinal changes in the most conservative sphere of human existence that is education. As Y. Kundenko has rightly noted, in the contemporary "culture there are practically no defining principles and value dominants, that is, traditionally unambiguous value-semantic orientation is replaced by value-semantic pluralism, which generates uncertainty in the ideals and value orientations of a person, therefore, the identity of the social subject becomes more and more unstable [1, p. 46].

The process of informatization of the Ukrainian society is rapidly moving forward, and the educational institutions of various levels are responsible for training the person who will live and realize his creative potential in a new type of society. Person XXI must be able to process information of different levels and qualities, to solve practical problems, to communicate with people, as well as to understand the essence of changes occurring in society. Having received new challenges of time, the mankind has to find and develop new ways of solving its vital problems.

The Goal of the Article

The purpose of this article is to consider the contradictions that arise in the process of adapting the education system in Ukraine to the standard of the European information society. For this, it is necessary to analyze the available alternative proposals of specialists who

directly study the processes of human education in the era of Informatization.

Level of Progress of the Research

A lot of scientific publications have been devoted to the problem of the processes of the national education system transformation, its adaptation to European standards, the possibilities and terms of the reforms. There were created Internet sites where representatives of the secondary school, lyceums, colleges and universities can share their experience and the results of their work over recent time. Among the scientific publications, the works devoted to the issues of the informatization of education in Ukraine and the issues of the readiness of the young generation to adapt actively to the European standards of education are especially significant. A significant contribution to the study of these problems was made by A. Brazhnik, V. Andrushchenko, V. Bykov, B. Wulfson, V. Gapon, A. Gurzhiy, P. Drucker, M. Zgurovsky, V. Kremen, Y. Kundenko, K. Levkovskaya, O. Moiko, A. Navrotsky, S. Slepkan, A. Sokhnich, etc. Their studies complement each other, outline new approaches to the search for answers to newly emerging questions about the adaptation of Ukraine's educational space to the conditions of the information society.

Main body

The immersion of man of the XXI century into the informatization world entails not only unique conditions for the realization of his creative potential, but also new

problems that call into question the very existence of man on the Earth. Rapid virtualization of society exerts a tremendous influence upon the processes of self-development of a person, but the growth and use of the information educational space by schools, gymnasi-ums, lyceums, colleges and universities becomes especially topical.

The concept of an educational space includes an educational environment - an open pedagogical system aimed at the formation of a certain type person, with all its objects and processes, as well as the participant of this process - the learner. As a result of a full-fledged education, the individual culture of man is supposed to grow, which consists in his mastering universal human values, various ways of thinking, activity and behavior.

Considering the heritage of our recent historical past, the education system of the USSR sought to prepare a type of person as an individual who could consciously live and work for the benefit of his country and his compatriots. The era of industrialization also made its own amendments and influenced the pace of development of the education system and its specifics. In the middle of the XX century, the quality of Soviet higher education was adequately assessed in the countries with progressive economics in Europe and America. As a result of the collapse of the USSR, the general massification and commercialization of higher education began and the manner of communication between the student and the teacher changed radically. Previously, the teacher treated the student as a mentor and, at senior courses, could already confidently communicate with him as a colleague in some scientific areas. Thus, between these two participants of the educational process a special semantic space arose, within which they were as open and frank as possible.

Today the teacher is perceived as a "seller" in the market of educational services. Teachers become more cautious in communicating with students, as the latter can ignore training and openly report in networks that the teacher of a particular institution does not provide them with a quality product. The lecturer of a modern university ceases to be a carrier of information, because it is freely available and the brightness of the teacher's personality, his views and emotions, his lectures and seminars comes to the fore. The teacher should reserve the right of wise mentoring. Managers of science and education absolutely do not understand the specifics and do not take into account the uniqueness of the teaching work.

What kind of school is needed in the XXI century? Do we want to get mere excellent students or people capable of making new discoveries that preserve life on the Earth, people capable of civilization breakthroughs? Do we teach children correctly? How is it possible to teach them, according to what plans, so that they can fully and qualitatively live their lives - such issues we are facing today.

