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Ye Pinchuk, I. Oleksyn, O. Popova, et al.



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The Role of Modern Informational Social Concepts in the Sustainable Development of the Education System

Ye Pinchuk ^{a)}, I Oleksyn ^{b)}, O Popova ^{c)} and N Sokolova ^{d)}

National University of Ukraine on Physical Education and Sport, 03150 Physical Culture st., 1, Kyiv-150, Ukraine

^{a)} *Corresponding author: ise.cupw@gmail.com*

^{b)} *ludmilasemyonovnaberdyansk@gmail.com*

^{c)} *mazka83@mail.ru*

^{d)} *vzv.72@mail.ru*

Abstract. In the current trends of the strategy of sustainable social development in general, and the education system in particular, there is an increasing need to solve in theory and practice the problem of civic institutional democratization, in particular, education systems and education governance and implementation of the idea of democratic social upbringing and education. The need to discuss this problem is due to a set of reasons. The most important of them is the direction of modern changes in society and education. Democratization of the system of institutions of society and systems of upbringing and education is a key task in many countries and involves not only the decentralization of education at the state level, humanization of relations, democratization of governance at all levels of the system but also introduction of the information technologies in education and science. The slogans of democratization were also proclaimed in Ukraine at the first stage of educational reform, but so far, they have not been fully transformed into educational practice. Moreover, difficulties in implementing democratic slogans have led to the slowdown and frustration of democratization, and sometimes to a conservative reaction. Democratization has been particularly difficult at the level of educational institutions.

INTRODUCTION

Analysis of practical and theoretical approaches makes it possible to state that there are three areas in the implementation of the idea of sustainable development of democratic education:

- democratization of conditions for education (education system);
- information technologies in education and science;
- political and moral (civic) education (education for democracy);

In turn, there are different areas being developed in isolation within these areas of knowledge. As a result, most researches focus only on certain aspects of democratic education, most often, on the democratization of governance.

Indeed, the processes of regionalization and decentralization, strengthening the place of choice in the educational process, the formation of public-state nature of education require new governance decisions and their scientific justification.

Another evidence, confirming the relevance of this topic, is the insufficient study of the problem of democratic education in philosophical, pedagogical and managerial science. Many issues, traditionally related to this area, are still not cleared up: the problem how to shape collectivist values, the problem of legal education, the problem of universal access to education were considered as independent subjects of research in Soviet, Ukrainian and foreign pedagogy, philosophy and governance in education. However, a comprehensive study, concerning the interrelation between the integration of the democratic structure of society and education has not been done yet in domestic science. Isolation, fragmentation of research and development in this complex area is one of the main reasons why the attempts to implement the ideal of democratic education have been ineffective.

However, consideration of governance processes is impossible without understanding the essential changes in the objects of governance (1) – in the structure of educational life, in the content of education, in the institutional characteristics of the school. It is the ambiguity of the fact that the school, as a socio-cultural institution and the educational process itself in a democratic society at the beginning of the XXIst century, acquires completely new characteristics, can explain the pedagogical inefficiency of many seemingly effective democratic governance decisions. For example, the creation of school (student) councils, parliaments and other democratic bodies in Ukraine and in many other countries required great efforts, but, as a rule, did not allow to achieve real participation of students in the governance of educational institutions.

RESULTS AND DISCUSSION

Results of the Research

Democratization of education governance, on the one hand, appeared to be inconsistent with educational objectives, and, on the other hand, attempts to humanize the educational process, as a rule, were not supported by appropriate managerial and organizational changes. In this sense, the conditions for the effectiveness of various approaches to democratization have also remained unclear.

Democratic (or civic) education, which was largely reduced to the “re-naming” textbooks outside the context of the transformation of the educational organization and extracurricular activities, also proved to be ineffective. In our opinion, this is due to the thematic and methodological incompleteness of the relevant developments, with insufficient attention to the organizational conditions of the effectiveness of the actual pedagogical process, which confirms the relevance of the chosen research topic for the whole field of research in domestic pedagogy.

A significant difficulty in the development of the theory and practice of democratic education is that in existing works on democratization, these areas are considered on the basis of the idea of democracy designed for developed social institutions at the beginning of the century. Therefore, the implementation of this idea requires, firstly, clarifying the notion of democracy in accordance with the current socio-cultural situation, and secondly, developing directions for the transformation of education as a specific social institution of human development, in which this notion of democracy can be embodied.

The solution of this problem requires recourse to both social theory, which clarifies the modern idea of democracy, and the theory of educational organization. Modern social theory offers a new conception of democracy (critical or pluralistic model), different from the traditional liberal or associationist, the essence of which is to overcome the alienation of the individual from society and culture, diversity and globalization.

