Humanitarian Technologies in the Education System of Modern Russia

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Abstract

Purpose: The article considers the problems of introducing new technologies into the Russian education system, due to the objective needs of increasing the pace of information and technological support in all fields of public life. Design/methodology/approach: In the case of public approval of the objectively inevitable introduction of information technologies into education, there are some fears caused by the fact that among the goals of informatization and digitalization of the education system, educational goals may dominate, because of which socio-educational and worldview goals will not be taken into account. Findings: The possible positive and negative consequences of the use of modern humanitarian and information technologies in education are being described: the reduction and exclusion from the educational process of classical methods of education, built on direct interpersonal communication between students and teachers, which ensure the formation of personal qualities, a positive worldview, citizenship and patriotism among students. Originality/value: It has been proved that the development of computer programs for educational organizations usually takes into account the priority solution of educational tasks; as a result of which, the problems of using humanitarian and information technologies to educate students are not always solved. As a result, educational work in educational organizations should be carried out by pedagogical workers who are able to control the content of information and use it to educate students using humanitarian technologies.

The author's definition of modern humanitarian technologies in education is formulated; their capabilities and role in the conditions of such trends of social development are outlined, as globalization, informatization, digitalization, revealed the results of the symbiosis of humanitarian and information-communicative, and nano-bio-cognitive technologies transforming traditional patterns of human-world interaction, changing the logic of social behavior of people on a global scale; the conclusion that there is an increase in the need for training teachers is justified; those with knowledge of humanitarian education technologies are offered ways to train such teachers in the system of additional pedagogical education.

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Keywords

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1 Introduction

The current state of Russian society is characterized by high socio-economic, cultural, technical, and informational transformational dynamics in all its spheres. Transformational

processes are determined by the integration of Russian society into the processes of globalization, informatization, digitalization, which have become external trends in the internal logic of the development of social systems and determining factors in the change of the logic of social behavior. The above trends of social change are due to the new paradigm of transhumanism, which has a historical origin in pantheism, but in modern interpretation is dressed in the methodology of global thinking, which is based on the latest nano-bio-convergent cognitive technologies, as well as humanitarian technologies that can affect not only the worldview of large masses of people, but also modify the biological, psycho-physiological nature. Transhumanism currently acts not only as a philosophical concept, but also serves as a new global political ideology involved in the formation of a new transhumanism through the global education system. The digital transformation has affected all spheres of society and most areas of people's activity, having the greatest impact on the educational system. The education system is embedded in a transnational business structure, since the global trend of transforming the institution of education implies that modern universities should be scientific, production, and educational corporations that provide educational services and sell their nano-developments to industry, business, and other economic entities, which at the same time are sponsors and grantees for researchers.

In Russian society, measures are being taken to bring the education system in line with the needs of the global development of digital information technologies, which contribute to the expansion of the information and educational space, the creation of effective jobs, and other conditions for increasing the effectiveness of independent educational and research activities of subjects of the educational process. Therefore, the problems of developing information resources, introducing new information technologies into the education of the Russian Federation are widely discussed by scientists and practitioners who recognize the great public importance of raising the level of information of the educational system and offer additional measures to intensify this work (Abramova et al., 2018; Chetverikova, 2015; Krasovskaya & Isabekova, 2017; Sharipov, 2019).

2 Materials and Method

New computer technologies, which contribute to the intensification of the educational process, the development of distance education, and self-education, simultaneously give rise to opportunities to reduce and completely exclude from educational practice, classical methods based on interpersonal communication between students and pedagogical workers, who are not only "transmitters" of knowledge, but

also educators of their students, forming their personal qualities, wide worldview, citizenship, patriotism. As (Perova, 2007) wrote on this occasion, under the influence of information and communication technologies, a significant transformation of the pedagogical system takes place, requiring changes not only in pedagogical personnel, but also in the technologies of educational work.

It is no secret that the globalization of education is shaping a new system of values, encroaching on the spiritual sovereignty of Russian society, which is being undermined by the loss of sovereignty of the education system. Education, traditionally, in Russia, was understood as a single process that incorporated spiritual and moral development, education and training.