Consider the specifics of the Information society development in the XXI century. On the one hand, the information society has its own specific laws and puts a person in a certain framework of existence, helping to build a certain system of education. And on the other hand, the specifics of the information society in different countries of the European Union are built by peo-

ple, who take into account cultural, economic and political potential of their peoples and nowhere to escape from their historical memory and mentality. If the people of a certain country cannot part with its negative past, if it does not draw conclusions from the lessons provided by history, then this past wins all hopes for the future.

The peculiarity of the Information society, which was interpreted in the works of the late XX century sociologists D. Bell, E. Toffler, J. Furastie, M. Castells, etc., is not so much the displacement of physical labor by mental labor, but the emergence of a new form of labor - "universal (or common) labor". Investigating new mechanisms of interaction between material and ideal in the society, a Russian researcher S. Orlov notes that "Outwardly, it (common labor) has a similarity to the mental one and, as a rule, is identified with the latter. A more profound analysis shows that this is a special, qualitatively new form of labor that combines, in particular, a number of features of mental and physical labor. The formation of universal labor is probably the most promising way to overcome the historical gap, the opposition between mental and physical labor" [2]. This phenomenon leads to the restructuring of all spheres of human existence, to cardinal changes in human psychology, the mechanisms of socialization, the way of life, the forms of communication and education.

The education of the Informatization society faces the question - what type of person is more demanded in the XXI century: "man-personality" or "man-function"? The cynical attitude of modern young people to life as to a way of making money becomes almost the main ideological setting. Universal human values are often been neglected if it is not economically profitable, since the omission of school education makes itself felt at an older age. These values once again become relevant when the time comes for human testing environmental catastrophes, wars, etc. In pursuit of profit, we often forget that human life is above all.

Theoretically, the informatization of education is in the process of creating optimal conditions for satisfying information needs and realizing the rights of citizens, educational management bodies, educational institutions, public associations on the basis of the formation and use of information educational resources of a single information space. An Information society with huge information flows of different directions and qualities, considering the problems of adapting the educational space to the new conditions of the game, enables reformers to listen to different points of view regarding the status and capabilities of a man of the XXI century.

The last revolution that changes our view of reality, the relationship between people and attitude to nature, is the study of the human brain. This revolution turned out to be deeper and more radical in comparison with other previous revolutions, since it allows us to overcome the last illusion in the history of the mankind. Philosophy of consciousness, neuroscience and linguistics give us an opportunity to look at ourselves and the world around us from a new angle of view. Due to this, the assertion is formed that our civilization is organized by our human brain [3]. Finding certain skills in our life, our brain forms specific neural connections, "neural patterns." The more diverse human activity is,

the more such neural connections are formed in the brain, the more educated the person is, because he does not just know a lot, but he thinks well, analyzes the information he receives and makes meaningful conclusions for further decision-making. This is extremely important to take into account in a situation when disciplines of the humanitarian cycle are neglected in modern education, though it is through these disciplines that the inner world of man is formed.

The totality of unspiritual intellectuals is perhaps the most tragic in the history of the mankind change of the goals of development for its means. In fact, only spiritual development of a person can lead to reconsideration of the consumer society values and understanding that the highest values cannot be measured by the material dimension. From these positions, the basic elements of culture rather than the foundations of science, should be the core of a new educational paradigm that is the culture of thinking, philological, philosophical, psychological, physical, moral and aesthetic culture.

We cannot begin training total dilettanti who will not know any of the scientific areas seriously. Only feelings will be able to form not just a "naked", but a spiritualized intellect, since only in this case knowledge becomes a factor of not declarative, but essential progress [11, p. 143]. The idea of the moral intellect that combines moral reason and reasonable emotion, the ability to neglect the simplicity of solutions in the name of the complexity of human problems, can also be regarded as a principle of spirituality consonant with our time.

