

Network Strategies in the Discourse of Education: Advantages, Disadvantages, Prospects

Nataliia Ishchuk (ORCID 0000-0003-2291-1238)
Bogomolets National Medical University (Ukraine)

Iryna Vasiuk (ORCID 0000-0001-8453-9502)
Bogomolets National Medical University (Ukraine)

ABSTRACT

The article summarizes the theoretical and methodological basis of transformation of the modern educational space from the standpoint of subordination to such goals of information society as the improvement of “human capital” and the education of an “informational person,” the formation of a “knowledge economy,” and the formation of a new paradigm of interpersonal communication. In the context of the specified goals, the specifics of development of the educational space in information society and the decisive role of the Internet technology in this process were investigated. The role of remote digital education is outlined and the ambivalence of its influence on the student’s personality in the discourse of education (self-education) and upbringing is substantiated. It has been proven that both its advantages and disadvantages arise not only from the peculiarities of the Internet technology, but also from the anthropological peculiarities of the perception of information on the Internet. Its mostly positive educational and mostly negative ethos potential is systematized. The security mission of the Internet is extremely valuable, which is confirmed by the examples of the recent Covid-19 pandemic and the current educational situation in Ukraine under the conditions of war.

KEYWORDS

information society, Internet, educational space of higher education institutions, student’s personality, distance learning, digital education

Introduction

The information society is an outgrowth of man-made civilization, which is a rather late (approximately from the 17th century) and complex product of human civilization. Its actual stage is the post-industrial society, which acquired clear outlines of information-oriented society around 1990 (with the beginning of Schumpeter’s “fifth innovation wave”). In the process of formation of this type of society, what is valuable for it is accumulated, and at the same time, what has lost this value is removed. In particular, the technological age forms a fundamentally new sovereign autonomous type of person: flexible in interaction with people, not tied to corporations, but on the contrary, free to cooperate or interrupt cooperation with different communities. It is characterized by a special, compared to traditional society, type of social development, which is accompanied by the growing dynamics of social relations, their relatively rapid transformation, when sometimes within one or two generations the lifestyle of all mankind changes. If in traditional society “strong ties” prevailed, similar to a single strong rope, which rigidly incorporated a person into one or another community, then in the post-industrial (information) society, next to “strong ties” there were many “weak ties” (M. Granovetter’s term), focused on entertainment, pleasant communication, creation of clubs based on interests, etc. They, despite their “weakness,” thanks to their numbers “collectively have considerable strength, like the same rope woven from many fibers ... they allow

us to mobilize more resources and opportunities for ourselves and other people, and also give access to new ideas, which are a source of creativity” (McCloskey, 2007: 150).

At the same time, *education which is focused on improving “human capital”*, creates the basis for providing a person with a more profitable job and an appropriate standard of living. Current transformations of higher education in the world are connected with the need to train specialists for the economy of the information age. In the future, this requirement will be decisive, as information technologies are increasingly influencing all spheres of social life. As in previous eras, the appropriate means of production will reshape the labor market, and thus the activities of universities. The changes will affect not only the majority of specialists that will be trained by higher education institutions, but also the structure of higher education institutions, the content and form of conducting lessons, and the tempo of university life. They will also cause the need to attract a new type of teaching staff, and they will ultimately affect the nature of interactions between teachers and students, students among themselves. They will even have an impact on informal university life.

Research methods

The most significant features of the information society, significant from the point of view of the formation of the educational space of the university, are highlighted in the

works of J. Barlow, D. Bell, M. Castells, N. Luman, McKinsey, M. McLuhan, Y. Masuda, A. Toffler, A. Turen ets. The information society functions on the principles of the information economy, which is based on technology of knowledge generation, information processing and symbolic communication. Among the most significant features of this type of society are the following: transformation of information into the main source of production of public goods; dominance of intellectual property; the proclamation of *homoinformaticus* - an "informational person" capable of generating, transmitting and constructing information as the main productive force of society; a change in the paradigm of interpersonal communication, which mostly takes the form of short-term modular relationships of a functional nature; increasing the role of theoretical knowledge, and increasing the social status of those social strata that are carriers of this knowledge; emergence of new deficits, for example, lack of information and time, etc. It is important that not only information, but also words and other symbols become a commodity. This makes people sensitive to intangible values: impressions, emotions, experiences.

