

# **TO THE EDUCATION METHODOLOGICAL PRINCIPLES CHALLENGE UNDER CONDITIONS OF THE INFORMATION AND COMMUNICATIVE INTERACTIONS**

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The contemporary stage of the civilized development is being positioned the information and communicative interaction by the constant and the significant increase. In this connection, the education intentions, as the human development in the most realized and the completed mission, having firmly tied to that or another particular historical and cultural option, are being exhausted themselves.

In the situation, where the gap between the traditionally retrospective forms of the knowledge presentation and the modern socio-cultural practices, having associated with the extreme eventful saturation and the natural processes of the society development rates increase, the adequate forms finding challenges of the formation, the consciousness and thinking preparation, which are able to be reflected and analyzed the continuity of the movement, the changes, and the permanent incompleteness of the objective reality are being actualized. The current situation uniqueness **is** in the education, including and the Higher education, in the presence and the coexistence of the quite different and various (e.g. and sometimes directly contradictory) the goals and results of the education, which is being tried to be fit into the growth rates of the of the information and communication interactions, by the practical methods.

According to the concept of M. Kastells, one of the determining factors of the information society formation and its development «is the knowledge influence action upon the knowledge itself, as the main source of the productivity» [2, p.39]. So, the information society's other specific feature and its peculiarity is the formation and the operation of the virtual reality, in the framework of which the updated activities significance is actualized, having related to «the new communication links establishment between the reality's different types: material, information, sensory – emotional, sign – symbolic, intellectual, and spiritual» [1, p.17], which is required «the trans-disciplinary subject becoming of the post-non-classical science, as the non-local and the virtual subject» [1, p.17]. The singled out specific features and its peculiarities of the knowledge manifestation functioning is transformed the general theoretical presentations on the relationship between the natural scientific and the humanitarian knowledge, the scientific educational cognitive practices, and the non-scientific educational methods of the learning and the cognition, thereby, having formed the forecasting power new understanding of that or another knowledge system.

Not only the absorption and the mastering of a certain amount of the knowledge, but the model development and the mastering, the meanings comprehension model, and the texts

reading is the condition, the purpose and the result of the education, at each historical stage of the socio-cultural development. The information and communication interaction is generated the texts free exchange, their reading in the new contexts, that is, the constant potential possibility to be transformed of the motion vector by the whole text. So, the specific character and the specificity of the modern model of the text reading is the non-linearity, which is characterized by the reading unpredictability and the inexhaustible variety reflection of the meanings, when even the minor transformations can be resulted in the significant consequences. The non-linearity qualitative characteristics are expressed in terms of such notions of the modern scientific culture, as the self – organization, the irreversibility, the multi-dimensionality, the openness, the instability, the chaotic condition and etc. That is why, it is practically required such character activization of our consciousness, as the associativity, which is allowed to be covered and to be held the ever – increasing texts number in the process of the meanings overwork, having formed the texts reading space, which is possessed by the characters of the openness and the infinity, the values pluralism, and the text author depersonalization. The education task – is the non-linear model formation of the human thinking, which is capable simultaneously processing, to be complemented and extended the text meaning, at its intersection with the other texts.

Thus, having based on the cotemporary culture realities, the education is being built the quite new paradigm, having denied the systematic bases requirements of the former paradigm knowledge, with the emphasis making on the descriptions freedom and their diversity, and also their languages. So, in the general methodological terms, it is required such initial and basic principles thinking formation and their further development, as the fundamental uncertainty awareness and the cognition (e.g. of the relativism, and of the processuality), the pluralism, the creativity, and the virtualization. The adequate modern education, especially, the Higher education, – is the reflexive personality formation, the person becoming, having aimed at the changing and willingness to be the quite different one.

#### **The References:**

1. Arshinov V.E., Lebedev M.V., "The Post-Non-Classical Rationality, Virtualistics, and Information Technolgies". «The Philosophic Sciences». 2007., № 7;
2. Kastells M. , "The Information Age. Economy, Society, and Culture". M.: «The State University of the Higher School of Economics», 2000.