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## **The Tendencies of the Development of Cultural Contradictions in the Information Society and Their Effect on the Development of the Educational System in Russia**

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### **Abstract**

The article considers the global information society as a postindustrial development society, culture inherent to it as a science issue and the process of the human's self-revelation. Different approaches to defining global cultural contradictions in the information society as well as the scenarios of their development are analyzed. Education is one of the leading factors of social and economic development of the global information society. The system of cultural contradictions formed in the global information society and the tendencies of their development affect directly the educational system and act as a basis for the change in the cultural function of education. The changes in the educational values fundamentally alter the view on educational activity in the modern Russian educational system. These changes range from obtaining grounds for professional training to the individual's ability for self-development, independent development of skills to solve non-standard problems.

**Keywords:** Culture, Cultural contradictions, the global information society, the educational system, the cultural function.

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## **1. Introduction**

The beginning of the XXI century is the time of dramatic anthropological and ontological transformations. All these changes including cultural specifics are becoming universal. Modern information technologies and the Internet make any event, any cultural act the global commons. That is why the characteristics of the modern cultural-historical epoch, as a globalization epoch, are becoming generally accepted.

The term "information society" was introduced into scientific parlance in the 1960s. A great number of scientific works on the global information society were published; the works of D. Bell, A. Toffler, E. Shils, J. Fourastié, R. Lane, A. Turen, J.K. Galbraith, Z. Brzeziński, Y. Masuda, M. Castells, F. Webster can be considered fundamental in this field. However, a definite understanding of this term has not been developed yet.

A.I. Shendrik understands the information society as "a society which arises at the stage of the social system development following the post-industrial society, where dramatic changes in the production, consumption and distribution of information occur that, in turn, lead to dramatic changes in all the spheres of social life transforming the system of connections and relations that had been formed at the post-industrial development stage" [6].

Nowadays, we are on track to develop a new cultural paradigm, which, in turn, affects the content, meaning and character of education.

## **2. Methodology**

The subject of the research includes the system of cultural contradictions in the global information society as well as their influence on the modern educational system in Russia.

The main research approach includes the cultural-philosophical approach that involves the generalization of cultural phenomena at the philosophical level. The research is based on the problem principle implying multi- and interdisciplinarity. The comparative, analytical, historical and systemic-structural methods are the main methods used in the research.

## **3. Results**

### **3.1. The analysis of the main provisions of the system of global cultural contradictions**

In the global information society culture is seen not only as creative activity proper but also as a complex scientific issue and as a process human's self-revelation. According to UNESCO experts, there are over 600 definitions and various concepts of culture, philosophical cultural systems [4, 8].

A. Kroeber and C. Kluckhohn classified the definitions of culture into different types: descriptive, historical, normative, psychological, structural and genetic (in the sense of developmental) [1].

According to A. Kroeber and C. Kluckhohn, "Culture consists of patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievements of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional (i.e. historically derived and selected) ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, and on the other as conditioning elements of further action" [1].

We understand culture in the philosophical and cultural discourse as: a) set of spiritual and material achievements of humanity and its activity; b) a system of artificial knowledge and symbols reflecting human traditions, customs and experience; c) a mechanism of broadcasting human values of different peoples and

historical epochs; d) a typology of various historical features, world models; e) a degree of historical and social development of people, social groups and individuals [6].

We developed "a system of global contradictions based on a cultural dialectic" that includes:

- "cultural contradictions in social spheres";
- "contradictions between material and spiritual culture";
- "contradictions between local and global cultural elements";
- "contradictions between subjectivity and objectivity of masses in politics";
- "contradictions between war and peace";
- "contradictions between the human and the world" [6].

According to A.V. Kostin, "Culture of the information society is characterized by a number of substantial contradictions; it is faced with a paradoxical situation: the path of scientific and technological progress, the highest embodiment of which was the era of electronic-network communications, largely turned out to be directly associated with the process of negative development of sociality manifested in the backlog of the human factor from the development of information technologies" [2]. The author connects a set of contradictions in the information society with the production resource, mainly with knowledge and information, emphasizing that the openness of information in free access does not at all mean the availability of its content. The author also singled out the contradictions inherent in the social sphere:

- one of the specifics of culture of the information society includes the change in the structure of production (from goods to services), which influences the social structure of an individual;
- the tendencies of demassification both in the postindustrial and information society, despite their tangibility, still remain superficial, whereas the tendencies of unification are increasing;
- presently, it is possible to state quite tangible social inequalities by education, when the level of education is the reason to current class distinctions;
- some researchers are convinced that social inequalities in the network society will not become a very significant factor of development, whereas the network space will contribute to establishing the principles of social justice. However, it is evident nowadays that social inequalities are accompanied by virtual inequalities [2].