Modern philosophy of education and sociology of education, pedagogy, psychology of development, show that the mechanisms and conditions of implementation of pedagogical ideas are reflected not only in formal organizational structures or educational programs (2). A key role in the pedagogically significant social structure of the school is played by a set of explicit and implicit factors – the informal organization of educational institutions, creating an objective (institutional) context for the democratization of education.

However, in existing studies, this problem has not been fully solved. Therefore, it is important to answer the question what institutional context can be set in education so that it becomes a condition for its transformation into an open democratic community.

Education must be reconstructed to meet the challenges of the technological revolution, but we must recognize that in a globalized world there is a threatening growing inequality, conflicts and dangers, so in order education to be relevant to the current situation, it must explore and solve these problems (3).

Globalization has widened the gap between rich and poor, the current socio-economic inequality, forming growing inequalities in receiving and using information, in cultural and social capital, and a growing gap between rich and poor countries [4].

Transformations in the field of democratization of education should solve these problems and make education a public institution in the interests of the social majority, as predicted by the founders of modern critical social philosophy of education, radical pedagogy, such as I. Illich (5) and P. Freire (6).

The study of the processes of democratization of education in modern society involves the definition of theoretical foundations and practical approaches to solving the problem of democratic education, which should result in the development of theoretical foundations and experimental verification of solving problems of democratic education (7).

Research in this direction should be based on the position, creating a research hypothesis.

The reasons for the difficulties of realizing the ideal of democratic education, corresponding to modern ideas about democracy, can be revealed in a multidisciplinary analysis of democratization as a contradictory process of transformation of education and school as a holistic social institution with the following components and subcomponents:

- education for democracy – civic education (political and moral education, shape of basic social skills, direct education, “environmental” education);
- information technologies in education and science;
- democratization of education (ensuring equality of educational opportunities, democratization of teaching methods and forms, democratization of governance and institutional context).

Resolving the contradictions of the democratization process, and, consequently, its effective implementation is possible provided that the institutional and educational aspects of democratization, acting for each other as a condition for mutual implementation, are coordinated. This harmonization necessarily requires, on the one hand, the design of education as a holistic democratic institution, the allocation of a set of key factors and conditions that characterize education as such an institution and create the institutional context of democratization. On the other hand, this harmonization requires a revision of the educational aspect, which should reflect the institutional characteristics.

At the same time, the main criterion for the effectiveness of democratization may be overcoming the alienation of students and other participants in the educational process from educational institutions.

Transformation of the education system into a democratic institution, which corresponds to modern ideas on democracy, is possible by coordinating the processes of democratization at different levels of the education system and by implementing the following basic approaches at the level of educational institutions:

- reflection in the governance and organization of the main elements of the critical model of democracy, which includes the innovative organization of education activity;
- transformation not only of the formal organization of education, but also of “informal” institutional characteristics as conditions of democratic education;
- construction of the dynamics of rights and responsibilities, the social position of the forms and content of civic education in accordance with the age dynamics;
- information technologies in education and science;
- use of the problem-reflection approach in civic democratic education.

From this statement of the purpose, determination of a subject and a hypothesis there is a necessity to solve the following problems in research:

Analyze the existing theoretical approaches to the implementation of the idea of democratic education, determine the structure of democratic education and formulate the main directions for development of the theory and practice of democratic education in the current socio-cultural situation.

Summarize the existing experience of “education for democracy” (political, moral or civic education). Design options for implementing the main directions of democratic education development in specific aspects of education for democracy.

Conceptualize the existing experience in democratization of education. Design options for implementing the main directions for advancement of democratic education in specific aspects of democratization.

Formulate theoretical bases for the integral solution of a problem of democratic education, to specify the basic approaches.

Identify the criteria for the effectiveness of the proposed approaches. To carry out, on the basis of the formulated criteria, the analysis of practice while realizing the basic offered approaches.

Theoretical and methodological developments in this area are the basis of the study primarily are the following:

Critical social theory, critical social philosophy of education and critical pedagogy (non-Marxist – K. Popper, M. Foucault, P. Bourdieu, B. Bernstein and neo-Marxist – in particular, G. Marcuse, G. Reichelt, A. Badiou, D. Kellner (8), S. Žižek, J. Habermas, C. Reich, P. Freire, I. Ilyich, A. Giro, etc.), which criticize social engineering, ideas about the social and cultural context of education, ideas about the role of ritual, power and alienation in education, the idea of critical democracy and open society (9);

Philosophical and pedagogical concepts of free and democratic education (J.-J. Rousseau, L. Tolstoy, S. Hessen, D. Dewey, A. Neil, as well as L. Darling-Hammond, E. Gutman, S. Amonashvili, T. Knight, W. Parker, D. Spring, V.Y. Krichevsky, F.T. Mikhailov, A.N. Tubelskiy, P.T. Frolov).

