

Education Strategies in The Information Society.

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Abstract

The progress of modern society is directly related to the formation and improvement of information and multimedia technologies and their success in the social transformation of society. Russian education plays a special role in the innovative scenario of the country's development. Education is viewed as one of the results of the innovative practices and as a necessary condition for systemic changes in all spheres of our life. Right now, the well-being of all future generations depends on how up-to-date and intellectual general education will be.

What should current higher education be like in order to ensure the solution of the tasks it faces? How should it fit into the general system of education and self-realization of Russian citizens? In this study, we highlight the method of management as a specific feature characterizing the awareness of social processes for the modern information society. For the states, that have entered the information civilization, the problems of managing educational, economic and political processes are being solved at a qualitatively new level. The purpose of our work is to consider the specifics of the educational strategy development in the information society and to determine the main directions leading to further modernization of this activity.

Key Words: Education Strategies, Information Society, Higher Education, New Educational Approaches, Informatization, Philosophy of Education.

Introduction

The formation and development of the information society is a natural and objective process, conditioned by the entire previous course of the development of civilization. The modern development of society is directly related to the formation and development of information and multimedia technologies, the success of which in transforming the social development of society is beyond doubt. Over the last quarter of the XX and the current period of the XXI century, information and multimedia technologies have become not just a familiar feature of our daily activities. They largely determine the development of the economy, politics, and everyday life.

On the one hand, the information revolution largely determines the level of development of human knowledge, ways of obtaining, fixing and transmitting it. On the other hand, all scientific activity, and not only technical, is significantly influenced by the concepts and paradigms of information disciplines. And at the same time, Russian society, despite all the upheavals and reforms of the past two decades, is still characterized by a rather low social mobility. There is a rapid process of the formation of civil society, the search for mechanisms to harmonize the interests of the majority of its members, the harmonization of public interests on the basis of law, separation of powers, assertion of individual rights and civil responsibility [1].

Methods

There is no unambiguous approach in considering the essence and structure of the modern society. In our opinion, one of the most comprehensive and relatively new visions of them is the analysis of Gotthard Bechmann. The German scientist studies modern society as a transitional stage from a society of risk and information to a society of knowledge, the sustainable development of which is determined by new forms of knowledge production. Despite the rather extensive and detailed development of the problems of the information society, there are questions that still need theoretical comprehension. In doing so, we have faced primarily with terminological chaos.

There are very different versions of how the post-industrial and informational societies relate, as well as in assessing the independence of these societies in relation to traditional socio-economic structures [2]. In this regard, it is necessary to resolve two issues:

1. Are postindustrial and informational societies synonymous, or are they independent from each other?
2. Are post-industrial and informational societies a new stage in the development of the social system, or do they continue the development of the capitalist type, obeying its fundamental laws?

We have the opportunity to assert that the terms "post-industrial society" and "information society" can be interpreted within the framework of the theory of socio-economic formations. But, understanding a social formation as a community of people, which arises under the influence of the historical development of civilization and is determined by socio-economic relations, we, nevertheless, do not have the opportunity to speak about an unambiguous interpretation of this term. In Marxist theory, the number of socio-economic formations is limited to five: primitive communal, slave-owning, feudal, capitalist and communist. In Western social philosophy, the division of society into traditional, industrial and

post-industrial ones is more common. These terms can be quite adequately conveyed as a formation, especially since in the early works of K. Marx there is a division of society into three historical stages: a society based on the personal dependence of people (ie, pre-capitalist); a society based on the material dependence of people; and a society that exists through dependencies formed by the individual development of people [3].

Results And Discussion

There are two main points of view on the relationship between the terms "postindustrial" and "informational" society. From the point of view of some scientists, these terms are synonymous and can be equally substituted. So, for example, there is a point of view according to which the convergence of two ideologies that appeared almost simultaneously began in the 70s - the information society and post-industrialism [4]. According to this position, human civilization after the agrarian and industrial stage of development enters a new - informational one.

It seems to us that at the modern level of awareness of social processes for the information society, the method of management can be distinguished as a specific feature. For states that have entered the information civilization, the problems of managing social, economic and political processes are being solved at a qualitatively new level. This level is characterized by the fact that many routine operations associated with the accumulation, transmission and storage of information are entrusted to the "shoulders" of machines, and as a result, the quantitative administrative apparatus is significantly reduced and becomes more mobile. Such a qualitative leap allows information countries to maintain at a fairly high level of labor productivity, employment of the population, a high level of both gross national product and per capita product. There are also some other aspects of informatization (primarily military) [5]. Advancement to the informational type of government and society management is an urgent requirement of the era. But at the same time, alongside information communities, industrial-type societies continue to exist, in which management is a production task that obeys a number of laws, one of which dictates the disproportionality of the efforts made (in this case, the number of officials) to the achieved result.

In many respects, the social progress of Russia is noticeable and, in particular, its transition to the post-industrial state of society [6]. So, we can say with a high degree of confidence that a service society has developed in our country in recent years. Most of the working-age population is employed not in production, but in the so-called tertiary and quaternary sectors of the economy (services and communications). The growth in the welfare of the state and citizens leads to the widespread dissemination of information technologies, which speaks of the country's progress towards an information society. At the same time, the work of government officials in Russia does not meet the requirements of modern society in this respect and in no way differs from industrial-type states that are governed by a bureaucratized structure. In this regard, neither at the moment, nor in the foreseeable future, without overcoming this contradiction, Russia will not be able to claim to be called a post-industrial or information power.