The complexity of a full and comprehensive human education is, first of all, the mastery of language as a means of communication. And there are many such languages: the language of mathematics, music, gestures, poetry, and plastique. And each of them is a "window into the human brain". N. Chomsky believes that the language for us is a specially arranged service tool and it is responsible not only for communication. The American scientist believes that language was not at all formed as a means of communication, but for thinking, for organizing the world. At all our inputs - skin, hearing, smell, sight, signals come from the outside world. Language helps in such a situation to overcome chaos, because categories, like the most common concepts, save our memory [4].

A new generation of people in a globalized world, the so-called "Google generation", easily extracts information from networks by tapping one finger on the computer's keyboard. Google information does not have a serious existential value, because scientific sources are often not reliable. The easily extracted information does not promote the improvement of memory, critical and analytical abilities, the development of the brain in general. In such a situation, the human brain does not need to build complex devices of the neural network. A fear of the future is formed, which entails overloading of the subconscious and contributes to various mental disorders. The test system in training has not also proved itself the best way, since this form is suitable only for solving formal tasks, and in reality a person has to make serious and responsible decisions. Man is considered the highest species on the Earth

precisely because he knows how to think well, to perceive beauty, to create art and understand it, to engage in scientific research, to master the history of different peoples, to communicate with the world, etc.

We believe that, despite such powerful advances in the natural sciences, which have significantly outstripped the humanitarian sciences, we have entered a stage when just humanitarian education and upbringing is almost the most important of everything else. Here we can quote the words of the world-famous anthropologist Claude Levi-Strauss: "Either the twenty-first century will be the century of the humanities, or there will be no twenty-first century at all!" [5, p. 114].

The culture of a mosaic type that is inherent in the Information society, contributes to the loss of a person's centrality. The rapidity of contacts in time leads to companding of physical and cultural space. The networks are dominated by "trolling" (a form of social provocation and humiliation in networks) and "fake content" (content with false information). Therefore, it is first of all necessary for a person to learn to filter negative contents in order to observe the ecology of the information space and to keep his psyche from overloading garbage information. So, S. Druzhilov in his studies compares social consequences of information pollution with the negative consequences of chemical, physical and other pollution of the human environment. [6]. Being the most valuable commodity in the Information society, information becomes a tool for manipulating people's consciousness and develops into strategic weapon of the consumer race, illusion of the poor and a temptation for the weak.

Previously, studies of American scientists have shown that possessing too much information can lead to the so-called "analysis paralysis," a state in which a person is unable to make a decision [9]. These studies can be a confirmation of the need to intelligently match the number of humanitarian disciplines with the precise ones for each stage of human training.

In the contemporary world particularly relevant is the process of merging various areas of scientific knowledge. For a person a need arose to "constantly develop scientific knowledge for the purpose of self-realization of the individual through mastering new specialties that are based on the use of modern technologies, as well as conscious acceptance or, conversely, non-acceptance of new cultural phenomena, which enter the life of society through modern information and communication systems" [7, p. 17]. Therefore, along with threats, the Information age has a lot of opportunities for the development and self-development of man in the XXI century. While simple mechanical work is increasingly done by automated systems a person needs knowledge in several spheres simultaneously - a universally developed comprehensive specialist is required, and that means a serious fundamental education in schools and universities. But in a new type of civilization, where the volume of information is catastrophically great a person increasingly relies not on memory but on external media, able to quickly, without stopping process large blocks of information. This seriously affects the functioning of the brain. Moreover, today people lose interest in reading. How will the human intellect change over time? How

will we read books and will we be able to perceive serious knowledge? It turns out that the process of adapting education to the Information society generates more questions than answers. From the position of philosophers, this is a very promising situation for the development of society, but the questions should be put correctly, so that there is a motive, a way, and means in these questions. So far, we see an absolutely opposite picture.