The introduction of Western educational standards into the Russian education system in the form of federal state educational standards, which are developed by the ministry, but under the auspices of UNESCO within the framework of concepts and programs tested outside Russia, led to the implementation by everyone of the most famous ancient principle: "If you want to defeat the enemy—raise his children!" The orders for the development of educational standards from the Ministry of Education and Science of the Russian Federation were received by such globalizers of modern education as: the Agency for Educational Initiatives, Applied Research and Consulting "Perspectives;" European Bank for Reconstruction and Development; Institute of Educational Policy Problems "Eureka" under A.I. Adamsky; Open Society Institute (Soros Foundation); Moscow School of Management Skolkovo. Therefore, the traditional education system is getting completely dismantled and the transition to transnational transhumanistic standards, which absolutely do not take into account the national interests of Russia, but rather focus on the interests of the world transnational elite take place. In such a way, we become the witnesses and accomplices in the global permanent reform of modern education, which instills skills for high-speed change and shapes the ability to navigate and continuously form in the context of the third industrial revolution with professional or universal competencies.

In the case of public approval, or rather not a complete understanding of the objectively inevitable introduction of information technologies into education, there are some fears caused by the fact that educational goals may dominate among the goals of informatization of the educational system. For this reason, the specificity of the dual nature of the education process will not be taken into account, which cannot be limited only to the transfer of knowledge by teachers and their acquisition by students. The upbringing aspect should also be included in this process (References Legal System, 2012), which objectively cannot organize a computer that is only capable of performing technological operations programmed for it by a person. But, since computer programs are

developed by professionals, sometimes hostile to the Russian state and society, the problems of using information and communication technologies by extremist organizations and other destructive forces in cyber-wars directed against Russian society have to be faced by residents of our state. The main problem of using the latest computer and information technologies in the modern world is the difficulty in identifying and punishing those subjects of information and communication interactions who use the Internet space to manipulate the consciousness of the younger generation, recruit extremist, and terrorist structures, as well as incite ethnic and interfaith discord and call for overthrow of power and mass unrest. Experts note that recruitment to extremist and terrorist groups, such as ISIS (a terrorist organization banned in Russia), is carried out mainly through social networks and instant messengers. The same goes for the mass participation of young people in the "color-coded" revolution in the post-Soviet space, who were informed and called for activity through the Internet. In this context, the concept of "information war," which is waged, including by humanitarian technologies, is updated. It is no coincidence that S. Huntington justified the methods of "secrecy and deception" that the authorities should use in the process of managing the masses (Crozier et al., 1975) called for the creation of a global education in the publication "New Age."

3   Results

In the Russian education system, there is a trend common to the global education system—the permanent introduction of innovation and the practice of the paradigm of radical modernization, perceived as an absolute good or another progressive breakthrough for humanity. However, any innovation should not only be theoretically meaningful, but also critically tested in practical application for the presence of not only positive, but also negative qualities and consequences of its implementation. In recent years, elements of distance learning have been actively used in the educational process, and in the face of coronavirus infection COVID-19, these technologies have massively entered the educational space of all students. Also, do not forget about the introduction of various forms of computer testing, checks of scientific papers, students and teachers on the originality of texts in the artificial intelligence system—antiplagiarism, as well as the introduction into scientific and educational activities of such science-metric criteria as citation indices or the number of scientific publications. Information technologies are being introduced so quickly into the educational process that it is practically impossible to understand the shortcomings and advantages of the introduced nanotechnologies, which the creators of scientific and technological progress do not openly declare.

It is obvious that while maintaining the pace of increasing the volume of computer information innovations in the educational process by reducing the use of classical educational technologies that provide for direct communication between students and teachers, the negative effect of dehumanizing the educational processand replacing its humanistic goals with technocratic goals of increasing the volume of obtaining updated information is possible. In this context, it is also fair to talk about the technological dehumanization of the educational system; in which, the role of the teacher, without his consent, is delegated to technical means and information technologies.

