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TÍTULO: Un modelo de red de educación para el autodesarrollo de la personalidad: riesgos y oportunidades.

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RESUMEN: La novedad científica de la investigación es causada por la transición en el aprendizaje de la "cultura del conocimiento" a la "cultura de la navegación", que requiere redefinir las bases y principios de la actividad educativa controlada en favor de la educación como un espacio de libertad. El objetivo del artículo es analizar las oportunidades y los riesgos del uso de tecnologías de red para garantizar la calidad de la educación moderna. Se ha demostrado que la actividad educativa en la red se presenta como una actividad de comunicación creativa que está conectada no solo con la transferencia de lo conocido, sino también con la producción de nuevos conocimientos. Se han revelado los riesgos del uso de las tecnologías de red en la actividad educativa.

PALABRAS CLAVES: educación, tecnologías de red, calidad, desarrollo personal de la personalidad.

TITLE: A Network Model of Education for personality self-development: risks and opportunities.

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ABSTRACT: The scientific novelty of the research is caused by the transition in learning from “culture of knowledge” to “culture of navigation”, which requires redefining the basis and principles of controlled educational activity in favour of education as a space of freedom. The objective of the article is to analyze the opportunities and risks of using network technologies to ensure the quality of modern education. It has been proved that educational activity in the network is presented like a creative communication activity that is connected not only with the transfer of the known, but also with the production of new knowledge. The risks of the network technologies use in educational activity have been revealed.

KEY WORDS: education, network technologies, quality, personality self-development.

INTRODUCTION.

Modern society is qualified by the scientists as a network one. It is characterized by the functioning of a number of global network entities, the development of science intensive technologies and

telecommunication processes, the emergence of new types of communication and social structures, etc. An attribute of this society is revealed through the ability, on the basis of information and network technologies, to connect various actors of certain segments of social activity (Castels, 2000, p. 122), to exercise a fundamental influence upon the development of their spheres, to form a social organization based on technologies of creation, transmission and processing of information, etc. Networks are a technical and socio-cultural phenomenon of the era. They constitute a new social morphology of social life and are a complex self-organized non-linear formation.

Modern technical means of communication, broadcasting large amounts of information, significantly affect the spheres of human life, his/her work, mode of life, leisure, political life and dictate behaviour patterns, reflect and shape public opinion. They change the way people think and communicate with others. The person thinks and communicates through technology and with the help of technology. The person uses network technologies at the level of “digital aborigines” and perceives them not as a kind of “oddity”, but as a normal quality of life. The person treats various Internet resources the way previous generations used to treat the usual texts.

It should be noted that science intensive technical and technological innovations produce another cultural dimension of social life, which forms new values and needs of the person. In particular, there is a need for other education, characterized by a high degree of mobility, which is open and accessible to a large number of people. It is not bound to a particular place of residence and is a space of freedom in which the participants of the learning process are given the opportunity to express themselves and choose the spheres of their interests and needs freely. Networks are creating a new educational space that is emerging in new ways of world perception and understanding, in new technologies, forms and learning tools. However, the opportunities and benefits of network education are fraught with a number of risks and challenges. Among the problems are: what and how to teach within a networked space, how it is possible to build and implement training calendars

in the context of an asynchronous learning environment, how network technologies affect the quality and content of learning activities, what teaching methods are optimal in the era of science intensive technologies, etc. These problems require a thorough methodological and systematic comprehension and create a need to find new concepts and theories of learning.

The purpose of the article is to consider the opportunities and risks of the network model of education for personality self-development.

DEVELOPMENT.

Analysis of recent researches on the issue.

The theoretical bases for the analysis of human and computer interaction are the scientific researches of (J. Attali, 1993; Zh. Baudrillard, 2012; E. Daison, 2002; M. Castels, 2000) and others. Influence of information technologies upon society is a subject of scientific interests of (Z. Bauman, 2002; M. McLuhan, 2003) and others. The works of (E. Daison, 2002; G. Siemens, 2004; M. McLuhan, 2003; G. Giroux, 2006) and other researchers model the changes that can occur in education through computer technologies introduction. The works of (A. Illich, 2006; M. Polani, 1985; J. Attali, 1993) provide the analysis of opportunities for learning outcomes in more open computer-information systems than educational institutions.

