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Digital transformations: the modern stage in the history and philosophy of education

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***Abstract* — In this scientific work, the authors examined a set of issues related to the trends in the development of modern education. Special attention is paid to the specifics of the implementation of the competence approach in the course of the digitalization of the economy and society. The paper also presents analytical detailing of digitalization processes in education, demonstrates modern technical capabilities in the implementation of educational tasks for the successful implementation of educational activities. The culture of rationality, significant processes in the educational environment are presented from the standpoint of history, philosophy of education. The study focuses on the corpus of interdisciplinary solutions: philosophical and methodological, methodical, pedagogical and general scientific level.**

Keywords* — *digital transformations, education, history, philosophy, culture of rationality, methodology, competencies

I. INTRODUCTION

The future in the history of education, its philosophy is directly related to the development of information and communication technologies. Modern social and economic institutions are increasingly focused on generating promising solutions regarding the pragmatic use of human resources and improving the body of cognitive technologies . The generation and introduction of progressive trends in the labor market and educational services contributes to the formation of trends and the emergence of mainstream directions in the use of the cognitive mechanism as part of the digitalization process.

Exploring the problems of science and technology, the modern philosophy of education works in the "tradition - innovation" system. The importance of preserving and enhancing the principles of education, upbringing and development that are fundamental for education, namely: optimizing the didactic form and content, cognitive actualization, creative motivation and high spirituality, is projected along the line of continuity and transformed through future innovations to cognitive and technological research.

II. RESEARCH METHODOLOGY

The study found the use of basic methods: functional analysis and conceptual synthesis.

Related methods: comparison (direct and indirect), analogy, formalization, unification.

Heuristic observation serves as an auxiliary method.

Approaches: systemic and interdisciplinary.

Basic principles of teaching methods: the principle of development of students, the principle of compliance with the level of students, the principle of systematic activities of students, the principle of research character of the project, the principle of creative thinking, the principle of building and implementing a project strategy, the principle of student communication, the principle of teamwork, the principle of presentation efficiency, the principle of self-learning and mutual learning, the principle of reflection and performance evaluation.

III. RESULTS OF THE STUDY

Trends in the development of modern education are closely related to the process of digitalization , covering various areas of living arrangement: from a pragmatically oriented economy to an anthropologically centered philosophy of culture and the history of civilization. Digitalization of domestic social and economic institutions, with all the evidence, is becoming increasingly focused on the generation of promising solutions in the practice of applying human potential, as well as updating and improving the body of cognitive technologies. Systematic work in line with this direction contributes to the actualization of educational issues related to the implementation of the competence approach.

For education, as the most important social institution, and, in particular, for the higher school system, the digitalization process, in recent years, is served as a “key” to innovation. It is about the development of the digital environment in education. Digitalization is a new stage of optimization of technological work with information.

For example, thanks to digital resources and access to the Internet, in educational practice on the theological and philosophical cycle of disciplines it is possible to create interesting thematic cases: presentations on the history of Russian Orthodoxy in Siberia or rapid tests on the methodology of social cognition. In accordance with the Third Generation Federal Educational Standard of Higher Education, 3 ++ edition, the cycle of theological and philosophical disciplines at the undergraduate level at the Institute of Philology in Moscow State Pedagogical University is responsible for the formation and development of general cultural and professional competences, in particular: general cultural competence-7 - “ability to self-organization and self-education" (emphasis is placed on convergent principles of

interaction between competence and synergistic approaches), as well as general professional competence-1 - "the ability to solve standard tasks of a theologian's professional activity based on information and bibliographic culture using information and communication technologies and taking into account the basic requirements of information security" (in this case, the competence approach is clearly focused on digitalization).

If we turn to the applied aspect of the implementation of the competence approach in the course of digitalization, then it is worth resorting to considering a number of promising developments in this sector. So, in addition to the very common practice of using the Skype resource for educational purposes, the popularity of its alternatives, which are especially well-established in distance learning, is growing now. This is a Google Hangouts resource, as well as the ooVoo, AnyMeeting and Stoodle services.

Detailing the information on these services in relation to the educational digital environment, we can say the following.

Skype is positioned as an Internet telephony system.

The following are the strengths of the resource:

• availability of voice and video calls (hence the positioning of Skype as the most popular resource in its sector);

• group video calling (including on a tablet and a smartphone);

• SMS exchange;

• chat messaging ("instant", as their resource menu indicates);

• calls to / from telephones for those who are not online;

• screen display capabilities (which is very valuable in InfoDa, for example, when working with student presentations);

• forwarding to any phone;

• calls to international numbers (which indicates the scale of the resource in its sector).

