

# Digitization Of Education As A Key Characteristic Of Modernity

Vasyl Khryk<sup>†</sup>, Stanislav Ponomarenko<sup>††</sup>, Antonina Verhun<sup>†††</sup>, Oksana Morhulets<sup>††††</sup>,  
Tetiana Nikonenko<sup>†††††</sup>, Liudmyla Koval<sup>†††††</sup>

<sup>†</sup> Department of Forestry, Bila Tserkva National Agrarian University, Ukraine

<sup>††</sup> Postgraduate student of the department of pedagogy and educational management, Pavlo Tychyna Uman State Pedagogical University, Ukraine

<sup>†††</sup> Dean of the Faculty of Cultural and Creative Industries, Kyiv National University of Technologies and Design, Ukraine

<sup>††††</sup> Department of Tourism, Hotel and Restaurant Business, Kyiv National University of Technologies and Design, Ukraine

<sup>†††††</sup> Department of Primary Education, Berdyansk State Pedagogical University, Ukraine

## Summary

The article identifies the features of the digital culture of modern society in the dynamics of its impact on the education sector, identifies the main directions of digitalization education, an objective analysis is presented, the possibilities of examination as a scientific assessment are determined "Digital reforms" of education, the role of traditional values of educational culture in expertise and improvement digital innovations in the education system, identified the main contradictions in the development of digital culture, to determine the directions of its improvement.

### Key words:

*communication technologies, professional competence, higher education, teaching technology*

## 1. Introduction

In the process of reforming education, modern technologies are acquiring a large role, the introduction of which contributes to the modernization and development of the educational sphere, as well as to improving the quality of training of future specialists and bringing education to science. At the same time, such technologies, in many ways, require revision existing approaches to educational activities, as well as analysis of their impact on culture and society. In this regard, the study of the issues of technologization of the educational process and its consequences for culture seems to be a very relevant area of scientific research.

Today, digitalization stands out as a new direction in the development of education. It covers all spheres of culture, making changes in work processes, interpersonal communication, pastime of people, changing their views and way of life. The the process, being global, requires careful scientific study.

Humanity has always sought to improve the process socialization of the younger generation. As a result of this aspiration, an education system arose, which is the most important link in the formation of a personality, the formation of its civic and professional qualities. Taking on

themselves such an important mission, education has become an object of constant experimentation and innovation. It is quite natural that with the development of society, certain aspects of its life, the requirements for the education system also change. Just as not to stop the development of culture, not to stop changes in expectations from the activities of educational institutions, attempts to modernize this area. It is worth noting that often political modernization projects do not rely on a scientific study of the essence proposed innovations, their consequences for culture. In this regard, it seems relevant to address the problem of "digital" education reforms. The reforms are very contradictory and requiring deep scientific substantiation.

The active spread of digital culture undoubtedly has an ever-increasing impact on processes in all areas of human life. The nature of this impact is highly controversial.

On the one hand, the development of digital technologies is assessed as a progressive step towards an open, global society based on common goals and values. On the other hand, there is criticism of digitalization processes, leading to manipulation of consciousness, the loss of a person of his own "I", a crisis of identity.

The introduction of technologies in various spheres of society is always accompanied by changes, since the new and the old (traditional) collide. Thus, innovation should be seen as a process of "creative destruction" and, at the same time, creation. In this regard, technological advances and developments inevitably entail different kind of conflicts and problems.

The purpose of the article is to identify directions development of digital culture based on the analysis and assessment of its interaction with the values of education.

The research is based on theoretical principles foreign scientists in the field of philosophy of culture and philosophical anthropology, social philosophy, philosophy and sociology of education.

The work uses a systemic and dialectical approach. They are determined by the goal and objectives of the philosophical and cultural approach to research problems of digitalization of education in the context of the development of modern society and the widespread introduction of new information and communication technologies. Applying the method of ascending from the abstract to the concrete is carried out in a conceptually grounded use of models of technocratic society in the formation of specific forms of educational practices and ambiguous human qualities in their development, arising under the influence of innovative forms of organization and implementation of educational reforms.