The philosophical and pedagogical thought of these issues is addressed in the works of (M. Abramov, 2010; S. Hanaba, 2015; O. Kaminska, 2013; V. Kapustin, 2000; O. Kyvliuk, 2011; M. Usoltseva (2010) and others. A subject of scientific researches by S. Smirnov (2003), N. Lutsenko, 2012; Lutsenko, 2016) and others is the specific character of interaction building within virtual space.

Methodology.

The methodological basis is the use of a phenomenological approach that has made it possible to explain the network as a new cultural form, e-learning resources, computerization of education, and personality self-development. The elimination of subject-object relations in the educational process has been revealed through the concept of nomadism, transgression and education has been presented as a space of freedom in a personality self-development, which is understood as a complex, holistic one and at the same time open to new changes.

Results and discussion.

Network, network society is a new cultural form of the present time, which opens up endless possibilities for self-development, self-realization and self-affirmation of a personality, his/her self-orientation and self-creation.

Information networks and computer technology tools provide consumers of educational services with free access to electronic resources for educational purposes, make a variety of cultural practices open and accessible, present the opportunity to consider the educational institution as an open environment, which lacks age, gender, national, geographical lines of demarcation in order to construct a communicative space.

Back in 1972, I. Illich introduced the term “educational web” to scientific circulation, describing the mechanisms of its work and functional characteristics. He highlighted that network learning is an ability to provide everyone with access to educational resources at all times and at the most convenient time for them (Illich, 2006). Therefore, one of the areas of network education development is the creation of new type of educational institutions, namely “flexible type schools”, “open universities” and so on. Today, the British Open University, the Canadian Open University, US Governors State University, California Virtual University and more educational institutions are

already operating in the world.

The purpose of open education is to prepare participants of educational interaction for full and effective participation in the professional and social life of society in the age of informationism. The scholars distinguish the following characteristic features of open education: free access to information resources, freedom of choice, individualized approach to the learning process, creation of conditions for joint creative familiarization with the world. In the process of learning, the participants of educational interaction constantly make discoveries, researches, trying to solve their educational problems in the context of existing social realities, that is, they reveal their own creative potential; create the world and themselves in it. They constantly build the trajectory of their own essence, fostering new cultural “conceptual characters”, resorting to the practice of “autopoiesis” (J. Deleuze, F. Guattari, 1992).

The participant of the learning process is not a passive recipient of the information. He/she is its active creator and a critic of already acquired information. Learning in the network involves developing open-minded thinking and expanding the “possibilities” of intuition, influences the possibilities of developing visualization processes in educational activities, contributes to the formation of a digital culture, and the like. Important cognitive skills that allow successful use of information in real time are the continuous improvement of navigational skills in information search, the subsequent analysis of information resource, the ability to find and evaluate analogies, to create associative connections between thoughts, feelings, ideas for the purpose of their further use for solving problems in different situations, extracting certain elements of information and creating a new intellectual product based on them.

Network technologies offer a fundamentally different principle for organizing the educational process. It is based on the logic of functioning and development of networks as self-referential, self-organized, super-complex, non-linear formations. The educational model built on the rhizomatic

principle comes to replace the hierarchical educational model. The defining principle in educational practices is the principle of connectivism (from the English word “connet” - network). This principle in educational practices foresees, first of all, the possibility of free choice granted to the participants of educational interaction among the variety of approaches and proposals of methods, ways of learning, based on their interests and needs. Previously, the educational problem was based on finding the necessary information, ways to obtain it, but now it lies in the ability of the participants of the learning process to search for the needed information resource among the variety of available ones.

The choice of the optimal solutions by the participants of the learning process from the variety of information resource is related to their ability to simultaneously work, study, rest, etc. in the network. They can simultaneously keep up to date with information on various social networks, blogs, and chat with multiple people. In other words, the participants of the educational process are able to make choices and to function in the electronic world, in the face of the need to solve a number of tasks.

It should be noted that the choice can be made at all stages of the educational process, namely: during the setting of educational goals, choosing the directions of classes, forms and rates of study in various educational fields. This approach provides the principle of individualization. Its essence is that there are no incapable students, every individual is capable in his/her own way. The educational process is focused not only upon information, scientific, value, normative, pragmatist sides of the personality, but also upon components that focus on the cognitive, emotional, psychological capabilities of the individual, not the abstract person. In fact, information and network technologies create a serious alternative to the traditional education system, which in the conditions of a “fluid” modernity is not able to play a priority role in the development of society. An alternative is that education created by network technologies directs learning to design an

unknown future. It seeks out and offers bold projects like: how to teach a person to live in the unpredictable realities of modern life, how to create a society in which they do not teach, but which is taught itself, etc.