Among the tasks set in the article are the following: identification of the main features of the value profile of the information age, systematization and classification of factors of the influence of distance digital education on the formation of a student's personality and professional skills, outlining the prospects of the Internet technologies in relation to the formation of the educational space of higher education institutions in the 21st century. To solve the tasks, the authors used a number of fundamental scientific methods, in particular, cultural-historical, systemic and phenomenological. The first two allow for a holistic and at the same time contextual analysis of this problem. The application of phenomenological methods is due to the complexity and multifacetedness of the problem, which implies descriptiveness when explaining some phenomena. In particular, individual mechanisms of the Internet's influence on consciousness have not been thoroughly investigated, which allows for a certain descriptiveness or even an ordinary statement regarding these phenomena and facts.

Results and Discussion

The axiological profile of man-made civilization is fundamentally different (compared to a traditional society), since in this era Innovation itself, originality, everything new is considered valuable. In the discourse of education, the formation of the information society is accompanied by the development of a knowledge economy (M. Blaug and T. Schultz) and the growing need for people with higher education, as well as complex competencies, thanks to which the development of production takes place. Somewhat later, this approach was confirmed in analytical studies of the World Bank conducted in 62 countries at the end of the 20th century. As a result of these studies, it was found that 16% of the economic growth is provided by physical capital, 20% by natural resources, and 64% by human capital, which is based on educational potential (*Semenchenko, 2010: 45-46*), especially with the "creative class," consisting of people capable not only of applying acquired knowledge and skills, but also of creating a fundamentally new intellectual product.

With the formation of the information society, university education has proved to be the key to vertical social mobility. This phenomenon is successfully described by

N. Ferhyuson, who, using the example of the USA, observes the change of times: from the period "when the USA had the glory of a country of opportunities, where a family could jump "from a scoundrel to a gentleman" in just one generation." But now, if you are born into a family from the poorest quintile, your chance of getting into the richest quintile without a university degree is only 5%" (*Ferhyuson, 2020: 17*). He also singles out another revealing fact - the crystallization of a very limited layer of the "cognitive elite" (Ch. Murray's term) from among people who received a higher university education. These people were educated in exclusive private universities, and now rose above all, "armed with wealth and power, which allow them to overcome the effect of reversion to the mean value in subsequent generations" (*Ferhyuson, 2020: 17*). In addition to classical university education, so-called corporate universities are emerging. And in contrast to it - rapid training programs for specialists, the so-called "new collars" (J. Rometty's term), etc. Another institutionally legitimized adaptive practice has become dual education, which involves the combination of training in higher education institutions with training at workplaces belonging to various (state and private) organizations in order to acquire a certain qualification. Among other features characteristic of the educational environment of modern higher education institutions adequate to the challenges of globalization and competition in the labor market are the following: transparency (openness of the educational services), the principles of academic freedom of both students and teaching staff, universal training standards that facilitate employment of future specialists, etc.

The Internet as a communication technology provides free, fast and easy access to information, which can be transmitted to any, even remote, place on the planet, provided, of course, there is technical support of the Network there. Thanks to it, the processes of transforming information into the main subject of work are optimized; more and more people are involved in information technology-related activities. We live in a time when technologies, according to M. McLuhan, demonstrate activity regarding the content of the message, being able to fundamentally change it. Internet technology "tells" the world what its future will be, daily, gradually and relentlessly producing skills for life in the information world. E. Toffler's predictions are also coming true: cyberspace is becoming a center not only for recreation and entertainment, but also a workspace, when the dataway replaces even going to work (commuting).

In what way will the algorithms of the Network's functioning affect society and its educational sphere in particular?

