

## A NEW STRATEGY OF EDUCATION AS FACTOR OF SUSTAINABLE DEVELOPMENT IN THE CONDITIONS OF EVOLUTION FROM INFORMATIONAL SOCIETY TO "SOCIETY KNOWLEDGE"

©MELNYK, VICTORIA

*National Pedagogical Dragomanov University (Kyiv, Ukraine)*

*E-mail: doc.v.melnik@mail.ru, ORCID: 0000-0001-5976-5823*

**Abstract.** *The urgency of the research topic is that the problem of the new educational strategy as a factor of sustainable development is aimed at professional and spiritual and intellectual growth of the individual. This strategy becomes very important in the evolution of society from information to the "knowledge society". It is the decision of these problems that affects the process of economic and socio-cultural changes, in the context of which training of professionals turns into one of the main factors of production and the innovative and cultural resource of society. **The problem of research.** Education as a social and cultural institution is aimed at training professionals who can work in a competitive economy. **The purpose of the research:** to form an effective concept of education as a factor of sustainable development in the context of the professional and spiritual and intellectual dimensions of man and society in the context of transforming society from information to the "knowledge society". **The objectives of the study** professional and intellectual-spiritual development of the "knowledge society", which would contribute to the sustainable development of the educational space; to reveal the position that in the "society of knowledge" the dynamics of science, education, culture, which influences the development of intellectual, spiritual and professional priorities of man and society, is growing; to discover that it is a new strategy for education as a factor for sustainable development in the evolution from the information society to the "knowledge society". **Methods and methodology** - socio-acciological, structural-functional, institutional, synergetic methods and approaches that allow a new look at education as a complex social and cultural institution **The result of the study.** The formation of an effective concept of training specialists in the context of the transformation of the information society into the "knowledge society" is due to the fact that education represents an intellectual resource for the modernization and reform of higher education. **Conclusions.** Education in the "society of knowledge" serves as strategic economic functions, as well as functions of cultural and spiritual and intellectual development of man and society. This type of society requires professionals who would work in conditions of social and cultural change, were the initiators of these changes and contributed to the spiritual and intellectual development of man and society.*

**Key words:** *education, "society of knowledge", sustainable development, professional development of personality, spiritual and intellectual development of personality.*

### **The problem presentation in general terms and its connection with the important scientific or practical tasks**

**The urgency of the topic of the research** is that the problem of the new strategy of education as a factor of sustainable development is aimed at the professional and spiritual and intellectual growth of the individual. This strategy becomes very important in the evolution of society from information to "society of

knowledge" and e-education. It is the solution of these problems that affects the process of economic and socio-cultural changes, in the context of which the training of professional specialists turns into one of the main factors of production and innovation and cultural resource and the progress of society. In the conditions of the transformation of the information society into the knowledge society, the training of professional specialists becomes one of the

main factors of production, as professionalism and competence are transformed into an innovative resource, while intellectual and creative abilities of a person serve as the basis of wealth for individuals as well as for a particular organization and for the country in the whole, forming the concept of human capital [1, с. 267-271].

The new educational strategy as a factor of sustainable development in the conditions of evolution from the society of information to the "society of knowledge" boils down to the following: to learn to cognize and work with information; learn to work with others and to be engaged in certain forms of communication and intercourse; learn to acquire a certain qualification (profession) and become a professional specialist in a particular field; to promote intellectual and spiritual development, without which there is no professional development. The basis of sustainable development of education is professionalism and competence as the main factors of education and ways of improving the training of people capable of working in a competitive environment [2]. This concept of sustainable development of education as a result of modernization involves reforming all spheres of activity: self-dependent cognitive activity; cultural activities; management activities. At the same time, society's progress is possible only on the basis of innovation activity, as it is on the basis of innovations that real politics, an effective economy, information society, and people's welfare can develop [3].