## 2. Theoretical Consideration

Basically, digitalization, first of all, presupposes transformation of significant information into digital form to ensure its effective use in various areas of human activity and the formation of new communication and cognitive capabilities.

Expanding these possibilities, digitalization itself is already creating new human habitats - digital, technological, different from reality, but claiming to be a more perfect replacement.

The unfolding digitalization forms a new type of culture of modern society - digital culture. It is important to note that this is one of the variety of existing types of culture and, being a temporary phenomenon, i.e. caused by the changing conditions of the era, he must show his positive potential in finding unity with the integral system of national culture, realizing its basic values and enriching it with its capabilities.

By creating a digital space for your life, a person has become the bearer of his inherent properties, which are embodied in the way of thinking, acting, the physical and psychological state of people. Social manifestations of human immersion in the digital world are becoming the main sources of understanding the nature of the emerging digital culture.

Analysis of social manifestations of digital culture allowed formulate its following characteristics: technological power, attracting the speed of receiving and transmitting information, simplifying the forms of social and personal life of a person; human programmability behavior, its dependence on digital codes; formalization and fragmentation of communication processes, weakening of their ethical content, a person's isolation in the problem of personal comfort; predominance clip thinking, visual perception of the world; technologism, penetrating into the sphere of human relations, a deepening break with the traditions of humanitarian culture; the emergence of a special language of communication.

Meanwhile, the integrity of the culture is given by the system of values, which, as defined in the study, is absent

at the present stage of development of digital culture [4-7]. Digital modernization of education in wears "Inorganic" character, which is determined by the absence of a clearly formed social need, social demand for digital changes in the educational environment. Modernization of this type stimulates the state, a set of generally binding legal and other regulatory acts emanating from specialized administrative structures and, often, not finding understanding in wide layers of subjects of educational activity.

Thus, the digitalization policy is not systemic, not united by a common value-semantic principle. The contradictory nature of the digitalization policy in education is determined by the attempt to combine progressive tasks and ineffective bureaucratic means of resolving them. The nature of the unfolding digitalization raises the question of large-scale transformations in the activities of the entire education system, united by a common value-semantic basis.

In comprehending the nature of the digitalization of education, the level of demand for scientific, primarily humanitarian, analysis is increasing. The emergence of new technical capabilities does not determine the readiness of the subjects of the educational process by them rationally dispose of. Today, the lack of a value-oriented component of the process of digital modernization of education is becoming more and more obvious. Determination of the ratio of digital educational reforms with the values of educational culture [2-4].

Disclosure of the risks of digitalization is a task, first of all, of humanitarian knowledge. By activating all your the humanistic potential accumulated over the centuries, it is able to oppose the superficial, pragmatic knowledge to the deep meanings of national culture and all human existence. Putting digital under the control of the humanities, including digital practices in the context of the national culture, a person will prolong his existence as a rational being and responsible for this world.

This is that we are not talking about denying the positive role of technology in social development. This is undoubtedly an achievement of culture, which in its further development is capable of ensuring cultural progress. But to man and technology "walked in the same direction" it is necessary for them to acquire a purposeful connection based on an understanding of the essence of one and the other.

The work identifies the potential of the social sciences and humanities in the study of digital reality. Their ability to solve fundamental ideological, ethical problems associated with the interaction of modern technologies and national culture is substantiated.

The dissertation candidate clarifies the teacher's mission, which turned out to be "blurred" under the pressure of technologization of the educational process. It is argued that a teacher, as an expert, is not a simple

translator of knowledge that can be replaced with audio-video materials, but a necessary link for becoming human in man. He selects material, interpretations, meaning. He must be prepared for this. In this regard, the question arises of improving the system of professional training of teachers and teachers, shaping their respective abilities. The necessity of changes in the structure and content of pedagogical education, the emergence of special courses focused on the idea is substantiated the expert role of the teacher in the modern educational environment.

Paying attention to the fact that it is especially important to preserve the traditional focus of our education on the formation of a person of culture, akin to its values and ideals [8].