In the "Law on Education of Ukraine" [8], anthropocentrism and humanism are proclaimed the basic principles of activity in education, but it is told nothing of the values upon which the new Ukrainian school will be based. Further, among the foundations of state policy, "integration with the labor market" is declared. The question arises: how is this possible if the labor market in Ukraine is uncontrollable and shadow? And there are a lot of such declarative positions in the new education law. It completely ignores the opportunities and demands of modern Ukrainian society. It is not taken into account that the commercialization of education contributes to the pernicious donorship of applicants in favor of European universities with free education or fees which is much lower than in Ukrainian universities. For example, some lands in Germany in 2017 refused paid education. Poland, Romania and the Czech Republic constantly send representatives to Ukrainian schools, lyceums and colleges that are encouraging young people to learn there. In Chernivtsi, Uzhhorod and Zhytomyr regions there are opened schools, teaching in Hungarian, Romanian and Polish languages with the prospect that children will choose European universities.

A specificity of education in the EU countries is that the entire pedagogical system, the higher school, in particular, is aimed at the training of "man-function", and Western European universities inviting applicants do not reveal this aspect, but try to pass it over in silence. Europe's education managers cover "demographic pits" in their countries and provide jobs in the education sector.

The youth of Ukraine have to decide for themselves - who are they in the Information society? If they model themselves as the intellectual elite of a society, they should be disgusted by the fact that they use only superficial information, lowering their rank. Therefore, if we are talking about the fact that they place themselves high in the world, they should behave accordingly, intellectually, in particular. Man's serious inner world is formed with the help of the humanities, when a person reads a lot of complex and serious literature, plunges into history, philosophy, he is able to reflect, analyze, draw conclusions and take responsibility for his choice. It all depends on how much they want this.

Obviously, the Ministry of Education will conduct education reform autonomously, regardless of other sectoral reforms. The failure of the top management of the national education to predict, communicate and be competitive in the budget sphere is demonstrated. The implementation of such a law leads only to one: the reduction of jobs for the majority of pedagogical and scientific-pedagogical personnel, the growth of many bureaucratic centers for determining the quality of education, and so on. Education is becoming more and more like business, covered by a declarative applica-

tion for the formation of substantive and meta-subject competencies with distance education technologies.

In the Information society, a person will feel fulfilled only if he is aware of the society's laws of existence, when he has got the skills of systemic and critical thinking, but does not just translate and replicate it. The goal of education in the Information society is to educate man-personality, so that a person can raise complex questions of the higher level - philosophical, psychological etc. Then ecology of man's spirit and soul will be respected and preserved.

Conclusions

The exceptional role of education ensures the status of a state in the world market, as well as the democratization of society and the balanced development in the era of social changes.

The state of domestic education and the trends of the dynamic society require today modern system-organizing approaches to the development of the educational environment.

The process of adaptation of the Ukrainian educational space to the Information society has revealed many problems that require an integrated approach to their solution, and this may become the topic of a multitude of scientific studies and in ideal with the state financial support of Ukraine. There are **we** who are to reform our country and to live in it.

The success of educational reforms directly depends on the economic and political situation in the state. The rapidly adopted "Law on Education" gives reason to doubt the adequacy of these reforms to the state of Ukrainian society. Corruption, commercialization of education, incompetence and irresponsibility of senior executives may lead to a prolonged process of reforms or even plunge education into the abyss of ruin.

The main task of human education in the context of the mosaic culture of the Information society in the XXI century is to enlighten the information space and to harmonize it with other dimensions of human existence. This is a very complex and long-run process associated with the work of human spirit to expand man's consciousness, to preserve his dignity and universal values.

A new dimension of human existence is created not just by the desire for cognition and creativity, but by the will to love, freedom and understanding of the Other - that is, the desire for humanistic innovation, where man can be exclusively a goal, but not a means of civilization development. The democratic and humanistic consolidation of the Ukrainian society implies tolerance to the position of the Other defending its position not through hidden or obvious manipulations, but in public dialogues where the opponent's dignity and his right to an ideological position and truth are respected.

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Н.М. Сухова, Л.В. Кадникова

АДАПТАЦІЯ ОСВІТНЬОГО ПРОСТОРУ УКРАЇНИ ДО УМОВ ІНФОРМАЦІЙНОГО СУСПІЛЬСТВА

Стаття присвячена проблемам адаптації українського освітнього простору до умов інформаційного суспільства європейського типу. Авторами розглядається вплив негативних явищ українського суспільства на процеси реформування середньої та вищої освіти.