Warning about the undesirability of such consequences, Russian President V.V. Putin said at a meeting with class leaders of the graduating classes of Russian schools: "Getting knowledge is not easy, but it is still secondary compared to raising a person, in order for that person to treat not only himself properly, but also his friends, family, homeland—these are absolutely fundamental things, and only on this basis can we expect a person to become mature and enjoy life, and make the people around him also enjoy communication with him" (Romanov, 2017).

Educational practice in Russia at the present stage of society development is carried out in the context of the world experience of transition to the work of students in the electronic environment, and the inexorable reduction of the classroom hours allocated for direct communication between the teacher and the student. Higher education is also actively introducing an electronic information educational system in which video lectures are placed, and practical classes are transferred to various electronic information platforms. For several years, experience has been gained in conducting advanced training courses and retraining of scientific and pedagogical personnel and other professionals in the system of distance education. One of the functions of the institute of education—the transfer of accumulated knowledge—is transferred to a technical device, obliging teachers to master information, and communication technologies. The organizers of the educational process see in this form of training the economic effect, as the possibility of mass attraction of those wishing to receive higher education or retraining in accordance with the needs of the customer of the educational service is expanding. Automation and technologization of the educational process shift didactic priorities in the direction of continuous online education, forming a "service person" (Kovalchuk, 2011), as well as the appearance in the register of psychiatric diagnoses of such designations as "digital dementia," "information slow-learning." Such diagnoses are made to modern youth, who, as a result of their passion for gadgets, have lost the ability to develop the intellectual and physiological capabilities of the brain and psyche. Neurophysiologists, psychiatrists, and world-famous educators unanimously claim that every next generation of

people will be more stupid than the previous generation, since there is mental and physiological degradation of the human brain. To solve this problem, improving the abilities for cognition and thinking of such people, transhumanists offer using genetic engineering and using nano-bio-cognitive technologies, introducing chips, transferring the consciousness of these people to computer media (Grechkina, 2015).

Practice and numerous scientific studies objectively prove the fact that immersion in the Internet and electronic environment prevents young people from gaining the necessary skills of direct social interaction, which are expressed in the ability to show empathy, negotiate, make mistakes, defend their position, work in a team, compromise, and many others. The experience of direct interaction in a real rather than virtual sociocultural space is much more important for the development of the individual than awareness and knowledge of information and communication technologies and means. The most important and unresolved problem that arises from the transition to distance education models is the inability of technical means and electronic resources to perform sufficiently educational and spiritual and moral functions. How dignified a person will live his life depends not only on the gained profitable knowledge for him, and, to a greater extent, from the extent to which he can apply spiritual experience, received by him in the process of living communication with a teacher who forms a creative interest and sympathy for his subject, to the process of knowledge, monitors the level of knowledge learned, gives recommendations and instructions, forming ethical ideas, value orientations, a systemic worldview, without immersing in the spiritual falsification of the virtual world.

Humanitarian technologies in the modern education system of the Russian Federation, which can combine classical methods of organizing the educational process and the latest information technologies, which can become effective subjects and means of educational activities of pedagogical workers and students, should receive public and government support and further development in order to reduce the negative "side" effect. Reliance on humanitarian technologies in the modern Russian education system does not imply the rejection of nanotechnology of education, but also does not allow them to be ignored, despite the seemingly traditional or lack of innovation in approaches to education. The main sign of humanitarian technology is human impact, which in itself implies the use of not only traditional, but also the latest means and technologies of influence. The innovation of humanitarian technologies is expressed in the interdisciplinary and inter-paradigm of the methodological, strategic, and technological level of their application not only in the transfer of knowledge, but also in the preparation of the individual for participation in the system of continuous education throughout life. Humanitarian technologies allow a person to update his competitiveness in the modern world, improve his professional level or change his sphere of activity in accordance with the demand in the labor market throughout life. Humanitarian technologies allow you to motivate an individual to change the logic of social behavior, to achieve socially significant goals through the development of a set of specific competencies in the process of independent strategy and decision-making. Thus, humanities technologies according to methodological characteristics and the implementation algorithm are broader than educational ones.