**An analysis of recent research and publications in which the solution to this problem the authors rely on has started**

We focus on innovation work G. Tarde (France), N.D.Kondratiev (Russia), J.Shumpeter (Austria, USA and others). Throughout the history of human development, innovation has been an important factor in its intellectual and economic development. It is the innovative development of society that becomes "a pass into the leaders" for the countries oriented on innovations

[4, p. 88-95]. We are impressed with the developments of R. Andriukaitiene, O.Bazaluk, V.Voronkova, M. Maksimenyuk, V.Nikitenko, O. Kyvliuk, M.Kerichenko, R.Oleksenko, O.Pounchenko, O.Sosnin, V.Starzhinsky, V. Tsepkala, in which much attention is paid to the development of a "society of knowledge", which is based on innovation and information development and the formation of an informational personality; M. Lepsky's Sustainable Development Study.

**Parts of the general problem unsolved earlier. Setting objectives**

In the article we try to find out a new strategy of education as a factor of sustainable development in the conditions of evolution from the society of information to the "society of knowledge", in particular, aimed at training highly qualified and professional specialists capable of working in conditions of an innovative society. The fate of the 21st century education depends on the formation of an effective educational strategy, its reformation in accordance with the innovative tasks, and on how this strategy will be implemented, the professional managers will come to the country's management [5, p. 69-80].

**The purpose of scientific research** is the conceptualization of the strategy of education as a factor of sustainable development under the conditions of evolution from the society of information to the "society of knowledge".

**This goal is realized in a number of tasks:**

- to find out the mechanisms of professional and intellectual and spiritual development of the knowledge society that will contribute to the sustainable development of the educational space;
- to reveal that the dynamics of science, education, culture, which influences the development of the intellectual-spiritual and professional priorities of man and society, grows in the "society of knowledge";
- to find out that it represents a new strategy of education as a factor of sustainable development in the conditions of evolution from the in the society of

information to the " in the "society of knowledge";

- to substantiate the conditions of the intellectual and spiritual development of the "society of knowledge ", which will contribute to the sustainable development of the educational space.

**The object of research** is the concept of education as a complex social and cultural phenomenon.

**The subject of the research** is the impact of the "knowledge society" on the formation of a new educational strategy as a factor for sustainable development and mechanisms for the formation of highly professional and intellectually and spiritually developed individuals.

**Methods and methodology** - socio-acciological, structural-functional, institutional, synergetic methods and approaches that allow a new look at education as a complex socio-cultural institution and the formation of highly competent and highly developed personalities [6].

#### **Discussion of the problem**

In the conditions of the transformation of the society of information into the society of knowledge, there is a need for the formation of mechanisms for the sustainable development of education and educational space. Such mechanisms are sustainable social institutions - economy, law, culture, management, science, morality, aimed at satisfying the material and cultural needs of the population. The main strategy of reforming education is that in all sections of the modern "society of knowledge" highly educated, professional and competent specialists, who also possess high spiritual, intellectual, creative and creative potential, were working [7, p.65-78].

The formation of sustainable development of professional and intellectual-spiritual development penetrates into all spheres of society's life, as it acts as a means, result and environment of individuals' life activities. Intellectual and spiritual priorities of personality development express a stable qualitative characteristic of a society, which in unity contributes to the development of all

structural components of education - science, culture, morality, law. The intellectual and spiritual priorities of the "society of knowledge" act as communicator, which unites all its elements among the creators and consumers of the values into a single whole, ensuring the regulation of social relations and, at the same time, reflecting their regulatory content. Intellectual and spiritual priorities represent a nonlinear education, rather complex and contradictory, developing in the context of the formation of transhistorical cultural values and specific historical meanings [8, p. 198-215].

We have investigated that in the "society of knowledge" the dynamics of science, education, culture, which influence the development of intellectual-spiritual and professional priorities, is growing. Intellectual and spiritual priorities of development of a part of the general cultural policy of the state have their goals, tasks, functions, determined by the general cultural and educational policy of the modern state. The modern strategy of formation of spiritual and intellectual priorities of the development of personality and society aims at solving the cultural and intellectual tasks of education, developing its strategic positions in the face of globalization challenges, neo-economics, and e-education. In the context of global challenges, intellectual and spiritual development moves to cultural pluralism as the main megatrend of global development, which requires high intellectual and spiritual development of personality [9, p.44-50].