The nuances in the work of the resource include the following items:

- network nuances (for example: information transfer speed, picture / sound desynchronization, etc.);

- nuances with software compatibility (screen parameters of one device may not display 100% of the structure of the material transmitted from another device, for example, for training purposes);

- Wi-Fi is turned off from 03/31/2017 (as a local nuance in the network operation of the resource).

In our opinion, the basic criteria for expert assessment of the Skype resource can be formulated through functional analysis. This resource combines the following working functions:

• phone functions (calls, sms-messages);

• personal computer functions (work in Office);

• social networking features (photo and messaging; emotive memes and moji that can be used for educational purposes; the Share button)

and:

• extended functionality of the software range (Skype translator, Skype Manager);

• additional software features (Skype extensions for Google Chrome browser);

• media functions (videos of different formats and content).

Google Hangouts is positioned as an instant messaging system.

The following are the strengths of the resource:

• Google Hangouts is relevant for Android and iOS devices;

• works in the Chrome browser;

• chat messaging plus automatic chat synchronization (you can keep correspondence in any device, that is, continue working from the phone / tablet on the go without problems if you left work / from home and the desktop computer is unavailable at this time);

• social network features (messaging and animated pictures);

• there is, as in Skype, an emotive "humanized" component of communication (sms-messages, animated pictures, emoticons);

• technically - the pursuit of the user level (video in 1 click, etc.).

The nuances in the work of the resource include the following items:

- limited number of users (10 people, whereas in the average academic group of students - 25 people), therefore, for educational purposes, you can work with a subgroup, but not with a group as a whole;

- limited localization (free calls to almost all numbers in the North American continent: relevant for users from the USA and Canada);

- restriction of voice calls;

- video works only in the version for the personal computer;

- technically - everything is tied to the quality of the network.

In our opinion, Google Hangouts is inferior to Skype in a number of parameters:

• less global resource;

• less functions;

• at times more concise content;

• fewer features (software options, etc.);

• more restrictions (for example, by the number of participants).

In conclusion, a few words about the remaining four resources: ooVoo, AV Service, AnyMeeting, Stoodle. They seem quite interesting due to their competitive advantages.

for ooVoo it is:

• uploading to YouTube in almost one click, like reaching a mass audience (contests, video presentations, stage practices, etc.);

for AV Service it is:

• the underlined nature of the horizontal communication structure (that is, the resource is very democratic);

for AnyMeeting is:

• creation of comfortable user conditions with a significant scale of audience coverage (webinars; good for both the business community and the educational environment);

for Stoodle this is:

• full-fledged distance learning (for educational purposes: a board, an explanation of a teacher, active learning of materials by students, coordination of actions, dialogue, verification).

IV. DISCUSSION OF THE RESULTS

Domestic social and economic institutions are increasingly focused on the generation of promising solutions in the practice of applying human potential and improving the body of cognitive technologies. And the systemic actualization of educational issues is obviously connected with modern trends in the modernization of the social and economic spheres.

With all the diversity of social and humanitarian academic disciplines taught in higher education, we would like to pay special attention to the disciplines of the philosophical and theological cycles. The first of them, starting with the course “Philosophy”, represents the oldest fundamental tradition in domestic and world education, designed to form in students a holistic worldview of the world, nature and man. The second cycle, recognized all over the world, passes the path of professional re-innovation in Russia, returning the lost positions of the pre-revolutionary period and complementing them with new possibilities of the scientific specialty "Theology", addressed to holistic theological ideas about the world and the spiritual and moral culture of man.

From the point of view of formed competencies, philosophical disciplines at the undergraduate level are primarily responsible for general professional competence 1, namely: “the ability to use philosophical, socio-humanitarian, natural science knowledge to form a scientific world view and orientation in the modern information space”. More opportunities are opening up when preparing students at the second stage of university education - in the magistracy. Thus, in accordance with the work program of the discipline "Philosophy of Scientific Knowledge" of the Institute of Childhood, Moscow State Pedagogical University, in addition to general professional competencies 1 and 2 ("the ability to abstract thinking, analysis, synthesis" and "readiness to act in non-standard situations, to bear social and ethical responsibility for the decisions made, to critically analyze and evaluate their own activities ", respectively), the list of formed competencies is updated with general professional competencies 3 and 5 ("readiness for independent learning and the naming of new methods and technologies of research "and" the ability to carry out professional and personal self-education, design a further educational route and professional career, respectively) and professional competence-14 ("readiness for teaching in educational organizations using scientifically-based psychological and pedagogical technologies"). This is a very significant responsibility, which is placed by a number of faculties of the country's oldest pedagogical university on teachers of disciplines of the philosophical cycle.