Thus, in the course of studying the futurological premises of the theory of postindustrial and information society, we come to the following conclusions. In the XX century, there was an understanding that scientific and technological progress should lead to irreversible social consequences [7]. In the middle of the 20th century, two main trends in social futurology were formed, understood in the framework of this study as techno-optimism and technopessimism.

The supporters of the first point of view proceed from the methodological premise that the rapid pace of technological progress automatically leads to the resolution of the main social crises characteristic of capitalist society. Technopessimists believe that the development of science and technology not only does not remove social contradictions, but in some cases aggravates them. The most productive theories of an optimistic nature have become theories of postindustrial and informational societies. In modern social analysis, there are several options for considering relationships and filling these terms. Within the framework of this study, we proceed from the understanding of the post-industrial society as a formation replacing the traditional (agrarian) and industrial societies, which exist through dependencies formed by the individual development of people [8].

The information society as a social reality is formed under the influence of a number of factors. At the same time, the technical component of ongoing events often comes to the fore. It seems obvious that this approach is clearly limited. The information society is the product of a combination of at least three components.

Firstly, from antiquity to modern times, attempts to create a scientific theory of social structure do not stop. Various concepts of building an ideal society are reflected in the real activities of people as political, economic, social programs implemented in the course of the development of human society. Thus, the theory of the information society we are considering appears in the works of E. Toffler and J. Masuda as a descriptive concept, but in the future it changes significantly. It interacts with theories of the construction of human society and acquires the features of a scientific construction. Secondly, starting from the epoch of modern times, the idea of the necessity and possibility of creating a unified scientific method has been formulated. The most productive and extensive attempts to implement this idea are the concepts of thinkers of the late 19th - first half of the 20th centuries, including those belonging to the so-called analytical trend. These are works on the creation of unified systems of individual branches of scientific knowledge [9]. In particular, G. Frege's construction of the calculus of concepts, which is the universal language of science; construction of formalized systems of mathematics (arithmetic, set theory, etc.)

One of the results of these attempts to implement the idea of G.V. Leibniz on the "universal characteristic" in the projection onto private branches of science (apparently, incidental) was the emergence of such a mathematical branch as mathematical logic, within which A. Church, A. Turing and a number of other researchers formulated a strict definition of the algorithm. Thirdly, in the first half of the 20th century, the foundations were laid for the technical implementation of the idea of creating a unified language and algorithmization of the process of obtaining and processing information [10]. The basic principles of machine information processing were laid down by J. Von Neumann. In connection with the information mentioned above, it seems necessary to highlight those aspects of the formation of the information society that link theoretical research with social reality.

In the innovative scenario of the country's development, the system of Russian education is assigned a special role. Education is viewed as one of the results of innovative development and as a necessary condition for systemic changes in all spheres of the state's life. Right now, the well-being of all future generations depends on how modern and intellectual we manage to make general education.

What the general education should be like at the present stage in order to ensure the solution of the tasks facing it? How should it fit into the general system of education and self-realization of Russian citizens?

The main goal of the strategy is to increase the availability of quality education that meets the requirements of innovative economic development, the modern needs of society and every citizen.

Summary

Compliance with the requirements of innovative development and the modern needs of society and every citizen presupposes:

1. Determination of the requirements of innovative development for education;
2. Determination of the needs of society and every citizen in the field of education;
3. Establishment of the necessary or acceptable compliance of education with these requirements.

To achieve the strategic goal, it is necessary to solve four main tasks:

- Ensuring the innovative character of basic education;
- Modernization of educational institutions as instruments of social development;
- Creation of a modern system of continuous education;
- Formation of a system for assessing the quality and relevance of educational services with the participation of consumers, participation in international comparative studies.

To consider the problems of philosophy of education, let us perform the division of ontological problems in the first approximation according to the existing approaches to the definition of ontology as a philosophical field of knowledge.

L.Yu. Nikolaeva divides the definition of ontology into three groups.

- 1) metaphysical approach - attention is fixed on the general basis of what exists;
- 2) phenomenological - an emphasis is placed on the human attitude to being and on the person himself as an object of being;
- 3) the approach of natural philosophy - ontology is understood as the doctrine of any existence.

In accordance with this distribution of definitions of ontology, it is possible to identify three groups of the presence of ontological problems in the philosophy of education.

Natural Philosophy Approach: Basic Ontological Models.

Within the framework of the natural-philosophical approach to ontology, which understands it as a doctrine of any existence, one can continue to divide the ontological problematic into three groups:

1. a dispute about the nature of the world, about matter between 3 groups of views (main ontological models) - monism and pluralism, materialism and idealism, atheism and theism (creationist versions of ontology);
2. the problem of the structure of the world, that is, the dispute between substantialism and anti-substantialist models in philosophy (eventism and energetism) about whether the components of the world are in the nature of things (substances), events or processes);
3. the problem of the structure of changes that occur in the world, that is, the dispute between dialectics and mechanism, determinism and indeterminism, and philosophical models

of development such as creationism, the theory of emanation, preformism, emergentism, evolutionism.

Conclusion

The philosophy of education examines the dependence of educational practices on the choice of one or another ontological model, for example, it shows the difference in educational approaches that are based on idealism, realism, pragmatism and existentialism.

Phenomenological approach: the meaning of life as an ontological problem.

The phenomenological approach focuses on the human relationship to being and on the person himself as an object of being. Philosophy has always sought to streamline human states and meanings, helping a person to achieve the fullness of being. Therefore everything in it is organized around the formulation of the leading question of ontology as a question of the meaning of being in general.

Through philosophy, the ideal of a whole conscious life, collected at one point, is expressed, of everything that is relevant to us.

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