In the conditions of the transformation of the society of information into a society of knowledge, the latter needs a dynamic development of science and education, which develop as a direct productive force, aimed at forming a qualitatively new sector of the information economy. In these conditions, the state must solve the tasks: 1) to create stabilizing and sustained priorities of education in the electronic era; 2) training of highly qualified specialists who would work in Ukraine and create a public good for themselves and their country; 3) to suspend the outflow of the brain to the West, and for

this purpose create conditions for improving the style and quality of life in Ukraine; 4) to overcome destructive and disorganization elements in society, and for this contribute to the formation of civil society, intercultural dialogue, tolerance [10, p. 192-200].

One of the challenges of modern education and culture of contemporary Ukrainian society is fragmentation, which requires the formation of cultural identity. Only filling educational policy with information content can open up the national culture of the world and will contribute to the improvement of the image of Ukraine on the international arena. The new educational strategy as a factor for the sustainable development of intellectual and spiritual priorities in the context of global risks is the creation of crisis-based cultural mechanisms whose activities are aimed at overcoming destructive processes in society [11, p. 206-223].

The mechanisms of professional and intellectual development of the "society of knowledge" that contribute to the sustainable development of the educational space affect the matrix of the personality culture, which is based on the modeling of the cultural phenomena of the ontology of the individual with an orientation towards the development of philosophical, metaphysical, aesthetic, ethical, theological, religious, and other principles. Intellectual-spiritual and professional priorities of the development of modern education serve as a catalyst for sustainable socio-economic development based on the development of education. Science and culture in a single interconnected process [12, p. 217-229].

We are tasked to discover what is a new strategy of education as a factor for sustainable development in the conditions of evolution from the information society to the "knowledge society". Education in the context of contemporary global challenges is a process of increasingly effective adaptation of education and training systems to practice requests that are incredibly expanding in terms of e-learning, economics, and tries to overcome the boundaries of national states. The dependence of the economy on knowledge

generates the idea of creating a United World Educational System (UWES), based on common educational standards [4]. In today's conditions of the transformation of the society of information into a "society of knowledge", the formation of an effective concept of education is conditioned by the needs of practice, as well as the real challenges in which education is as a social and cultural institution - globalization, information revolution, democratization and the formation of a market economy, intensification of social relations, and intercultural bonds, the formation of civil society [13, p. 253-268].

Progress in the education system is possible only on the basis of culture, because on its basis real politics, effective economy, cultural policy can and should develop. For the realization of these purposes, the state must form a strategy of priority scientific and technical and cultural development based on the involvement of science, education and business. The formation of a new educational strategy as a factor of sustainable development in the conditions of evolution from the society of information to the "society of knowledge" includes:

- 1) interdisciplinary training of highly skilled staff in the context of staff training in new areas;
- 2) the concept of humanitarian education, which was adopted at a new level;
- 3) the concept of the development of modern information technology;
- 4) the concept of advanced training, as knowledge is aging every 7-10 years [14, p. 500-504].

The new strategy of professional and intellectual-spiritual education affects the development of knowledge as a factor in the development of a steady innovative society and promotes the transition from the society of information to the "society of knowledge". The concept of a "society of knowledge" better reflects the complexity and dynamism of the changes that take place than the concept of a post-industrial and information society. The main components of the dynamism of the concept of "society" should be: the unceasing formation of

knowledge, high quality of educational services, availability of quality education. Coming to European standards, one should not lose the best achievements of the national education accumulated by our country, and absorb all that new that helps this transition: 1) to build a knowledge-based economy; 2) to introduce information and communication technologies into the educational process; 3) to form a strategy of priority scientific and technical development based on the involvement of science, education, business in the production; 4) to form a new paradigm for the development of modern society on the basis of innovative development, in which an innovative specialist will be required; 5) to form the concept of both professional education and intellectual-spiritual, all-harmonious person [15, p. 251-257].