The cycle of theological disciplines, already at the undergraduate level, is responsible for the formation and development of not only general cultural and general professional competencies, in particular, general cultural competence-7 (“ability to self-organization and self-education”) and general professional competence-1 (“ability to solve standard tasks of theologian’s professional activities on the basis of information and bibliographical culture using information and communication technologies and taking into account the basic requirements of information professional security”), but also for a whole range of professional competencies, namely professional competence-2, professional competence-3, professional competence-5 (“willingness to apply the basic principles and methods of scientific and theological research, given the unity of theological knowledge”, “willingness highlight the theological issues in interdisciplinary research", "the ability to update ideas in the field of theology and spiritual and moral culture for different audiences, to develop elements of the image successive programs", respectively). In the developed master's programs professional competence is also highlighted as a priority. This trend can be considered positive, since innovative research of the modernity is supported by experience, based on the rich and unique traditions of Russian theological and religious studies of both pre-revolutionary and Soviet periods.

The features of the application of the competence approach in education are most clearly detailed in the context of digitalization. Currently, it is actively manifested in both Russian and global socio-economic processes, and the inclusion in its context of the principles and methods of social and humanitarian knowledge (in particular, philosophical and theological cycles) is a good example of possible effective solutions in the generation of modern innovative technologies. educational trends.

Digitalization should be described as a modern stage of technological work with information. In this case, the basic emphasis of efficiency in the application is assigned to the economic advantages of new technologies. Thus, from the point of view of form, it is important to optimize the transfer and storage of information, its transformational potential, and from the point of view of content, priority is given to the so-called “knowledge” aspect.

Thanks to digital resources and access to the Internet, in educational practice on the philosophical and theological cycle of disciplines it is possible to create interesting case studies such as: rapid tests on the philosophy of scientific knowledge or presentations on the history of Russian Orthodoxy and modern Old Believer communities.

V. CONCLUSION

In general, regarding the characteristics of the competence approach in modern history and the philosophy of university education in the era of digital transformations, it is necessary to say the following.

- knowledge, skills and possession of skills, as indicators of the formation of competencies, are the basis of the professional platform of a graduate of the pedagogical university;

- the history and philosophy of education, in this case, is able to act as an analytical platform, thanks to which the process of technological optimization of work with information will serve as a growth point, for example, academic mobility, self-education, advanced training and professional training, etc., but At the same time, it will not contribute to the extreme degree of mechanization of the educational process and the vulgar capitalization of social and humanitarian knowledge;

- should not, as a "innovation", offer a "school on TV"; Of course, the digital format has become a part of everyday life (in the same banking sector, etc.), but education is a professional environment where digital technologies are auxiliary and are not capable of fully replacing a high school teacher, especially when it comes to preparing teachers - professional specialists in working with people and, most importantly, with children;

- in the direction of the practice-oriented vector, history and philosophy have great opportunities to "compare clocks" with the private sciences and the socio-humanitarian and natural science paradigms, as well as synchronize the cognitive principles of these sciences with their own vision of the traditional and innovative in modern educational and research process;

- scientific and educational innovations become possible due to the new "facets of knowledge" in the cognitive continuum.

Thus, in line with the competence-based approach, both the philosophical and theological cycle of a modern university social and humanities education become more practical-oriented, becoming more difficult to learn and apply to the search for innovative and effective educational solutions.

Digital transformations contribute to social and educational mobility, corresponding to the current innovative trends in the development of education and society as a whole.

Summarizing what has been said: history, philosophy of science and education, in the near and medium term, can effectively move in the direction of the digitalization vector through the implementation of several functional solutions, namely:

• develop the socio-communicative function of science and education;

• to guarantee consistent promotion of digital processes in the educational environment in order to improve cognitive and communication technologies;

• to promote the generation of trends by supporting innovative, creative ideas in the field of science and education;

• update the distributional function of information and communication, taking into account the network approach and distance learning;

• to intensify the process of humanization of the information educational space, taking into account compensatory communication technologies;

• promote the promotion of innovative technologies in the context of the educational function of education and science.

The fundamental competence-based approach implemented in the course of digitalization contributes to the formation of relevant innovative promotion routes for education, the implementation of its joint projects with the business community, as well as the conceptual civilizational development of modern society and culture of rationality.

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