

# AXIOLOGICAL CONCEPT OF INFORMATIZATION OF EDUCATION IN THE AGE OF GLOBALIZATION CHALLENGES

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## ABSTRACT

*The importance of informatization of education is substantiated taking into account modern tendencies of modernization of educational system in Ukraine in the age of globalization of educational world space.*

*Pedagogical activity is considered as a way of socio-cultural practice of the individual, which implements the task of preserving national traditions, adaptation and regulation of the process of professional development of the future teacher. Modernization of the educational system in Ukraine is determined by the trends of European integration, which can be considered an essential lever of success not only for economic and political transformation of society, but also for strategic changes in educational policy of Ukraine.*

**Keywords:** Education; Modernization of professional training; Pedagogical activity; Educational system; Informatization.

## INTRODUCTION

The beginning of the XXI century was marked by the information revolution, which focused cultural processes on finding coevolutionary contexts of the problem of human integrity and its systemic unity with the environment, interaction and finding consensus in solving survival issues. In the new conditions of human expansion of its own borders, its expansion into culture, there is a global need for pedagogical support for mastering the information means of dialogue with the world and oneself.

The development of society and man is associated with a change in the types of culture and education. Education as a socio-cultural phenomenon and as a factor in the development of personality opens a person to culture and enriches it, ensuring the succession of generations and individual human development. Educator-philosopher S. Hessen wrote that the task of any education - the inclusion of man in the cultural values of science, art, morality, law, economy, the transformation of "natural" man into a cultural (Skliarenko et al., 2019). Today, humanity has realized the fact that its future depends on whether a person can "become different in their interests, needs, values." To solve these problems, education is of fundamental importance, the guidelines and priorities of which are changing.

Education is a complex, multifaceted concept that reflects various aspects of the nonlinear interaction of the emerging personality with society in the space of culture ("*relationship, interaction of components of a single system" society-culture-education-personality*"). Education, through its cultural conformity, combines its own education and upbringing (self-education) as the internalization of those socio-cultural values of society that are shared by its members. The values of education are ideals turned into ethical guidelines of education and training: truth, goodness, personality, usefulness, freedom, love, creativity. Values are dictated by feelings and accepted by consciousness (Smolkin, 1991).

The concept of informatization of the sphere of education in Ukraine is reflected in various state programs- "Conceptual principles of development of pedagogical education of Ukraine and its integration into the European educational space"; Concepts of development of education of Ukraine for the period 2015-2025 and in other normative documents (Dotsenko et al., 2015), aimed at overcoming the lag of Ukraine from developed Western countries in the formation of the information society, which presents a system of interrelated goals, objectives, directions, methods and tools informatization of education in Ukraine (over the last ten years, several concepts of informatization of education have changed, but all of them did not make integral structural changes to the reform of education, but were mostly fragmentary). The analysis of different concepts of informatization of education made it possible to identify its main directions, the importance of which is enhanced by the development of the process of informatization of society.

The first direction is determined by the tendency to expand the use of information and communication technologies, the use of which is becoming the norm in all spheres of human activity, which leads to the formation of disciplines that provide training for students in computer science and information technology- the formation of a holistic information culture.

The second is related to the philosophical rethinking of the role of information in the development of nature and society, the growing understanding of the general scientific significance of system-informational, evolutionary-synergetic approaches as fundamental methods of scientific knowledge. Informatics is transformed from a purely technical discipline of methods and means of information processing using a computer to the fundamental science of information and information processes not only in technical systems but also in nature and society, which provides a humanitarian, world view of computer science, defining it as meta-subject in the content of education.

The third is due to the integration of information technology into learning as a new tool of information and pedagogical activities, which provides opportunities for interdisciplinary approach in education, convergence of science and humanities, fundamentalization of education and restoration of its integrity.

Fourth, related to the profound impact on the purpose and content of education processes of informatization of society, leading to increasing changes in human life- it is necessary to develop a qualitatively new model of training members of the information society, for whom the ability to human communication, active mastery, rapid and flexible change of their functions in work, tolerance, responsible civil position and developed planetary consciousness will become vital dominants.

To do this, society needs a modern teacher who has a holistic information culture - the quality of integration, which ensures its activities in the information environment in the process of solving both cultural and educational problems aimed at teaching, developing and educating new members of the information society. According to *V. Andrushchenko*, the domestic pedagogical reality actualizes the problem of creative-evolutionary dynamics of the pedagogical profession, which directs continuous pedagogical education to informational,

personal support of functioning of objectively and subjectively effective pedagogical means of professional training of future teachers (Verbitsky, 1991; Bogoyavlenskaya, 2004; Rybnova, 2002; Liudmyla & Alina, 2020).