Important achievements in this direction are the dialectical understanding of the idea of freedom in education, the idea of the democratic ideal of education as a dual task – education for democracy and democratic education.

The study of the problems of educational innovation and reform (M. Kirst, S. Sarason, M. Fullan, D. Chapman) – the theory of the cyclical nature of educational reform and innovation, the idea of the relationship between efficiency and democracy in education, developing education; research and development on the humanization and democratization of education with ideas of pedagogical support as a special educational process, ideas about the patterns of formation of values in education, concepts of developing subjective pedagogical interaction, a model of the legal space of education are also important;

Sociological, pedagogical and psychological studies of education as a holistic institution (T. Parsons, E. Etzioni, A. Makarenko, V. Sukhomlinsky, as well as D. Goodlad, R. Meigan, P. Mortimore, D. Reynolds, D. Hargraves) are important.

Studies on the problems of alienation in education are very relevant (N. Hickerson, F. Jackson, D. Kozol, D. Oaks, Sh. Amonashvili).

Leading methods of these areas are: theoretical analysis of concepts and approaches, analysis of reflection of experience, psychological and pedagogical design, organizational and pedagogical transforming experiment, diagnostic psychological, pedagogical and sociological research [10].

The issue of democratic education includes three components:

1. educating future citizens of a democratic society (democratic civic education);
2. information technologies in education and science;
3. implementing democratic values and principles in the structure of the education system and its individual institutions (democratization of education).

The main components of democratic civic education are direct training and education, on the one hand, and gaining experience of democratic life, on the other hand. The main components of – information technologies in education and science and democratization of education are the following: ensuring equality of educational opportunities, democratic organization of the learning process, democratic governance, democratization of the institutional context.

The idea of democratic education for sustainable social development has a certain internally contradictory nature which in the current environment leads to fragmentation and inefficiency of administrative and pedagogical actions. The solution of these contradictions is possible under the following conditions:

- coordination of democratization processes at different levels of the education system;
- ensuring the connection of organizational and managerial and educational aspects of democratic education;
- construction of democratic education as a process of age development, which unfolds in accordance with the logic and by logic of development of education.

The main reason of the difficulties in developing the theory and practical implementation of the ideas of democratic education is the use of outdated models of democratic social order. The development of the theory and practice of democratic education at the present stage requires the use of a critical model of democracy. The degree of alienation of students from education is the most important characteristic of the effectiveness of democratic education and a criterion for evaluating the theory and practice of democratic education.

The main directions of development of democratic civic education (educational aspect of democratic education) are:

- implementation of a multidisciplinary approach to the development of learning courses;
 - implementation of the age approach in teaching civic and moral skills;
 - reflection of modern social problems, youth issues, critical theory of democracy in the content of education and upbringing;
 - implementation of instrumental orientation (for the development of universal social skills and abilities);
 - strengthening the place of social practice, reflexively related to curricula;
 - special organization of the educational environment as a space of socially meaningful and formalized action.
- The main directions of democratization of education (institutional aspect of democratic education) can be considered the following:
- ensuring the option of equality of educational opportunities, aimed at compensating of social and cultural inequality in the course of education through overcoming the mechanisms of socio-economic and cultural selection;
 - identification and overcoming factors of enslavement and suppression in the organization and content of education on the basis of the experience of free education;
 - democratization of the educational process based on the method of projects and responsible choice of forms and content of education;
 - support for the diversity of forms and content of education to meet the needs of citizens;

- coordination of the interests of different groups involved in decision-making in the field of education (parents, students, teachers), through open channels of communication and critical discussion;
- strengthening the autonomy of educational institutions in the governance vertical in the context of strengthening the public nature of education governance.

The main approaches that provide a holistic solution to the problem of democratic education at the level of educational institutions in accordance with the critical model of democracy are the following:

- innovative organization of educational activities, including the creation of open communication structures, updating the legal space, ensuring the association of members of the educational team in different groups, problematization and revision of the basics of activity, coordination of educational and institutional aspects of democratization, which can occur during the transformation in accordance with the democratic values of the non-formal education system, including language, space and time of education, procedures for organizing groups of students, regulatory system;
- construction of educational space as a space for maturity. At the same time, education is built as a system of subspaces of division and meeting of age groups, the dynamics of the responsible position of learners is specially being built, in which crisis age transitions play a special role.
- approach of problem reflection to the development of learning courses in the field of civic education. Under this approach, these learning courses are designed as a joint activity of learners to address relevant social issues (including problems arising in education). At the same time, the real social experience, gained by those who study within these courses, is reflected in terms of social disciplines.