First, through the transformation of social spatio-temporal configurations. The most complete essence of these processes was formulated by Z. Bauman, who noticed that modern man (thanks to modern high-speed means of transportation) lives not so much in space as in time. The Internet offers an instant way to overcome physical distance not through means of transportation, but through a new, alternative space devoid of traditional physical configurations. Virtual space is the newest version of social space for the realization of educational, work, entertainment, etc. needs of a person, in which space-time parameters are structured in a special way. The space of computer virtual reality as a social space has the following advantages: safety, time saving and virtual spatial rootedness (embedding). As for saving

time and virtual spatial rootedness, these factors are interrelated. In the discourse of the educational process, virtual learning saves the time spent on the way to the university and back, the transition between educational classrooms and buildings, etc. Under optimal conditions, the saved time can be "invested" in self-development and self-education. Instead, communication on the Internet is possible with the use of a minimum of physical space, and the "distance" between communicants is equal to the distance between a person and a computer monitor.

Worthy of attention is the opinion of O. Abakumova, who, investigating the peculiarities of the organization of space and time of distance education, insists on "qualitative transformations of the social chronotope caused by the progress of information and communication technologies," the essence of which is the "compression," "condensation" of the social chronotope, which radically changes the morphology of social relations, turning free time into the time and space for self-improvement and self-realization, a chronotope of creative activity. In fact, it is about the newest way of organizing the space-time continuum of education (*Abakumova, 2016: 15*).

Let us add some skepticism to these optimistic hopes of O. Abakumova, citing several counterarguments. The first counterargument refers to the fact that all these possibilities will become relevant if a number of conditions related to the volitional and motivational characteristics of a young person are fulfilled. However, the obstacles to their implementation can be completely objective, for example, when the home space is unsuitable for self-education due to some circumstances, and on the contrary, it directs attention and energy to some other things, such as household duties. The second counterargument appeals to the fact that the workspace affects a person's ability to concentrate and quickly perform tasks, that is, to stimulate motives, which, beyond all doubt, does not belong to the advantages of virtual space. The third counterargument is based on a more global discourse of the integrity and logic of integration processes in society. The basis of communication communities on the Internet is the dissociation between the place of residence and the creation of social interactions, when the common interests of the members of the communication group become decisive. It is common interest, not coercion or obligation that is the basis of their emergence and existence, which makes them flexible, dynamic, but not stable, in particular, because communication in them is "extra-spatial" and virtual.

N. Luman, recognizing the ability of space to limit human activity, noted the opposite: "with the disappearance of space comes the disappearance of the need for spatial integration of social operations. Integration means limiting the degree of freedom of systems... when the degree of freedom of systems, and accordingly the number of opportunities they can realize, depends on the places of space in which they operate, and at the same time on the corresponding local conditions. Any change in these conditions, any movement take time and require some of the limited resources" (*Luman, 2010*). In this way, time-space dependence is combined with social belonging. Simply speaking, freeing from the pressure of space, a person receives temporary advantages, but loses the experience of a full-fledged social interaction. This fully applies to the interaction between the corporators of one or another university.

The second effective influence of the Internet on the educational space of higher education institutions stems from the rhizomorphic, decentralized, horizontal nature of the functioning of this technology, which establishes the horizontal principle of organization and integration of society and its institutions. It is information, thanks to the ability to spread, concentrate and decentralize that has become the basis of the technological revolution. However, the social changes caused by it will be much deeper. In particular, informational equality is the foundation of future equality between people and should mitigate social injustice on a more global scale. According to Wiener's ideas, the free flow of information also decentralizes social institutions, forcing them to work in a network (horizontal) rather than a hierarchical (vertical) mode (Wiener, 1954). As for the decentralization and democratization of social institutions, thanks to the Internet, this was predicted not only by N. Wiener, but also by M. McLuhan, M. Castells, E. Toffler and other forerunners of this era.

The decentralization principle of the dissemination of information on the Internet provides equal access to it for all people, which is quite fully expressed in the "Declaration of the Independence of Cyberspace," written by J. Barlow. He calls free and unlimited access to the computer the central values of the ideology of the Internet; free access to any information; full democracy and denial of the power of any authorities; decentralization; denial of any forms of discrimination in the Network (including age, educational, national, racial criteria of social status), declaring the results of a person's activity as the only criterion for his evaluation; belief in selflessness and unlimited possibilities of the new virtual world (*Barlow, 1996*). In the future, these principles of virtual equality should establish a pattern of fair relations in society.