Another statement that opens the possibilities of network technologies in the development of a personality is to understand the nature of knowledge. Knowledge is seen as incomplete truths, as fundamentally incomplete technologies for shaping the future, characterised by possible and variable nature. Accordingly, the educational process is focused not so much on the result, but on the process. Network technologies are not considered as a storage room of an information resource, but as a laboratory for creation, review, improvement of knowledge (Hanaba, 2015).

Educational activity in the network is presented like a creative communication activity that is connected not only with the transfer of the known, but also with the production of new knowledge. For a person, it is vital not only to perceive and absorb information, but also to change it, to generate new ideas and thoughts, to involve an educational resource in the practice of their activity, that is, to be constantly in a state of creative search. Under these conditions, the individual falls into the boundary-area i.e. the cognitive field of constant interactions of different cultural, social, historical codes, which actualizes the individual components in the constitution of the individual and makes it possible to process the redefinition of identity. This creates a space of freedom in which the self-creation of the individual takes place.

Educational activity appears as a process of self-knowledge, self-building of the participant of educational interaction and the social environment he is the member of. It focuses on the person whose formation occurs by empowering him/her to put into practice the needs for new knowledge, through the pluralism of directions, forms and levels of learning that allow everyone to be educated, taking into account one's abilities, needs and interests. Education also emerges as a pragmatic strategy for the transformation and improvement of human life, which is seen as growth in which

educational subjects become a means of development.

During the learning process, the participants are constantly making discoveries, researchers trying to solve their educational problems in the context of existing social realities, that is, fulfilling their own creative potential, creating the world and themselves in it. They create a trajectory of their own essence, nurture new cultural “conceptual characters”, resorting to the practice of self-creation. In this process, they are determined only by themselves, because they always create their own identities, they are an unfinished project in a world that is changing and evolving only in the coordinates of the present. Their existence in the world is defined both through the continuous trying of new images, the creation of new identities, and the ability to get rid of them and choose others depending on the changing situation or context of objective reality. It is about surviving and being successful in the realities of the world, when the stable things has already disappeared and the new has not been established, a person is doomed to cultivate new cultural principles, to create new conceptual “cultural characters”. They reflect the main idea i.e. the idea of a human being’s objective reality in a situation of dynamic civilizational changes, when it loses its previous status, but does not gain in return a new one.

Network technologies are productive not only in the context of a personality development, but also, above all, from the point of view of changing conditions, thanks to which the personal development of every personality contributes to the creation of a new social environment, other cultural models that would ensure the sustainable development of modern society. The cognitive process appears as a process of self-knowledge, self-creation and self-building of the participant of educational interaction and the social environment he is the member of.

Network interaction within the educational field increases the freedom of action of its participants, helps to foster tolerance and critical thinking. Information technologies help to broaden the horizons of communication of the educational interaction participants, stipulate the fact that they often enter

into communication with people from unfamiliar cultural, social strata. Therefore, they have to display readiness for their understanding and cooperation, to cultivate the ability for tolerant attitude towards another, different position.

Network technologies can act as an effective mechanism for developing tolerance (the ability to see events and oneself from the outside, to understand the position of others), critical thinking (willingness to hypothesize, criticize, participate in discussions, question unjustified positions, represent and protect one's own thoughts). A person-navigator is an educational product who searches within the labyrinth of his/her own education, is capable of self-education carried out depending on the value priorities and vital needs, who is able to flexibly orient one's own educational resource, to make decisions depending on the circumstances. The person appears not as an entity, but as a process in which his/her creation takes place through the disclosure and activation of his/her own potential. The network is presented as a personal learning environment. It is formed and developed depending on the way in which the participant of educational activity organizes communication with the society and other members.

The value of education in a network environment is the multiplicity of connections that form between the agents of learning interaction. By its nature, educational and cognitive activity has network and collective character. Therefore, the transition from an egocentric position to understanding the capabilities and role of other people, other ways of constructing reality is important in the organization and implementation of educational activities.