A.V. Kostin in his thesis "Socio-cultural dominants of the information society development within the cultural-philosophical reflection" notes that "the information society is characterized by a great number of contradictions in the development of the socio-cultural sphere", among which the following ones are singled out:

- contradictions between "the development of the sphere of high technologies" and "the growth of unskilled labor at the low stages of the social scale";
- contradictions between "social justice" and "uneven distribution of material goods";
- contradictions between "the opportunity to implement new technologies for solving many global problems of the modern world" and "their actual orientation towards increasing profits";
- contradictions between "the development of the communicative sphere" and "the abolishment of true communication in the channels of broadcasting mass information";
- contradictions between "the pursuit of creating global culture", on the one hand, and "the actualization of traditional meanings of culture", on the other hand [3].

### **3.2. The tendencies of the development of cultural contradictions in the global information society**

The scenarios of the development of cultural contradictions in the modern global information society may vary.

"Cultural contradictions in social spheres develop in several directions: mythology, religion, science, art, philosophy" [6]. The crises occurring in the global information society contribute to establishing new forms of ideological myths, religious movements and new directions in science, art and philosophy.

"Contradictions between material and spiritual culture". Both Western and Eastern cultures are under the influence of a material component of culture rather than of a spiritual one. The consumer society, postmodernism and mass culture are aggravating this influence more and more, thus, increasing the role of material culture. The rates of the development of the Russian consumer market remain consistently high in Russia in recent years. According to the Central Bank, the volume of loans, deposits and other allocated funds provided to organizations, individuals and credit institutions were increased by 5 128 529 million RUB in the last year alone [10].

Religious organizations officially condemn the ideals of material culture, assuming they affect negatively an individual destroying it through passions. However, the Russian modern church is going through a period of global transformations seeking its place in both in relation to a separate individual and to society in general. In modern social mass media one can find a number of examples that prove the fact that religion is turning into one of multiple objects of trading. For instance, in many parishes price lists are established not only for goods but also for rituals such as christening or wedding.

No one knows when the moment will come, in which the critical mass of the material form of culture will reach a maximum concentration of influence on the spiritual culture. However, according to the dialectic of development, complete destruction of spiritual culture is impossible.

The main characteristics of culture of the global information society are: demassification, personalization, and individualization. At the same time, it should be noted that the processes that many of the postmodern theorists singled out as personalization of the individual, in fact, act as the processes of individualization of consumption.

"Contradictions between subjectivity and objectivity of masses in politics". Existential cultural guidelines may change, the subjective world is becoming more and more introvert and human political will is increasing. However, the human's activity cannot always be manifested on a full scale. On the other hand, the establishment of real international political unions may activate objectivity of masses in politics [6].

"Contradictions between war and peace" may develop under one of two scenarios: "first scenario is aggravation of military conflicts, culminating in the third world war and as a result, the destruction of civilization; the second one is a peaceful dialogue in the global culture, positive cultural communication, the creation of real political, cultural, social interstate unions that have no geopolitical influence" [6]. Today, when the "unipolar" world order is changing, it is very important not to allow the emergence of new military conflicts, since a multipolar system with greater freedom is less stable. New military conflicts, under the conditions of increasing military and space weapons, can lead to the development of a "contradiction between war and peace" under the first scenario.

"Contradictions between the human and the world" [6]. This contradiction can develop as an increase in the dependence of man on natural resources, their exhaustibility, which can lead to an energy, resource and ecological crisis. According to the statistics, in the developed countries more than 90% of the raw materials used for the production of goods are found in the landfill in about six weeks. Anthropogenic impact greatly changes natural processes. The global consequences of environmental pollution include the

global climate change, which humanity already feels at its fullest; one has only to look at news feeds: the abnormally hot summer in Europe, floods, hurricanes, tsunamis, etc.

### **3.3. The influence of global contradictions in the global information society on the development of the educational system in Russia**

The fact that almost all spheres of the individual's development (education, professional growth, economic activity, realization of political activity, leisure) are carried out in the information sphere is a distinctive feature of the information society.