Over time, virtual equality must be transformed into social and political equality. According to the adepts of the information society, both legislative and executive powers will gradually lose their political influence in it, and the information power will become the highest power of all. As a result, an information-cellular society will be formed, which will first refute borders, and later states. Planet Earth will become a single homeland for all. The territorial division - a cell is a territory with a population from several dozen to 20 thousand people. As for the leaders who will determine the movement of information civilization, they will be chosen according to the criteria of intelligence. The future political system of this civilization is a meritocracy, the rule of the most intelligent and talented people. At present, this ideal is actually utopian.

In the context of higher education, they are manifested in the autonomy of universities and the democratization of their management system; internal horizontalization (that is, establishment of partnership rather than paternalistic principles of interaction between all participants of the educational process). In particular, E. Toffler wrote about this, emphasizing that the education of this period is characterized by the following institutional transformations: decentralization, demassification, flexibility, modernization, diversification of methods of obtaining knowledge (their variability), and its individualization, in contrast to the traditional standardized model. There is also a growing need to reduce the time gap in the process of training a specialist together with requests from the state and the labor market (*Toffler, 2000: 64*). Looking into the future, N. Wiener was convinced that the

educational system should lose its bureaucratic component and turn into a place of accumulation, storage and processing of information. Then this will cause a significant optimization of universities, which will lead to the restructuring of faculties and departments, significant quantitative and qualitative changes in professorship - teaching and administrative management of the university, transformation of teaching and management roles, etc (Wiener, 1954).

The third factor is directly related to the second factor - the stratification factor of the influence of the Internet on modern society and, accordingly, the institution of higher education. The criterion of belonging to the digital world has already been recognized as a relevant factor in social stratification. It is not by chance that the UN introduced a new term - "generational catastrophe" related to the lack of a normal educational process in the conditions of the coronavirus, and the UN Secretary-General Antonio Guterres emphasized the possibility of this situation to "undermine decades of progress and intensify the already deeply rooted inequality between the rich and poor countries." This statement is justified because as of mid-July 2020, schools were closed in approximately 160 countries, affecting the education of more than 1 billion students. In addition, at least 40 million in total were deprived of the opportunity to receive preparatory and primary education. More than 250 million children have dropped out of school, and only a quarter of secondary school students in developing countries received just basic learning skills. Pupils with disabilities, representatives of national minorities, displaced persons and refugee children, as well as those living in remote areas, were particularly vulnerable (*Orhanizatsiya Obyednankh Natsiy, 2020*). In general, although the construction of an information society by the world community has been declared a global task in the new millennium, eliminating the limits of elitism, the Internet will not become egalitarian (*Ishchuk, 2013: 29*).

In modern conditions, freedom of access to the Internet is determined by a number of factors: citizenship, gender, class, material, etc. characteristics of people. According to these criteria, part of the population of the most developed countries, numbering hundreds of millions of people, belongs to the information elite. Although the number of people connected to the Internet is constantly growing, a significant number of inhabitants of the planet do not have access to it due to some objective circumstances. It is about the so-called digital divide, which in the digital society is the basis for social stratification. In addition to the division proposed by M. Castells into "included" and "excluded" from interaction, his more differentiated division of the Internet users into "interacting" and "included in interaction" is fair. If the former users have the opportunity to "choose their multidirectional goals," the "interactive" ones are limited in their choice and forced to be satisfied with the "packaged" options offered to them, which also results from global digital inequality. In general, in the near future there is no reason to claim that the world will exist in conditions of digital equality; rather it is about the fact that the digital divide will gradually be overcome. Despite this, digital belonging is already an actual criterion of social stratification.

There is also a less fundamental, compared to the previous, but increasingly tangible fourth consequence of the influence of the Internet technology on the educational space of society, which T. Nikols called "the death of ideal specialization." It is about the phenomena when the

"Google-induced, Wikipedia-based, blog-fueled collapse has led to the fact that no one distinguishes between professionals and ordinary people, students and teachers, connoisseurs and seekers of knowledge - that is, those who have achieved something in a certain field, and people without no achievements" (*Nikols, 2019: 17*). It is difficult not to agree with T. Nikols that these phenomena are gaining such a significant scale that there is a "rejection of science and unbiased rationality" in society... We have gone full circle and returned to the times that preceded the era of modernism, when popular wisdom filled the inevitable gaps in knowledge humanity. They experienced a period of rapid development, which became possible thanks to specialization and professionalism, and found themselves in a post-industrial, informational world, where all citizens believe that they are specialists in all matters" (*Nikols, 2019: 17*), so to speak, a "revolt of the masses" against professional knowledge. Similar ideas were expressed by N. Luman, who noticed that "the day is not far off when everyone will be able to check the statements of experts - in the field of medicine or jurisprudence - on their own computer" (*Luman, 2010*), which actually creates the illusion of knowledge, and sometimes leads to wrong conclusions, actions and even tragedies.