In this part of the dissertation, the idea is defended that new in education can be included in the educational culture of the country if it corresponds to a certain system of values. If values are not defined, there are no guidelines for the selection of what is significant for a person, the development of culture and its new forms slows down. The elements of digital culture, which originated in the education system, by themselves, without unifying values, cannot acquire the form of a holistic culture.

In this regard, the axiological approach is of particular importance for the study. According to him, the choice of values is the starting point of the conceptualization of culture, new phenomena arising in it.

The most stable, basic values of national culture are concentrated in education and, first of all, around the interests of a person, as well as culture itself, as an environment for his existence. Thus, the values of education can be considered as a basis for conducting humanitarian expertise of the introduced technological innovations.

Undoubtedly, modern technical means, the role of which in human life is increasing, and the consequences of this remain unknown.

Note that there are many problems, as in implementation of the policy of digitalization itself, and in the consequences of its expansion in the life of modern society and its institutions of socialization. Having established itself in the field of education, "technologism" has changed the very nature of the educational process, giving it the form of production, aimed at the "production" of human capital. In it, the student is represented a certain detail that must be perfected by the teacher and, upon completion of training, take a place in the general mechanism of social relations. With this approach, the very essence of the educational process, its values and ideals change.

The technologization of modern life in general and education in particular leads to a split between feelings and thinking, reason and experiences, an ever-increasing pragmatism of people. Technological innovations are able to lower the threshold of receptivity and sensitivity to

another person and, as a result, form the spiritual emptiness of people.

The deepening of these problems is associated with the development of mass culture based on the technical means of its production and broadcast. This type of modern culture has also modified a person, turning him into a "mass", focused not so much on other people as on technical means and improvements in their lives. Popular culture forms a person's dependence on technology and "technological optimism" as a way attitude to the world in which a person is less effective in comparison with technical means in solving the widest range of problems. Passion for technology leads to the technologization of social values. Man and all human give way place for technology and everything that determines its functioning. Values are depersonalized, their rootedness in culture, in the experience of ancestors, in existing social practices is lost.

At the same time, the study determined that modern society is not only attracted by digital technologies, but also frightened by them.

The emerging dependence of a person on digital technologies is frightening with the loss of freedom and personal independence [1-3, 9].

Digital culture forms new socio-cultural meanings and values. The development of communication of a virtual type is found in it, where flows of fragmentary information destroy traditional forms of personal identification. So, in the context of global technologization of its.

In life, a person found himself in a position of external comfort due to the advantages of digital technologies, and internal discomfort associated with the growth of problems of self-identification in a rapidly changing cultural context [10].

Losing cultural meanings, a person loses himself and, often, begins to focus on technologies that carry information with its interpretation already prepared by someone. Thus, cultural rootedness is replaced by extra-cultural marginality.

The era of the Internet is a challenge to the history of mankind, to the institutions of the formation of a common identity and collective memory. Cultural marginality is fueled by the increasing pace of human alienation from one another. Mosaic, fragmentation is growing society. There is less and less in common between people.

Being technologized, domestic education pushes the student to the already created array of information. By accepting it uncritically, the subject acquires an imaginary, imposed identity, not rooted in his actual interests and needs. This leads to one-dimensional thinking and behavior. At the same time, it is noted that a given measure is established from the outside, it is often a derivative of a different culture and historical tradition, and can also act as a form of manipulation of public

consciousness.

Particular attention in this section of the dissertation is paid to the problem of patriotism, the preservation of its status as the greatest spiritual value of culture, the basis of moral education of citizens. Patriotism is an element in an integral national culture and is influenced by other elements, reflecting the nature of their changes and, in turn, influencing them [11-13].

Technical re-equipment of education is considered as the most important direction of modern state politics caused by the requirements of the development of the world economy, the processes of globalization, changes in the nature of social communications, the demand for the formation of human resources with new competencies in interaction with the world of technical means. The emergence of digital technologies, which have unique capabilities for storing and transmitting arrays of information, brought technological and educational vectors closer together social dynamics like never before.