In a broad sense, humanitarian technologies can be described as a combination of classical and innovative methods of organizing the educational activities of pedagogical workers and students, carried out taking into account the personal qualities of a person, his rights and interests, using modern computer technologies that strengthen the emotional components of the educational process, emphasizing the attention of students on key elements in order to strengthen their perception, memorization, transformation into the foundations of worldview, and socially useful activities.

As we see, in such a determination of the essence of humanitarian technologies, pedagogical workers, moderators of educational activities of students, should pay special attention to the need to identify in the general context any specific meaningful units of information (words, phrases, diagrams, drawings, sounds, etc.), and their isolation with peculiar markers of susceptibility, which can cause psychological reactions of different content, shape, and intensity, enhancing the memorization of the necessary units of information extracted with their help.

For example, according to classical methods, pedagogical workers, in personal communication with students, most often use a change in intonation as markers—tone, volume, pace of speech, rhythm, phonation, and other methods of attracting listeners' attention to the material being studied.

The technologies of the teacher's dialog with students and the discussion form of discussing problems related to the topics studied also demonstrate high efficiency.

In turn, the use of computer technologies expands the capabilities of teachers, who as markers can use technologies for visual amplification of information with animated effects, hand-drawn stories (comics), photographs, or diagrams.

In the practice of general humanitarian educational disciplines, computer technologies of iconographic and sound reinforcement of educational materials are actively used, as well as their addition with video articles and fragments of educational films in which authoritative scientists express their opinion on the socio-economic and other phenomena or processes studied.

4   Conclusion

Therefore, humanitarian technologies in education are a set of active methods of education and methods of upbringing using modern computer equipment, complementing traditional methods of education with nano-bio-cognitive, and psycho-emotional components that focus the attention of students on key points of the educational process to strengthen perception, memorization, and stimulation of socially useful activities. Humanitarian technologies in the context of globalization, informatization, and digitalization expand the possibilities to modify not only the transferred knowledge, but also the worldview of a modern man, his perception, attitudes, values, as well as the mechanisms for the development and formation of the individual through the techno-integration and trans-humanitarization of global society.

Symbiosis of humanitarian and information-communicative, as well as nano-bio-cognitive technologies transform traditional models of interaction between man and the world around him, changing the logic of social behavior of people on a global scale, changing the body, and social and psychological nature of man. The influence of the latest humanitarian technologies on a person is expressed in the transformation of mental mechanisms in consciousness, in intelligence, in the emotional-sensory and cognitive field. Information, digital, or virtual reality is in many ways an artificial environment created by a man, while it is also unpredictable in its consequences in the process of immersing a person in it, as well as little-studied and complex, while remaining logical in its existence. These factors complicate the processes of natural adaptation of the individual to this reality, forming various personal, physiological, and social deviations, make socialization difficult, reduce the direct contacts of subjects of social relations, and level the motivation for work, responsibility, and development. Artificial intelligence prevents the development of the personality and its adaptation to new challenges and threats, making it powerless before the dictate of high-speed development of the technological and information field. Traditional teaching methods and technologies that solve these problems earlier do not include methods for interacting with a modified environment or space. However, humanitarian technologies must stop techno-scientific innovation from interfering in human consciousness and nature, as these scientific achievements alone do not reflect moral, ethical, or spiritual categories. Within the framework of the application of humanitarian technologies in the education system, the hope still remains that the new information and digital society, as well as the third industrial revolution and techno-science, will not absorb a man, but will contribute to the fact that global society will maintain the boundaries within which a man remains human.

At the same time, due to the high rate of introduction of information and digital technologies into education, it is revealed that a significant number of educational organizations lack the necessary material and technical base—computer equipment, software, as well as pedagogical workers who are capable of effective use of information technologies in the educational process.

The current situation calls for the organization of additional education of pedagogical workers at all levels; their preparation for educational work using new methods, means and technologies, among which humanitarian technologies should occupy one of the leading places.

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