In the discourse of the educational process, digital education has become the newest form of distance education, which is carried out with the help of digital technologies thanks to the use of the Internet, when the participants of communication are physically distant from each other, but united symbolically - by a common cause and space of virtual communication. This form of the educational process has a number of advantages associated with easy quick access to a huge amount of information and providing the possibility of conducting educational classes in a dialog mode (*Vasiuk, 2021: 16*). Internet technology has created ideal conditions for so-called "tertiary learning" based on the construction of knowledge. As the interests of those seeking education become central to the university, there are options for reformatting courses, the emergence of adaptive electives (subjects chosen by students), which express the requests of young people to receive not only professional-oriented information, but also fruitful information for a personal growth. It is also important that, thanks to special forums and social networks, students got the opportunity to publicly evaluate the training courses, which is presented in publicly available comments for others. This motivates teachers to improve courses and raise the level of their teaching.

Digital education has the potential to horizontalize the relationship between students and teachers: from a hierarchical to a partnership relationship. This horizontalism affects the educational process, the content and format of the offered educational courses. Currently, educational disciplines (especially elective disciplines), expressing themselves in the language of communicative philosophy, are turning from "text" into "intertext" - a product of collective creativity with a variable content. Transforming between the poles of academicism and adaptability, they should reproduce the optimal balance between, on the one hand, a holistic system of the presentation of information and, on the other hand, its interest for the audience. Maintaining this balance becomes an obligation and at the same time a sign of high professionalism of the teacher conducting the class. In the opposite case, something like "Whitehead's educational chaos" is generated, "a quick catalog that a deity could run in his head when

he was thinking about the creation of the world, but had not yet determined how to put it together" (*Lenem, 2005: 275*). Such a situation does not contribute to either academic success or the popularization of the educational course; in fact, it is a desecration of the educational process.

Among other obvious advantages we must admit the ability of digital media to preserve information for a long time, and essentially unlimited in time; the possibility of an easy access to it. Both for teachers and scientists and for students as well, social networks provide an opportunity to form a transnational and even transcontinental circle of communication. This opens up opportunities for active communication, cooperation and professional growth for a student, in a word, the accumulation of "social capital," which will be useful to him during his professional activity. The conditions for entering and belonging to this circle are democratic and do not require significant efforts, except for the imperative of exchanging information and opinions on certain professional issues. Undoubtedly, the actions performed by users of the virtual information society are quite simple: make a choice, express your opinion, enter a small amount of information, post a document, photo or video file on the network, save a link to a found document, etc (*Tverezovska, 2012*). Thanks to digital media, communities, groups, blogs of pedagogical workers are created. In them, teachers and scientists exchange relevant information, report on important events in one or another professional field, exchange files, represent their professional activity, which not only certifies their professional success and contributes to the creation of a positive reputation among colleagues, but also actualizes the discourse of competition.

The disadvantages of digital education are the reverse side of its advantages. In particular, the democratic, rhizomorphic nature of the dissemination of information on the Internet is an ideal background for the so-called nomadic way of thinking and nomadic educational strategy (*Horbunova, 2011: 18, 21*) or what N. Postman called behaviorist thinking, focused on external, local knowledge, and private interests.