This problem is quite complex and ambiguous: its conceptual basis is at the intersection of research fields of philosophy, psychology, pedagogy, computer science, sociology and other sciences. In this regard, the defining for our study are works on information culture, characterized by the deepening of philosophical and ideological, culturological and information technology approaches to the study of this phenomenon. They consider the problems of improving information training in educational institutions of different levels of accreditation, the problems of optimal use of scientific and pedagogical, educational and methodical, software and technological developments focused on the implementation of didactic capabilities of information and communication technologies used in the teaching of academic disciplines (Markova, 1983; Leontiev, 2005; Kolominskiy, 2007; Ovchinnikov, 2008; Kovaleva, 2009; Iasechko et al., 2020).

Based on the work of these researchers, we analyze the features of the target, content and procedural components of education in terms of its informatization.

Thus, in determining the purpose and content of education it is necessary to find the optimal combination of traditional approaches, and the introduction of new information components aimed at shaping the experience of personal life on an information basis, which determines the individual's demand in the information society (Figure 1).

Informatization of education causes changes in its procedural component. Despite some conceptual differences in some issues in the field of informatization of education, researchers Kuts (2015) and Iasechko et al. (2020) agree that the integration of information technology into the educational process will contribute to individualization, differentiation, intensification of education and, consequently, its optimization and improvement.

Opportunities for the integration of information technology in education allow us to talk about a new quality of information and pedagogical activities, which is manifested in didactic and psychological and pedagogical opportunities (Sergeev, 2004; Bugrimenko, 2006; Dotsenko et al., 2015; Kuts, 2015), namely:

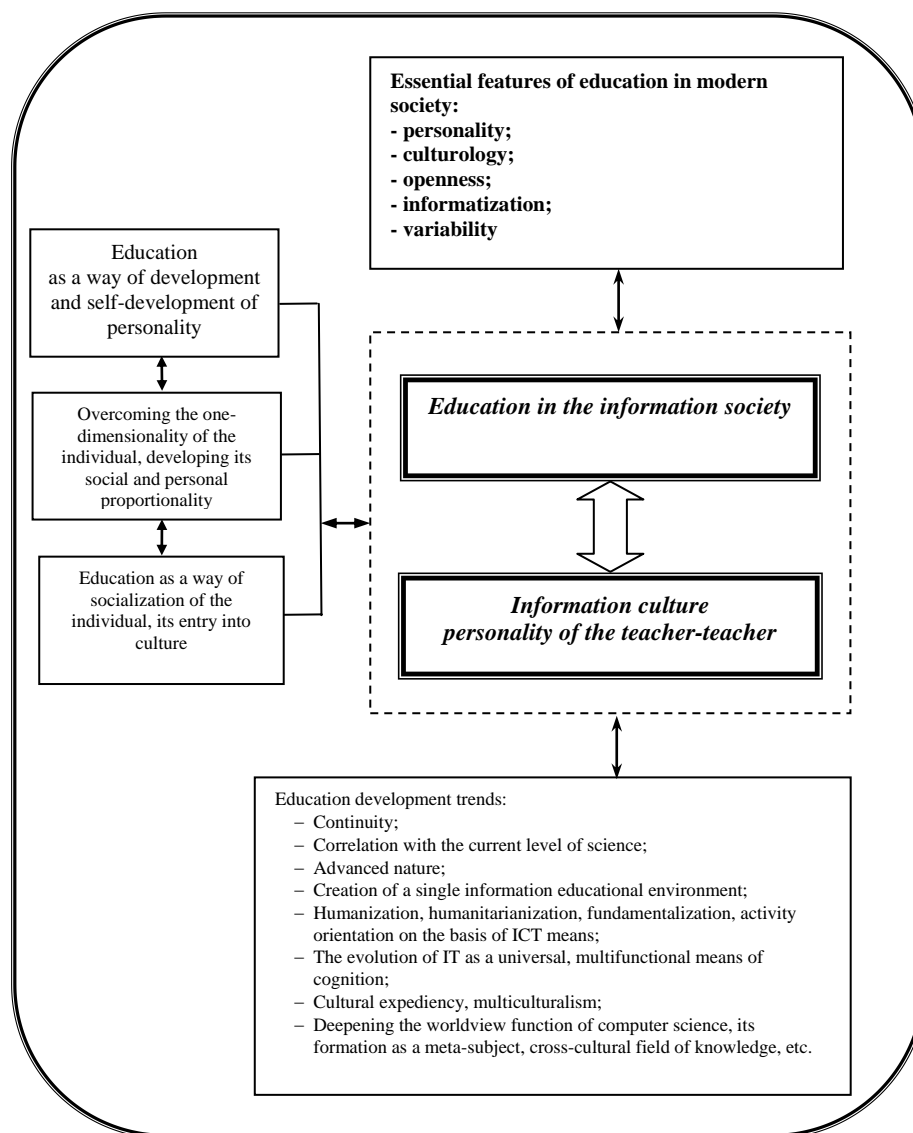
Improving the organizational conditions of the educational process:

- Increasing the efficiency of learning through the introduction of new mechanisms of clarity, interactivity of the educational process;
- Use of variable sources of educational information;
- Consolidation of educational information due to the possibility of its folding and unfolding in time and space (hypertext);
- Optimization of the pace of work of students: level differentiation, individualization of education, the choice of individual educational trajectory;
- Effective implementation of interdisciplinary links;
- Optimization of information and pedagogical activity of the teacher on the basis of informatization of its separate functions.

Improving the psychological and pedagogical conditions of educational activities:

- Creation of a stable interest and positive motive in the student due to the natural interest in a new tool of cognition, the computer;

- Humane attitude to the student, ensuring his positive emotional state, lack of fear in the moment of ignorance;
- Creation of favorable conditions for the formation of a general culture of thinking, communicative culture, the development of information culture of the student;
- Inclusion of the mechanism of development of students' research, creative qualities;
- Development of qualities of reflection, self-realization, self-knowledge.



**FIGURE 1**

**THE RELATIONSHIP OF EDUCATION IN THE INFORMATION SOCIETY  
AND INFORMATION CULTURE OF THE TEACHER'S PERSONALITY**

Based on theoretical research of domestic and foreign scientists, we will identify trends in education in the information society, and this is continuity; its correlation with the modern level of science; advanced education; creation of information educational environment; humanization, humanization, fundamentalization, activity orientation of education on the basis of means of information and communication technologies; evolution of information technologies as a universal, multifunctional means of cognition; cultural expediency, multicultural education; deepening the worldview function of computer science, its formation as a meta-subject, cross-cultural field of knowledge, etc.

Consider certain trends in education and its essential characteristics in more detail.

### **Continuity**

The need and availability of education not only at the beginning of human life, but throughout life, due to the rapid growth of knowledge, information flows, improvement of technology in all spheres of society and man; ensuring organizational and semantic unity, continuity and interconnection of all levels of education, jointly and in a coordinated manner to solve the problem of socialization of the individual and one that satisfies his desire for self-education, self-development.

### **Correlation**

Correlation with the current level of scientific knowledge about the world and man with the realities of modern culture, ie the integration of education into culture, science and advanced technologies.

### **Strengthening the Prognostic Orientation of Education**

The ability in its modern development to "anticipate" and anticipate, to meet the needs of future generations; transition from the concept of supportive education to the concept of advanced education.

### **Single Information Educational Space**

Creation of a single information educational space of the country and its integration into the world information educational space, in particular solving the problems of managing a complex education system, which provides for multi-purpose activities; integration and coordination of information flows, increasing the efficiency and effectiveness of management of both individual educational institutions and the entire national education system as a whole; formation of the world network multicultural educational space; overcoming social inequality in obtaining quality education. Creating an information educational environment based on information and communication technologies, in particular distance education, which allows to obtain quality education at any time, in any place, throughout life.

### **Humanization of Education**

Shifting the emphasis on the interests and role of the individual student and teacher; formation of subject-subject relations; creating optimal conditions for the diverse development of the individual in the new information educational environment.

The formation of the individual's own human form of attitude to the environment and himself, his own activities in it; change of accents and priorities - rejection of technocracy, which opposes humanization, traditional comparison of humanities and natural sciences; creating situations for making human-oriented decisions; overcoming the separation of the unique from the universal, the interaction of the subconscious and the conscious, figurative and conceptual, universal and unique; implementation of the internal dialogue of a person between his left and right hemispheres of the brain.

### **Fundamentalization of Education**

The transformation of education into a real foundation of material, spiritual, theoretical and practical activities of people; deepening of theoretical general, general scientific, general professional training of students, which allows them to see the relationship of objects and phenomena, to create their own holistic picture of the world; complementarity, ie complementarity of rational-logical and emotional-figurative thinking; disclosure of the basics and sources of various knowledge and experience; study and formation of holistic ideas about the basic laws of nature, society and their further development, as well as the nature and purpose of man himself.