Ключові слова: адаптація, інформаційне суспільство, освітній простір, гідність, людина-особистість, людина-функція.

Н.Н. Сухова, Л.В. Кадникова

АДАПТАЦИЯ ОБРАЗОВАТЕЛЬНОГО ПРОСТРАНСТВА УКРАИНЫ К УСЛОВИЯМ ИНФОРМАЦИОННОГО ОБЩЕСТВА

Статья посвящена проблемам адаптации украинского образовательного пространства к условиям информационного общества европейского типа. Авторами рассматривается влияние негативных явлений украинского общества на процессы реформирования среднего и высшего образования.

Ключевые слова: адаптация, информационное общество, образовательное пространство, достоинство, человек-личность, человек-функция.

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Н.А. Ченбай

ОСОБЛИВОСТІ ПРОЦЕСУ ФОРМУВАННЯ ІНФОРМАЦІЙНОЇ КУЛЬТУРИ ОСОБИСТОСТІ В СУСПІЛЬСТВІ

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Анотація. У статті досліджуються найзагальніші філософські проблеми формування інформаційної культури особистості в суспільстві знань; наголошено на тому, що життя сучасної людини повною мірою залежить від новітніх технологій та показано, що інформаційна техніка має подвійний вплив на особистість і суспільство загалом.

Ключові слова: інформаційна культура, інформаційне суспільство, суспільство знань, особистість, інформаційні технології.

Вступ

Сучасний етап розвитку цивілізації вирізняється тим, що своєчасно отримана і використана необхідна інформація стає головною умовою нормального функціонування і розвитку всіх сфер буття людини. В усі часи інформація впливала на формування особистості, її світогляд, загальну культуру, на формування різних суспільних зв'язків. Та в інформаційному суспільстві – суспільстві знань, яке визначається динамічністю розвитку, інформація почала безпосередньо впливати на якість нашого життя. Відбувається різке збільшення інформаційних потоків, а поява нових технічних засобів не тільки забезпечила швидке розповсюдження інформації в суспільстві, а і його життєдіяльність. Перехід до знаннєвої економіки й технонауки означає, за словами М. Онопрієнка, «орієнтацію на нового адресата інноваційної продукції: якщо в індустріальну епоху таким адресатом було суспільство загалом у масово-позбавленому індивідуальності образі, то адресатом технонауки стає людина, точніше, маса споживачів, на інтереси яких і орієнтується нова економіка» [1, с. 66]. XXI століття називають століттям освіти, культури, інформатизації, в якому особливого значення набуває всебічний розвиток особистості. І тому серед головних чинників розвитку суспільства нового типу дослідники виділяють такі: широке

усвідомлення ролі знання як умови успіху у будь-якій сфері діяльності, наявність (у соціальних суб'єктів різного рівня) постійної потреби в нових знаннях, необхідних для вирішення нових завдань і створення нових видів продукції та послуг; ефектне функціонування систем виробництва і передачі знань; взаємне стимулювання пропозиції знань та попиту на знання [Там само, с. 64]. У таких умовах доля кожної людини багато в чому залежить від її інформаційної культури.

Важливість формування інформаційної культури особистості, яка є складовою її загальної культури, цілком усвідомлена, оскільки в умовах інформатизації перед кожним із нас відкриваються небачені досі перспективи ефективного використання інформаційних ресурсів, які накопичило людство протягом своєї історії.

Аналіз досліджень і публікацій

Формування інформаційної культури особистості в суспільстві знань є міждисциплінарною проблемою, про що свідчить інтерес до її дослідження представників різних галузей знання: фахівців з інформатики, педагогів, культурологів, соціологів, філософів тощо, які висвітлюють різні аспекти означеної проблеми. В різні роки увага фахівців була прикута до проблем становлення інформаційного суспільства (суспільства знань), зв'язків суспільства