The new strategy of education as a factor of sustainable development in the conditions of evolution from the society of information to the "society of knowledge" involves the formation of paradigmatic knowledge, which includes the development of consciousness and self-awareness: 1) the formation of ideological consciousness; 2) the formation of moral consciousness; 3) the formation of legal consciousness. Humanitarian knowledge is a factor of influence on the consciousness of the individual, on the mind, which is the driving force of society, on the formation of a holistic person and its self-reflection. The main thing in humanitarian culture is to be a person of the 21st century, which is an informational person [16, p. 266-280].

The humanization of technical (engineering) education and its combination with IT education is the basis for the formation of the nation's intelligence and its breakthrough into an innovative society based on information and communication technologies. Therefore, the main focus of education is fundamental, exploratory nature of higher education, production of knowledge and innovations, modernization and high technologies, sociotechnical and socio-technological design of the innovation structure, creation of an innovative business environment, formation of education as an

element of IT infrastructure, preparation of intellectual potential of the country. Education should become a translator of socio-cultural experience, as culture in crisis and transition to another type of society performs commented functions, therefore, it is necessary to formulate culture, manners, intelligence [17, p.31].

We are tasked with finding out what constitutes a new strategy for education as a factor of sustainable development in the evolution of the society of information to the "society of knowledge". In the conditions of evolution from the society of information to the "society of knowledge" one should develop innovation, the object of which is innovations that are considered as social progress, aimed at development: 1) development of inventiveness, creativity, intellectual property; 2) development of communication features (system of personal relationships, role status of innovators); 3) development of managerial features of innovation activity (adoption of innovative solutions, innovative risk); 4) development of innovative culture (innovative thinking, innovative consciousness); 5) development of innovative systems at the level of organizations and society; 6) development of state innovation policy and development of innovative potential. Innovations are considered to be the way of the existence of progressive innovative systems of "society of knowledge". It is no accident that many companies, firms and advanced organizations often focus on innovation in search of competitive advantages. The importance of the factors of the influence of innovations, the spread of knowledge, the formation of innovative thinking is more and more increased. The market of knowledge will start to play a leading role, ahead of the market of material resources and goods. Therefore, today education based on knowledge and innovation should be developed [18, p. 4-13].

We are also tasked with analyzing the conditions of the intellectual and spiritual development of the "society of knowledge", which would contribute to the sustainable development of the educational space. This task is due to the fact that, in addition to

professional education, it is necessary to form intellectual and spiritual development of the individual, because the time in which we live with you should be called the crisis-spiritual, which is accompanied by the fall of faith in the ideals, the emergence of anti-culture and ersatz-values [19, p. 211-224]. The crisis is deeply anthropological in nature and is due to the contradiction between personality and society, which arose in the mechanisms of interaction of man, society, nature, and was reflected in the spiritual-existential sphere and ontological processes of the course of human existence [20, p. 235-247].

This, in turn, actualized the question of the relationship between personality and society, the formation of his self-awareness and the development of the essential forces of personality. Therefore, today, a human is a sense-forming factor in society and its driving force. And depending on whether the conditions for the development of creative, spiritual, intellectual powers and human capabilities are created in a society or not, society will be either in a state of dynamic equilibrium or in a mode of self-destruction and stagnation. The transfer of human experience is conveyed precisely by culture and spirituality, the spiritual and moral potential and capital of society. Culture directly depends on the social environment and activities of individuals, consciousness and self-consciousness [21, p. 60-66].

Consciousness is the highest, inherent only to a person, connected with the language and function of the brain, the ability to reach the valued and purposefully constructive and creative way of transforming the world. The purpose of being this sphere is beauty, truth, justice. The intellectual and spiritual development of the "society of knowledge", which would contribute to the sustainable development of the educational space, raises the role of the humanities that form moral, spirituality, consciousness and self-awareness of man, his culture. Humanities have come to the conclusion that the fate of man as a whole depends on the moral principles of each person [22].