Communication is seen as an important factor in human socialization, demonstrating its ability to cope with the situation. Acts of communication cause the revision of established meanings and stipulate the creation of new ones, symbolizing the designing of relations with reality, including virtual. Their condition is reflection, understanding, emotionality, creativity. In educational activities, communication helps to reformat the learning from the process of the ready knowledge

transmission to its creation in the environment of the seekers on the basis of intersubjective practices. What is meant here is a communicative agreement which is achieved freely without ideological pressure. Students can combine networks of knowledge in several areas. The periphery of the knowledge domains are porous, their boundaries are flexible and movable that allow creating interdisciplinary links. The ability to see connections between areas, ideas and concepts is one of the core skills of participants of the educational activity.

Such education flexibly and proactively responds to changes in socio-cultural and scientific realities and is a space of freedom in which the participants of learning are given the opportunity to express themselves freely and to choose what they are interested in. Educational activity is understood as an open, complex, rhizomorphic system which is in the state of self-modification and self-establishment. The learning process appears as a process, not as a result. It provides free choice by the participants of the learning process among the variety of ideas and approaches that they need. Under such conditions, knowledge is not a goal in and of itself, a certain sum of established truths and axioms; it is possible and variable-based, as such produced according to one's creative potential. At the same time, collective co-operation, co-work of many individual participants of educational interaction, able to criticize, change thoughts, ideas, views play a crucial role in the search for errors, test of hypotheses and theories, contribute to the formation of creative, probabilistic, exploration thinking.

The process of cognition emerges as a process of self-knowledge, self-creation, self-building of the participant of educational interaction and the social environment in which he/she exists. According to researchers, a transfessional is the educational product in the context of the network educational model. S. Smirnov believes that the transfessional is "the navigator who leads the search, walks over the labyrinth, the trajectory of his education. He constantly problematizes himself, does not rest upon any particular position... Thus, the idea of "network educational communication" is

formed as a space in which a particular person becomes a participant who chooses purely his own version of his personal education... he is a proprietor of his education, changing his professional and cultural identity” (Smirnov, 2003, p. 157).

In network education, the individual finds himself in the boundary area i.e. the cognitive field of constant interactions of different cultural, social, historical codes, which actualizes the individual components in the institutionalization of the individual and allows the process of redefinition of identity. This creates a space of freedom in which the self-creation of the individual takes place. Applying an image-metaphor by M. McLuhan, he describes the objective reality of a modern human being as nomad existence, who “left the closed world of the tribe for the sake of an “open society” and changed ear-to-eye through writing technology” (McLuhan, 2003, p. 156). Modern people, armed with information technologies, new types of portable products and goods, get endless opportunities for work, education, creativity, communication. Thanks to them, they show the ability to learn throughout life, solving various life tasks.

Surfing in the web, the individual is deprived of the partial specialization, which he/she received within the traditional educational institutions and receives the role of a permanent collector, creator of information. This circumstance is especially relevant, provided that the everyday tasks of the modern era always arise under a fundamentally different and distinct from the previous circumstances, and therefore require not only new knowledge, but also the flexibility of human thinking, creativity, etc. Thus, education can never be completed, it is constantly updated, is in a state of formation and change, as well as society itself.

The concept of transgression, which means going beyond what is available, recognizing the inability to remain within this system of reference frame is used to describe the cognitive processes occurring in an ever-changing educational environment in American educational philosophy, particularly in H. Giroux boundary pedagogy. According to the researcher, transgression in its

project appeals to the renewal of those forms of knowledge that characterize the alternative and oppositional Others, contribute to the creation of the image of a “cultural person”. According to the scientist, this concept also “serves as a prototype for cultural criticism and pedagogical processes as a form of overcoming the boundary. In other words, it means forms of transgression where existing boundaries created within domination can be questioned and redefined” (Giroux, 2006, p. 81). Thus, conditions are created when the participants of the educational process “become transgressors for the knowledge of otherness in its own comprehension, for the creation of a “boundary-area”, where various cultural resources form new identities within the existing configurations of power” (Giroux, 2006, p. 81). Thus, the closeness of cultures, traditions, paradigms is overcome, the space of interculturalism, cooperation, understanding is reached. Knowledge acquires the trait of plurality, constancy and interdisciplinarity.

The new horizon of knowledge that opens with a transgressive breakthrough is really new in the sense that it is not, in relation to its previous state, linearly “flowing” from it with an obvious and sole result. On the contrary, the novelty in this case has, in relation to all previous, status and energy of denial. In addition, the transgressive transition in the network model creates a bifurcation situation for the individual where he/she is given the opportunity to choose different paths for further development. The transgressive transition allows overcoming culturally, historically, geographically, socially, etc. created boundaries. This creates a space of freedom in which the self-creation of the individual takes place.