### **Activity Orientation**

Productivity in education; the ability to create their own popular educational projects and products based on information technology, which become the main tools for further practical information and professional activities of man, which actually work; modeling of various activity processes, phenomena and objects; transformation of the well-known slogan “*School is preparation for life*” into the slogan “*School is life itself*” on the basis of access to any knowledge, opinions, cooperation not only with teachers, other students, but also scientists, specialists in various fields of knowledge and etc .; strengthening awareness, motivation and personal significance of education, demand in the information society of human integration activities.

### **Priority of Creativity in Activity**

Transfer of reproductive functions in activity of information processing systems, information technologies; expansion of project activities in education.

### **Integrity of Education**

Unity, inseparability, interrelation of science and humanities education, realization of interdisciplinary connections within separate branches of knowledge, formation of integral system vision of the world in the context of interdisciplinary dialogue of "two cultures" which promotes formation of integral personality; ensuring the functional connection of humanization, fundamentalization and activity orientation of education.

### **Ethical Dominant as a Meaningful Core of Education**

Due to the growing role of the individual in the information society; education of a person in the spirit of peace, mutual understanding, second dominance, tolerance and responsibility, a citizen of the world with macro-thinking, global ethics, a high degree of

responsibility for the fate of their country and humanity as a whole; finding a person the right combination of freedom, responsibility and self-restraint as the main regulators of their own activities; formation of a socially responsible, critical thinking personality with clear values.

### **Openness of Education**

The ability to self-development, which provides a new approach to defining the goals and results of education, teacher-student interaction, the student and teacher, the content of education: first, the individual's choice of individual educational trajectory throughout life with new sources, such as media, networks, etc., and a radical change in the technology of acquiring knowledge based on such important didactic properties of the computer as individualization and differentiation of the educational process while maintaining its integrity; secondly, the change of the role of the teacher in the information environment, the main competence of which is the role of assistant, consultant, navigator both in the world of knowledge and in the formation of the student's holistic quality to be a Personality; thirdly, the evolution of the slogan of education from "teach knowledge" through "learn to learn" - to relevant for the information society "teach the optimal choice of individual educational route" of the student and ways of its passage, ie "navigation in education", and maybe even more broadly, choice of lifestyle, sphere of self-development.

### **Personal Orientation of Education**

The formation of a well-developed personality, which together with the acquisition of knowledge, skills and abilities involves the formation of beliefs, worldview, ideals, aspirations, interests, abilities, habits, attention, will, feelings, etc. strengthening the effectiveness of personal development potential of education through computer support of personal development educational technologies; contextual, dialogic, game, communicative-role, imitation-modeling systems of learning, which requires motivation of learning, mobilization of creative forces of students, actualization of value-semantic aspects of own educational activity, orientation on independent decision-making, reflection of mechanisms of self-development, "*self-creation*".

### **Cultural Conformity**

The harmony of coexistence of man, society and nature; education as an element of human civilization and at the same time a component and mirror of the cultural tradition of one's own country; reflection in education of the specifics of modernization of the field of culture in the information society, due to the manifestation of information features of traditional cultures (virtualization of communication, multiculturalism, etc.), the emergence of new cultures, the culture of electronic media, screen, network, etc.); the shift of culture to the epicenter of modern education; the growing importance of culture in the succession of generations and individual human development.

### **Greening, Environmental Education**

The specifics of the modern world, the peculiarities of its cognition and development determine such requirements for man as: awareness of the realities and features of modern civilization; mastering new values; understanding the value of knowledge for self-realization in the modern world; enrichment of thinking by mastering modern methods of scientific

knowledge; development of the world, culture in integrity and unity; creative, innovative nature of activity; understanding the purpose and special place of man in culture; personal self-actualization in culture and life; combination of a stable worldview, social and ethical beliefs with high psychological mobility, flexibility, adaptability, etc. The choice of pedagogical method of professional development of a teacher is due to motivational metamorphoses that reveal the relationship between the value of professional growth and motives that motivate a person to take responsibility for their own lives, success and vocation as achieving professional "I", ie persistent intention to self-change of self-professional and its objectification in pedagogical reality.

## CONCLUSION

Thus, the objective requirement of time, informatization of education is due to the need to correlate education with the current level of knowledge about the world and man, the requirements for modern educated people, the realities of the modern world and culture in the information society. Considering the informatization of education through the prism of modernization of the modern educational system of Ukraine, we consider it necessary to pay attention to the merging of individual and cultural meanings of professional and pedagogical activities, which is accompanied by a kind of organization of manifestations of the unity of the teacher's personality and educational and developmental space, where he acts as a subject of acquiring a professional vocation in order to mutually update the professional and pedagogical quality of his personality and pedagogical reality.

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