Thus, the reforming of modern society and education, in particular, requires the cultivation of spiritual and intellectual guidelines, developed through millennia, and the replacement of leveled individuals with imaginatively-creative, functional-active. Only the modern education, aimed at the revival of humanistic values, the spiritual development of the individual, the substantial improvement and development of human qualities can only stop the destructive tendencies of society. At the core of the education of "the society of knowledge" is the formation of an effective concept of the training of professional specialists and spiritually-developed personalities, whose main goal should be the expression and development of opportunities and abilities for the formation of a coherent person. At the core of education of "the society of knowledge" there is an education as an intellectual resource of modernization and reformation of higher education. The main directions of reforming higher education in the context of achieving the goals set in front of it by the conditions of formation of this type of society, is: 1) fundamentalism; 2) humanization and humanization of education; 3) development of nanotechnologies, biotechnologies and various directions of high convergent technologies; 4) Internationalization and integration of education; 5) innovation and information culture [23, p. 170-174].

#### **Conclusions and practical recommendations:**

1. To form innovative education, based on STEM-education, based on the mathematical, natural sciences, engineering and information components (robotics and artificial intelligence);
2. Development of information education, based on the introduction of information and computer technology.
3. Development of the humanitarian constancy of higher education, which contributes to the formation of intellectual and spiritual development of man, his high spirituality.
4. Formation of the intellectual (human, social) capital of a society that can become

the basis of the Internet economy, Sndustry, digital economy and digital education.

5. Development of innovation, which is based on innovation as a social, cultural, economic progress of society.

### СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

1. Ажажа, М.А. Теоретико-методологічні засади концепції людського капіталу // Ефективність сучасного менеджменту організації: зб. наук. праць.-Х.: ХІМБ. 2006. С. 267-271.
2. Andriukaitiene, Regina, Voronkova, Valentyna, Kyvliuk, Olga, Maksimenyuk, Marina and Aita, Sakun (2017). Theoretical insights into expression of leadership competencies in the process of management. *Problems and Perspectives in Management*, 15(1-1), 2017. 220-226. [http://dx.doi.org/10.21511/ppm.15\(1-1\).2017.09](http://dx.doi.org/10.21511/ppm.15(1-1).2017.09)
3. Voronkova, Valentina, Kyvliuk, Olga. Philosophical reflection smart-society as a new model of the information society and its impact on the education of the XXI century. *Future Human Image*. – 2017 *Future Human Image*, Том 7, 2017. <http://www.fhijournal.org/?cat=7>  
<http://www.bazaluk.com/journals>
4. Воронкова, В. Г., Кивлюк, О.П. Людина у освітньому просторі smart-суспільства // Міждисциплінарні дослідження складних систем : зб. наук. праць. - Київ : Вид-во НПУ імені М. П. Драгоманова, 2017. № 10-11. - С. 88-95. Режим доступу: <http://enpuir.npu.edu.ua/handle/123456789/17103> (Web of Science).
5. Воронкова, В. Г. Формирование нового мировоззрения, нового человека, нового общества будущего // Антропологічні виміри філософських досліджень. - 2013. - Вип. 3. - С. 69-80.
6. Воронкова, В. Г. Гуманізація освіти, науки, політики, влади, суспільства // Філософія освіти. Випуск 1-2 (7), 2008.
7. Воронкова, В. Г., Кивлюк, О. П. Формування нової концепції інноваційної освіти в умовах глобалізації / Освітній дискурс: збірник наукових праць. Київ: Видавництво «Гілея». 2017. Випуск 2, частина 11: Філософські науки. Випуск 97. С.65-78.
8. Воронкова, В.Г. Гражданское общество как парадигма, концепт и конструкт социально-философского дискурса // *Philosophy & Cosmology*. 2015. Vol. 15. P.198 -215.
9. Воронкова, В. Г. Формування концепції ноосферно-інформаційно-інноваційного розвитку адміністративного нооменеджменту у сучасну епоху / Регіна, Андрюкайтене, Марина, Максименюк // Гуманітарний вісник Запорізької державної інженерної академії. Запоріжжя, 2017. Вип. 69 (2017). С. 44 - 50
10. Кивлюк, О.П. Глобалізація та інформатизація освіти в предметному полі філософії освіти // Гуманітарний вісник Запорізької державної інженерної академії. 2014. Вип. 57. С. 192-200.
11. Максименюк, М.Ю. Філософські засади публічного адміністрування // Гуманітарний вісник Запорізької державної інженерної академії. 2015. Вип. 61. С. 206-223.
12. Мельник, В.В. Полікультурність в контексті глобалізації: соціально-філософський аналіз // Гуманітарний вісник Запорізької державної інженерної академії. 2005. Вип.22. С.217-229.
13. Мельник, В.В. Культура буття людини як соціокультурний феномен // Гуманітарний вісник Запорізької державної інженерної академії. 2015. Вип.66. С.253-268.
14. Нікітенко, В.О. Проблемне поле геокультурного феномену: наукові підходи // Гілея (науковий вісник): зб. наук. пр.-К.: Вид-во УАН ТОВ «НВП»«ВІР».2013 Вип. 71. С. 500-504.