Education is one of the leading factors of social and economic development of society, since "information for everyone cannot exist without education for everyone" [3].

The information society is characterized by great volumes of unused information, which pollutes the environment. At the same time, information overload leads to the education crisis, since education includes knowledge processing. However, information is not a substitute for knowledge; it cannot be transformed into knowledge as it is not comprehended completely.

Public opinion and state interests are the factors determining the education content. The history of education demonstrates the fact that in different moments of the development of society there was either agreement or a discrepancy between these factors [5]. Nowadays in Russia the state remains the main subject of educational policy; it continues to bear the primary responsibility for the state of the education sector.

In the modern information society obtaining grounds for professional training is no more the educational value, since acquiring a profession is not a guarantee of social welfare; quite often today one has to change professions and jobs.

It is not enough to finish a prestigious university and get a higher education diploma for a young person to become successful in modern society, since the content of many professions changes quite rapidly. According to the Decree of the President of the Russian Federation of May 7, 2018 "On National Goals and Strategic Tasks of the Development of the Russian Federation until 2024", the strategic objectives of the development of education in the Russian Federation are as follows:

- "the modernization of professional education by means of introducing adaptive, practice-oriented and flexible educational programs";
- "the formation of a system that enables employees to continuously update professional knowledge and to acquire new professional skills including gaining competencies in the field of digital economy by all interested people" [9].

The National Technology Initiative University "20.35" is the first university in Russia that provides the professional development of a person in digital economy. The given innovative project is oriented towards the professional human development in digital economy through a new format of education, where the educational program is individual and is formed on the basis of various academic courses suggested by educational institutions. The university graduates will not receive a diploma in its traditional sense; instead of the diploma a digital profile of competencies will be formed reflecting real achievements. The creation of a competency profile as a new confirmation of learning outcomes is laid down in the program "Digital Economy". It is planned that by 2020 the proportion of students using the digital profile of competencies will make 20%.

The changes also take place in the system of general secondary education. Modern technologies are being actively introduced into the educational process (the Russian electronic school), the content of education

is changing (by the end of 2018 it is planned to adopt new federal state educational standards for secondary general education). However, the affect of information technologies on the mental and physical health of the younger generation has not been fully investigated. Therefore, according to O. Vasilieva, the Ministry of Education of the Russian Federation in the near future plans to order a large-scale study of the impact of information technologies on the development of children in order to determine the amount of time to work with information technologies.

It should be noted that, according to the above-mentioned Decree of the President of the Russian Federation, one of the aims for the educational system to achieve by 2024 is to "bring up a balanced and socially responsible individual on the basis of spiritual-moral values and historical and national cultural traditions of the peoples of the Russian Federation" [9].

Upbringing, as a socio-cultural phenomenon of education, is always to a greater extent provided by society, as a universal system, by its cultural traditions. Plato in his works "The State", "Laws" and "Politician" attached exceptional importance to education and training, considering that the main goal of the state is to make its citizens virtuous. Recently, the educational system in Russia clearly did not perform the upbringing function placing emphasis on learning. But it depends only on civil society whether education will perform this function on a mass scale or not. We believe that our state duly paid attention to the existing problems in the upbringing of the younger generation. Achieving the goal set by the President of the Russian Federation will reduce the negative impact of a system of cultural contradictions on the global information society.

These facts enable to conclude that the system of cultural contradictions formed in the global information society affects directly the system of education and serves as a basis for changing the cultural function of education.

#### **4. Conclusion**

In the modern information society culture is understood not only as a combination of material and spiritual values in the classical sense, as a result of the unity of human activity but also as a scientific issue that seeks to be solved.

The global information society culture, as a phenomenon, is characterized by its contradictions. Cultural contradictions are a driving force and a source of the development of culture.

Global cultural problems of the information society have yet to be solved for a long time by humanity. The development of cultural contradictions in the modern global information society can follow different scenarios.

Public opinion and state interests are the basic factors of the educational system. The state should be responsible not only for quality education but also for the upbringing of future citizens.

The changes in the educational values, from obtaining grounds for professional training to the individual's ability for self-development, independent development of skills to solve non-standard problems, fundamentally alter the view on educational activity in the modern Russian educational system.

#### **Conflict of interest**

The authors confirm that the data do not contain any conflict of interest.

## Footnotes

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