In more detail, classic textbooks and lectures based on a linear narrative provide the main direction of the material presentation. Information in them is presented, as a rule, according to a certain methodological algorithm, which should contribute to the maximum complete and systematic assimilation of information by students. Students familiarize themselves with it from section to section (from point to point), from simpler to more complex. In this way, information is structured as a coherent cognitive narrative, which optimizes its understanding. Particularly, the hypertext format of submitting and searching for information on the Web (which functions according to the principles of human thinking) was fundamentally different from the text format (built on the principles of human speech) characteristic of most traditional lectures and textbooks. Human speech involves self-reflection and is subordinated to the goal of conveying the content of what is said to the listeners or readers as fully as possible. In the context of education, this implies the requirement of a clear, consistent and systematic explanation of the topic to students, which is preceded by painstaking, persistent work of the teacher.

In the case of students' independent work with information in the Network, the adequacy of information pro-

cessing depends on their cognitive culture and ability to self-organize. The greatest danger remains the nomadic gliding over the surface of information, which makes it impossible to adequately understand it. And the attempt of a young person to do several things at the same time contributes to the formation of false learning patterns. Among representatives of various fields of scientific knowledge, this habit of performing many tasks (the so-called multidisciplinary) causes certain skepticism, because against the background of certain advantages, there are clear, undesirable consequences, including impaired attention and concentration. This was experimentally proven by scientists from Stanford University as part of a study of the intellectual fertility of heavy media multitaskers (HMM) and light media multitaskers (LMM). People from the first group (those who performed many actions at the same time) turned out to be less efficient than people focused on performing one or two tasks.

In favor of the importance of concentration on one task, the "argument from creativity" also testifies. The author of this argument, M. Csikszentmihalyi, experimentally proved that any creative process is preceded by fifteen minutes of concentration to plunge the brain into a "flow state," which is interrupted in case of distraction (*Fuks, 2019*). This actually happens when a student browses a social media page during independent training or classroom training. The event itself does not seem to cause intellectual tension, but requires additional time to re-concentrate on the main task. It is no coincidence that experts in psychology, neurophysiology, and coaching strongly advise, in case of need to perform an important task in a short period of time, to use the method of isolating oneself from so-called "informational noise," turning off the phone, blocking the Internet and temporarily stopping "travels" through social networks. A fairly significant number of books have been written on this topic, which contain advice on setting strict time limits for being online; while viewing electronic applications, focus on the most necessary; from time to time put your virtual activity "on pause"; not to use the Internet for entertainment (*Newport, 2018: 162-188*).

It is no mere chance that the economy of the information age is increasingly called the economy of attention. At present, attention becomes not only a component of human consciousness, but also an economic category that allows us to quickly focus on a work task and concentrate on it for the required amount of time until its completion, and then to move on to another task just as quickly. This lays down a certain pace of labor productivity. In today's age, not only quality, but also speed are the criteria for a professional success and human efficiency.

The ethos potential of digital education is also quite questionable. The ethos of a professional is a social "matrix" formed in the process of direct long-term professional communication, more precisely, contextual interaction. It crystallizes not only thanks to the list of formal rules (the text), but also what is read "between the lines" (the context), when the generally accepted rules of "customary morality" acquire personal connotations. An exceptional role in shaping the ethos of the future professional is played by horizontal communications: students with students or teachers with students; not from a position of hierarchy, but from the exchange of professional and life experience.

A significant place in the formation of a personal habitual "matrix" belongs to informal communication with people who have the same profession as the person wants to acquire. As a result, the person's established attributes are integrated into the personality of the future specialist at the level of automatism. For example, if it is the profession of a doctor, then it is about the style of behavior with patients and colleagues, professional taboos and superstitions, medical humor, the way of resting, the way of responding to stress reactions, even the appearance and style of clothing, etc. Faced with standard situations for his future profession, a young person learns stereotyped options for the way how to respond to them. The combination of all these attributes has a reverse side, the so-called professional deformation of the character. Despite this, the ethos factor allows a professional to identify a "friend" and to be identified as the "one who belongs here" by inconspicuous and sometimes even imperceptible signs for representatives of other professions. On the contrary, non-compliance with the ethos (habitual) standards of the profession can cause rejection and even rejection of this person by the professional community.

