



## **SOCIAL AND PHILOSOPHICAL ANALYSIS OF THE DEVELOPMENT OF EDUCATION IN THE INFORMATION SOCIETY**

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***Abstract.*** *The article analyzes the socio-philosophical understanding of the development of education in the information society.*

***Keywords:*** *Development, education, information society, analysis, structure.*

The concept of the information society offers a new socio-philosophical view of the development of social life. It reflects a certain historical stage (stage) in the economic, political, cultural, aesthetic, moral and ethical development of mankind. And although any division of history into stages, stages, periods, epochs is very arbitrary, there is a certain meaning in such an approach, reflecting the ongoing changes in social relations and connections, in the way and way of thinking of people, as well as in their behavior.

In this case, we are talking about filling the public consciousness with new universal values - such as social justice, individual freedom, political pluralism and worldview tolerance. This new phenomenon reflects an objective trend in the evolutionary development of mankind, associated with the formation of new needs, a different way of life for people. Informatization of society is aimed at creating optimal conditions for meeting information needs and exercising the rights of citizens, government bodies, public organizations based on the formation and use of information resources.

Considering the philosophical concept of the information society as a reflection in the public consciousness of the complex, contradictory coexistence of a particular person with state structures, scientists and philosophers comprehend the role and significance of general information flows, which include a person as part of nature and as the most important element of the universe (Space). Only in the information society, the determining factor in successful self-development is the receipt and competent use of all forms and types of information. In this regard, the conclusion that "culture and education, tourism and healthcare, transport and trade – all infrastructure sectors will be based on the achievements of the information revolution and use infocommunication tools and services in their areas of activity" is absolutely fair.

The concept of "information society" was proposed in the early 70s of the last century by Yu. Hayashi, a professor at the Tokyo University of Technology. The scientist had in mind a society in which the majority of workers are engaged in the production, storage, processing and sale of information, in particular its highest form - knowledge. Philosophically evaluating the information concept of modern social development, its numerous supporters, such as Z. Brzezinski, A. Touraine, O. Toffler and others, associate qualitative social and spiritual changes with the emergence of a new (information) sector in the economy, science, culture, medicine, politics. "In the coming century," says the well-known Western sociologist and philosopher D. Bell, "the establishment of a new social order based on telecommunications is of decisive importance for economic and social life, for the methods of producing knowledge, as well as for the nature of human labor activity itself." And another Western thinker T. Stoner believes that



"in a post-industrial society, national information resources are its main economic value, its biggest potential source of wealth."

The genesis of the information society is objectively conditioned by global causes of scientific-technical and scientific-technological properties, and hence the functional crisis in the evolution of mankind that has arisen as a result of profound changes in the creative activity of people. The transition to the information society of fundamental and applied knowledge implies a different principle in the development of sciences, the creation of a new system of education and upbringing. In this regard, it is worth noting that some modern sciences, as well as educational programs and educational systems, exacerbate the social crisis, because they replace the high ideals of human life with ideas of extracting the greatest benefit.

The global informatization of society creates a qualitatively new specific shell of the mental activity of the individual. But, unfortunately, a large amount of incoming information makes human thinking a kind of obedient tool, because information technologies pre-set a program for expressing thoughts, memorizing certain data, that is, a program for obtaining knowledge. The culture of thinking of a modern person to a large extent depends on the degree and quality of awareness of the individual. With a high level of the latter, the style and nature of the individual's thinking will not be connected by "computer logic".

Education as the most important element of the socialization of the individual today is being increasingly reformed under the influence of structural changes in society, occurring under the influence of new information technologies. The whole paradigm of education is changing, which is now based on the principles of *accessibility, openness* and *continuity* .

The need to use these principles is determined, first of all, by changes in the aging of information, which today range from three to five years. So, for example, the constant change in the power of computers entails the creation and introduction of new, more advanced technologies. Thus, the knowledge acquired at the same time within the framework of the old traditional education becomes obsolete very quickly. Therefore, it is necessary to constantly update the knowledge of specialists in their professional field, i.e. *additional vocational training* (CVE) should be provided . This type of training and education is gradually beginning to take a leading position in the information society. About 70% of employees are covered by the CVE system in the USA, 60% in Europe, 80% in Japan, and 22% in Russia, which is clearly not enough to maintain the knowledge of specialists at a modern level.

In addition, distance education itself significantly expands the possibilities and range of educational services provided to students through the use of a flexible continuous education system, flexible schedules for conducting classes in synchronous and asynchronous modes. The main feature of flexible learning modes is that they do not so strictly regulate the time and space framework for conducting classes and communication between teachers and students. It is no coincidence that in American business circles the motto is so tenacious: "To exist means to change, to exist for a long time means to change often."

Obviously, the implementation of the above principles today is possible only if traditional learning is supplemented by distance learning based on modern virtual communications. Various distance learning systems (case, network, telecommunications and their variants) have been developed and are successfully used . Today, there are already hundreds of millions of people in the world who receive education and improve their skills using distance technologies.



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