Why can the current neoliberal reform of global education lead to degradation (rigid and inflexible profiling system, adaptation to market needs, uniformity of knowledge provided, abandonment of scientific critical academicism and conceptualization, total specialization, etc.)?

First, as a result of this reform, the population should acquire skills *instead of knowledge*, technical skills that will turn people into narrow specialists, extremely convenient to be used as a cheap tool, as much as possible depends on the employer.

Secondly, the ability to think critically must be minimized and, very importantly, the ability of people to self-organize must be minimized, that is, to make civil society impossible. This is one of the main tasks of neoliberal education reform. People who have no knowledge, only skills, cannot become active citizens, but they are very cheap workers. People with one set of skills should be kept as far as possible from people with another set of skills. Such total specialization will lead to the fact that people will no longer be able to communicate with each other – only within the biological.

The same can be said about commercialization in general: with the introduction of a new type of social relations, cruel and unjust, based on inequality, exploitation and fierce struggle, existing positive forms of social relations will be destroyed and new obstacles on the way to their restoration and development will grow (11).

Currently, modern Ukrainian society can pretend for more – because of the current level of knowledge and education. But the present day system is unable to provide it. Therefore, society lives in a state of constant frustration. Thus, neoliberal government and mega-oligopolistic capital have to create conditions when people live in a state of complete satisfaction. And one must not think that this is some kind of apocalyptic picture, in many dependent countries, people already live in such conditions. They know nothing – and, accordingly, do not pretend to anything. By the way, in the Nazi documents, occupied the so-called “the Eastern lands” were to be governed in this way. There is no mention in the documents that people’s life will be bad; they read that people will be happy. They will not know that there are any other possibilities for life, so they will be completely satisfied with what is available at the moment. It is also said that there should be a radio (television then, unfortunately, did not exist, and then, of course, the rulers would offer television) – a radio that will broadcast fun music (and as much as possible) to make people happy and always be in a good mood.

Modern Ukrainian society is too educated for this economy and this socio-political system that it has today. We know too much. And to prevent a social catastrophe, which will inevitably occur otherwise, it is necessary in the coming years to destroy the education system and bring society to intellectual degradation. Because if society does not reach mass intellectual degradation, it may simply not be allowed to do what is done to it (12).

It is important to note that critical theory seeks to restore the human content and meaning of education not to implement the values of industrial capital and high technology, but, above all, to radically democratization of education to achieve the goals of progressive teachers in education, research that which will promote development of individuals, citizenship and community, social justice and the strengthening of democratic participation in all forms of life. In recent decades, there have been persistent attempts to impose neoliberal policies in the field of

education, the desire to reorganize the school according to the business model, the introduction of strictly standardized curricula, primitive testing methods that distort the content and goals of pedagogy.

This neoliberal program is catastrophic for the content of education and upbringing and critical theory of education in this context should be seen as a critique of neoliberal education restructuring and in this sense it should offer alternative concepts and practices of education, upbringing and sustainable social development.

CONCLUSION

Awareness of these lessons of global development is necessary both for a theoretical understanding of today's prospects for world progressive policy in general and in education in particular, and for practical attempts to change our world for the better.

The growth of political, economic and cultural conflicts, terror, wars requires that education also study the problems of war and peace, the application of its achievements in resolving conflicts through mediation, which is an important part of a democratic program of social development. The growing cultural conflict makes it increasingly important to understand how important it is to form compassion and understanding of others in today's globalized world, to see how humanistic values like tolerance and enlightenment, the struggle for peace and justice can be strengthened in today's situation. Critical pedagogy in this context must also address the complex issue of overcoming cultural differences, understanding, and developing more inconclusive models of democracy, which will include the development of existing marginalized groups and the resolution of conflicts between different communities and cultures.

The call and strategy for the democratic restructuring of education should contribute to the development of the acquisition and use of knowledge, be seen as a response to emerging technologies and trends of globalization. In particular, it must be borne in mind that in today's unfair environment, some communities, individuals are privileged in gaining access to technology, higher-tech skills and cultural capital than in less privileged communities. One of the ways to overcome this gap in the whole complex of new inequalities of classes, gender, race, is to restructure education so that all students have access to new technologies and new knowledge in the system of democratized education and learning.

Globalization and the technological revolution must be used to radically restructure education and provide learning environments for radical pedagogy so that they can offer their models of pedagogy and the reconstruction of education for its service to democracy and progressive social change. Although neoliberal models need to be severely criticized, it is also important to offer alternatives. Thus, it is necessary to accompany the demand for new knowledge and the restructuring of education with a program of its democratization.

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