In network education, the participant of educational interaction has the opportunity to choose at all stages of the educational process: when setting educational goals, choosing the directions of classes, forms and rates of learning in various educational fields. The principle of individualization is that there are no incapable pupils/students; every individual is capable in his/her own way. The use of didactic potential of network education contributes to the creation of an educational system-

environment of a personality self-building.

The will, physical and spiritual efforts of the person are constantly involved in educational activity, so the participants of educational interaction get the opportunity to reach their fullest potential, to improve themselves morally and to develop the necessary abilities, skills and habits according to the requirements of the time. At the same time, collective co-operation, co-work of many individual participants of educational interaction, able to criticize, change thoughts, ideas, views play a crucial role in the search for errors, test of hypotheses and theories, contribute to the formation of creative, probabilistic, exploration thinking. The role of the teacher changes significantly. He/she becomes an accomplice to a dialogue, a seeker of truth.

Thus, during the learning process, the individual is constantly making discoveries, researches trying to solve his/her educational problems in the context of existing social realities, that is, fulfilling their own creative potential, creating the world and himself/herself in it. Under such conditions, knowledge is not a goal in and of itself, it is created by the person himself/herself, it does not estrange from his/her needs and interests, and therefore is personally meaningful both to the particular participant of educational interaction and to society in general. In network education the participant of educational interaction has the opportunity to choose at all stages of the educational process: when setting educational goals, choosing the directions of classes, forms and rates of learning in various educational fields. The principle of individualization is that there are no incapable pupils/students; every individual is capable in his/her own way.

However, the introduction of network technologies in the educational process is not deprived of risks. What is meant here, first of all, is that the organization of educational activities on the principle of connectivism envisages a new understanding of communicative relations. The novelty is that the intrusion of information and network technologies into the human life world causes the destruction and elimination of traditional human communication practices. Any interaction that

occurs in the learning process occurs through and depends on information and network technologies. They are no longer perceived as a simple means, as a tool to achieve a certain educational goal, because they significantly affect the person and the world in which he/she lives, his/her communicative, emotional, world-value, material spheres, etc. The network replaces a world of realities for the person, presenting a world of virtual, fictional and ideal one for humans instead of the usual day-to-day realities.

Having found himself/herself in the nets of this world, the person tries on and demonstrates a number of images that are not typical for him/her in real life. In this way, the person is given the opportunity to live a series of lives, even virtual ones. So, having emerged in the second half of the twentieth century the information and network technologies subordinated the life of an individual and himself/herself. In such circumstances, the individual may be completely “dissolved” in the world of information, showing complete dependence on it. Technology loses its “neutral” character in relation to human beings. Modern gadgets do not play a supporting role, but are independent members of the network. In this connection, it is necessary to understand and consider information and network technologies as cultural items and associated spiritual and emotional opportunities and risks. In such circumstances, there is a need to form an information culture, which is aimed at developing the skills of selective attitude to information, its ranking in the processes of individual study. Awareness of information environment, laws of its functioning, ability to navigate in information flows can become the basis of information culture of an individual.

The need for the development of the information culture of the individual increases with the development of a number of psychophysiological deviations and “screen dependence” of information and network technologies users. They testify to the inability of a person to concentrate attention on a certain activity, point to its hyperactivity, confusion. The person needs constant external stimulation he/she is used to receiving from the screen.

Information and network technologies to some extent ignore the emotions of wonder, admiration, pleasure, anger, irritation, despair, etc. At the same time, the value of such unforeseen and unplanned emotions reflects the personal trajectory of the child's development and indicates the awakening and development of creative abilities. "... The negative state of the emotional sphere can easily cause persistent disturbances in the world perception of the person and significant difficulties in his/her daily contacts. Integration into the information environment and vigorous activity are primarily reflected in our emotional reactions", - M. Abramov emphasizes (Abramov, 2010, p. 2). The individual pays with difficulties in interpersonal relationships and emotional estrangement for accessibility and diversity of information.

Another serious problem is the inadequate understanding of what the risk is. A state of a gamer who is used to having multiple "lives" and killing characters in a game is similar to a state of a human being with a damaged prefrontal brain region. The individual is more risk-prone, unaware of the dangers and consequences of his actions. This is similar to a schizophrenic condition whose abovementioned region of the brain is also underdeveloped. These considerations indicate the need for the development of psychological and didactic, psychophysiological bases for the construction of the learning process in the era of information and network technologies.