Currently, in Ukraine, the security functions of digital education are brought to the fore. During the 2019-2021 coronavirus pandemic, distance digital learning reached about 7 million students and pupils in Ukraine (Ivantsiv, 2020). At one time, the Internet was also designed as a means of communication, able to function even in conditions of a nuclear attack. During the last year, the large-scale barbaric war waged by Russia against Ukraine became a convincing argument in its favor of using the Internet technologies. Buildings of higher education institutions, schools and even kindergartens are priority targets for the Russian army to destroy. In particular, (станом на кінець лютого 2023 року) as of February 24, 2023 in Ukraine, 3,151 educational institutions were damaged by the occupying army, 440 educational institutions were completely destroyed (7 mil'yoniv ditey viyny, 24.02.2023) In the conditions of war, the educational process in Ukraine takes place in the format of mixed education, which in practice is most often a combination of face-to-face and distance learning (Blended learning: how to organize a quality educational process in the conditions of war, 2022). Currently, the distance learning form prevails for those students who are on the territory of Ukraine. It is also the only possible format for those students of Ukrainian higher education institutions who fled from the war abroad and, especially, for students who are in the temporarily occupied territories of Ukraine.

Conclusions

The sensory life discourse described in the context of "other" sociocultural experience is determined by the legitimization of the horizontal principle in social relations, which are largely constituted under the sign of scientific and educational development and epistemic and discursive influence on the social, political and cultural situation. The methodological procedure of distinguishing between sensory perception/sense and sensory understanding/meaning at the level of the senses and the level of the intellect shows the difficulties of the process of human comprehension of one's life. As a result of such methodological actions, we see a separate contribution of sensory perception and sensory understanding in the formation of sensory life discourse in general.

The sensory life discourse described in the context of "other" sociocultural experience reveals a person's way of life, namely, from a conscientious attitude to life-based on common sense and wisdom of life to moral motivation in life, which involves discursive and ethical practices of "responsible life", promoting substantiation and motivation of a person's life position. On the other hand, today we are witnessing the loss of the meaning of life of its fundamental significance. The person of instant culture not only wastes his sense of life but also doubts the appropriateness of common sense. On the whole, the sensory meaning of life discourse in the context of non-classical philosophical approaches is an integrative basis of sense perception and understanding with relevant discursive-ethical practices and worldview-cognitive orientations which help a person to organize the content of his consciousness, integrating feelings, reflections and actions into a single experience of the semantic flow. Despite all the difficulties of constituting the sensory meaning of life discourse in the conditions of the "other" socio-cultural experience, its establishment is a guarantee of the fullness of life and stability of the man's being.

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Мережеві стратегії в дискурсі освіти: переваги, недоліки, перспективи

Наталія Іщук (ORCID 0000-0003-2291-1238)

Національний медичний університет імені Олександра Богомольця (Україна)

Ірина Васюк (ORCID 0000-0001-8453-9502)

Національний медичний університет імені Олександра Богомольця (Україна)

В статті узагальнено теоретико-методологічну основу трансформації сучасного освітнього простору з позицій підпорядкування таким цілям інформаційного суспільства, як покращення «людського капіталу» і виховання «людини інформаційної», формування «економіки знань», утворення нової парадигми міжособистісного спілкування. В контексті означених цілей досліджено специфіку розвитку освітнього простору в умовах інформаційного суспільства й вирішальну роль інтернет-технології в цьому процесі. Систематизовано найбільш значущі інноваційні фактори Мережі, зокрема серед них такі: трансформація соціальних просторово-часових конфігурацій; ризоморфний, децентралізований, горизонтальний характер цієї технології, що демократизує інститут вищої освіти; спричинена гуглом «смерть ідеальної фаховості», яка нівелює відмінності між фаховим і обивательським знанням тощо. Окреслено амбівалентність впливу дистанційної цифрової освіти на особистість студента в дискурсі освіти (самоосвіти) і виховання. Доведено, що її переваги та недоліки впливають не тільки із особливостей технології Інтернет, а й із антропологічних особливостей сприйняття інформації в Мережі. Систематизовано її здебільшого позитивний освітній та здебільшого негативний етосний потенціал. Надзвичайно цінною є безпекова місія Інтернету, що підтверджено прикладами нещодавньої пандемії Covid-19 й актуальною освітньою ситуацією в Україні в умовах війни.

Ключові слова: інформаційне суспільство, Інтернет, економіка знань, освітній простір, особистість студента, дистанційна освіта, цифрова освіта.

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