## Conclusions

The work identified the positive potential digitalization, noting that digital technologies offer many options in the design of educational processes. It is emphasized that the variety of informal proposals and the possibility of their use in education is currently enormous. The combination of virtual and real learning components enables teachers to transfer knowledge both directly and indirectly. A distinctive feature of this approach is that you can take advantage of these methods and avoid their disadvantages.

A positive significance for the formation of significant personality traits of a modern professional has been determined that training formats through digital games, which are beginning to be used in professional education. Game simulations allow you to reproduce real-life situations in classrooms in accordance with the training profile.

It is noted that digital technologies, introduced into the educational process, allow developing skills for effective search and processing of information, new forms of "remote" communication, visualization of things and processes being studied or studied.

At the same time, the author comes to the conclusion that the widespread introduction of digital technologies leads to a decrease in the intellectual culture of society. In the context of digitalization of education, an array of information fills the entire space of knowledge, to the detriment of the meanings of this knowledge.

Thus, the deep layers of knowledge (meanings) remain outside the field of the student's activity, making his work superficial and unproductive from the standpoint of the tasks of increasing knowledge and improving the person himself, his conditions existence.

## References

- [1] Corral, S. (1998). Key skills for students in higher education. *SCONUL Newsletter*, 15, 25-29.
- [2] Frolov, D., Radziejewicz, W., Saienko, V., Kuchuk, N., Mozhaiev, M., Gnusov, Y., & Onishchenko, Y. (2021). Theoretical And Technological Aspects Of Intelligent Systems: Problems Of Artificial Intelligence. *International Journal of Computer Science and Network Security*, 21(5), 35-38. DOI10.22937/IJCSNS.2021.21.5.6.
- [3] Meera N. S. Quality education for all? A case study of a New Delhi government school, *Policy futures in education*, 2015, № 13 (3), pp. 360–374.
- [4] Lazorko, O., Virna, Z., Brytova, H., Tolchieva, H., Shastko, I., & Saienko, V. (2021). Professional Safety of Personality: System Regularities of Functioning and Synergetic Effects of Self-Organization. *Postmodern Openings*, 12(2), 170-190. <https://doi.org/10.18662/po/12.2/302>.
- [5] Alfred P. Rovai, Linda D. Grooms The relationship of personalitybased learning style preferences and learning among online graduate students. *Journal of Computing in Higher Education*. - 2004. - №16, Issue 1. - pp 30- 47.
- [6] Andrea Santo-Sabato, Marta Vernaleone From the First Generation of Distance Learning to Personal Learning Environments: An Overall Look. *E-Learning, E-Education, and Online Training*. - 2014. - №138. - C. 155-158.
- [7] Shapiro, J., & Hughes, S. K. (1996). Information literacy as a liberal art: Enlightenment proposals for a new curriculum. *EDUCOM Review*, 31(2), 31-35.
- [8] McMillan R. Man Builds Twitter Bot That Humans Actually Like. *Wired*. URL: [wired.com/2012/06/twitter\\_arm/](http://wired.com/2012/06/twitter_arm/)
- [9] Mason, R. *Globalising Education: Trends and Applications*. London: Routledge, 1998. P. 37.
- [10] Biddiscombe, R. (1999). Developing the learning support role: Some of the challenges ahead. *SCONUL Newsletter*, 16, 30-34.
- [11] Iasechko, M., Shelukhin, O., Maranov, A. Evaluation of The Use of Inertial Navigation Systems to Improve The Accuracy of Object Navigation. *International Journal Of Computer Science And Network Security*, 21:3, 2021, p. 71-75.

- [12] Dordick H.S., Wang G. The Information Society: A Retrospective View. Newbury Park — L., — 1993.
- [13] Iasechko, M., Iasechko, S., Smyrnova, I. Aspectos pedagógicos do autodesenvolvimento de alunos de educação a distância na Ucrânia. Laplage Em Revista, 7(Extra-B), 2021, p.316-323.