Information devices and computer technology are changing the ordinary world of a human being and showing the ability to control everything from behaviour to personal preferences, thoughts and dreams, etc. A "computerized" person looks at the surrounding reality in the same manner as at a personal computer extension. The illogical, contradictory external world is forcing the person more and more into the perfectly docile and logical world of the computer, which becomes as if it were a "second Self". For this reason, it is not surprising that computer technology is increasingly credited with human qualities and characteristics, which objectively has no basis.

Analyzing the human-computer link, I. Usoltseva identifies the following features of interaction, such as “personification of the machine, the need for anthropomorphic interface and emotionally coloured logic, the presence of various forms of computer anxiety, the creation of a new image of Self on the Internet” (Usoltseva, 2010, p. 45). Utilitarianism and pragmatism, penetrating into the emotional-value sphere of the human Self, narrow the horizons of personality development, orienting it first and foremost to what is essential and necessary in the specific, present moment of person’s life. “Using the language of psychology, such a social situation of development is modelled, which is oriented to the actual level, but not to the zone of the closest development of the child’s personality,” - I. Usoltseva emphasizes (Usoltseva, 2010, p. 47). The incredible proliferation of computer technology causes dehumanization of thinking to some extent by reinforcing the formal logic component. In the context of the information and network model of education, changes occur first and foremost in the cognitive sphere.

Integration of the person into the information environment through educational activities stipulates the transition from “public person” to “information person”, accompanied by emotional impoverishment, difficulties in transferring values and meanings, what is called “personal knowledge” (Polani, 1985). The individual pays with difficulties in interpersonal relationships and emotional estrangement for accessibility and diversity of information. The invasion of information technologies into the human life world causes the destruction and elimination of traditional human communication practices. “In turn, the consolidation of the intellectual uniqueness of the person, adequate and positive within the system “individual-computer” is capable of spreading beyond its boundaries and negatively affect relationships within the system “individual-individual”, i.e. act as a psychological factor that impedes interpersonal interaction,” - M. Abramov states (Abramov, 2010, p. 5).

The world, created within the limits of “cold” rational calculation, acquires dangerous outlines and is practically not explained in the moral-ethical, cultural-value, socio-historical categories. K. Yaspers focuses on the dangers of the technical world in his work “The Meaning and Purpose of History”. He asserts that in all circumstances, technology remains only a neutral means, “it is nothing, it is derived of expression and humanity in itself” (Yaspers, 1991, p. 135) and only in the hands of a human being, under the influence of his/her intentions, interests and aspirations technology is able to serve as the creator of new world outlines or the destroyer of established social realities. Therefore, according to K. Yaspers believes, it is the person who decides the purpose of the technical component in the social progress of the modern world. “It is up to the individual to find a way to lead technology. The person must clearly understand his/her needs, check and define their hierarchy,” he writes (Yaspers, 1991, p. 134). In this connection, it is necessary to think about and consider computer technologies and the Internet as cultural items and associated spiritual and emotional risks and opportunities.

CONCLUSIONS.

The model of network education, on the one hand, opens up endless possibilities for self-development, self-realization and self-affirmation of an individual, and on the other, it can become a place of death of a person as an individual, causing the loss of his/her inner self, depriving the traditional “roots” of existence.

Changes in the network, rhizomatic society, characterized by instability, uncertainty, chaos and spontaneity of processes, have affected, above all, human beings, their worldviews and stereotypes of behaviour.

The modern person is in a kind of cultural pause, in a state of liminality. This state is a certain form of the personality identity, which outlines the change in his/her status and declares the desire to live and care for his/her future in the face of rapidly changing social realities. In such circumstances, the requirements for an individual who is in the process of constant adaptation and self-change are increasing. Such a person is deprived of predefined characteristics or set criteria; he/she is considered as presumable because he/she is determined only by himself/herself. Therefore, the educational sphere in the present conditions is called to focus not so much upon the information, scientific, value, normative, activity aspects of the individual, but also upon components that focus on the cognitive, emotional, psychological capabilities of the individual, not the abstract person. One of its priorities is to accentuate the free development and self-value of the individual, creating the conditions for his/her creative self-realization by means of the educational sphere.

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