15. Nikitenko, Vitalina. Cultural and social competence creation in the process of English language study: information society aspect // *Humanitarian Bulletin of Zaporizhzhia State Engineering Academy*. Issue 67. 2016. 251-257.

16. Нікітенко В.О. Геокультурні цінності в умовах сучасного світового розвитку: соціально-філософський вимір // Гуманітарний вісник Запорізької державної інженерної академії. 2013. Вип. 54. С.266-280.

17. Олексенко, Р. И. Философия, мировоззрение и мораль современного предпринимателя как составная экономико-социального развития общества // *Социосфера: науч.-метод. и теор. Журнал*. 2013. Вип. 1. С.31.

18. Пожуєв, В. І. Осмислення місця і ролі інформації у сучасному суспільстві // Гуманітарний вісник Запорізької державної інженерної академії. 2010. Вип.42 С.4-13.

19. Рижова, І.С. Становлення і розвиток дизайну як духовно-практичного феномена в інформаційно-культурному просторі // Гуманітарний вісник Запорізької державної інженерної академії. 2009. Вип.36. С.211-224.

20. Резанова, Н.О. Соціально-філософський концепт інновації як фактор соціальних перетворень // Гуманітарний вісник Запорізької державної інженерної академії. 2013. Вип.55. С.235-247.

21. Утюж, І. Г. Цивілізаційна парадигма освіти: теоретико-методологічний аспект // Гуманітарний вісник Запорізької державної інженерної академії. 2009. Вип.38 С.60-66.

22. Хлебнікова, А. А. Становлення і розвиток інформаційного суспільства в умовах глобалізації: теоретико-методологічний контекст // *Гілея: науковий вісник*. 2015. Вип. 92. С. 170-174.

## REFERENCES

1. Azhazha, M. A. (2006). Theoretical and medologični principles of the concept of human capital // *Efficiency of modern management organization: Save. Sciences. publications.-h.*: НІМБ. 267-271 [in Ukrainian].

2. Andriukaitiene, Regina & Voronkova, Valentyna & Kyvliuk, Olga & Maksimenyuk, Marina and Aita, Sakun (2017). Theoretical insights into expression of leadership competencies in the process of management. *Problems and Perspectives in Management*, 15(1-1), 2017. 220-226. [http://dx.doi.org/10.21511/ppm.15\(1-1\).2017.09](http://dx.doi.org/10.21511/ppm.15(1-1).2017.09) [in English].

3. Voronkova, Valentina & Kyvliuk, Olga (2017). Philosophical reflection smart-society as a new model of the information society and its impact on the education of the XXI century. *Future Human Image*. – 2017 Future Human Image, Том 7. <http://www.bazaluk.com/journals> [in English].

4. Voronkova, V. H. & Kyvliyk, O. P. (2017). Man in the educational space smart society // *Mizhdisciplinarni by skladnih systems: ZB. Sciences. Prats ' mother*. Kyiv: view-in NTE imeni m. p. Drahomanov. No. 10-11. 88-95. Mode of access: <http://enpuir.npu.edu.ua/handle/123456789/17103> [in Ukrainian].

5. Voronkova, V. H. (2013). Forming new attitudes, new man, new society of the future // *Anthropological dimensions of philosophical research*. Issue. 3.69-80 [in Russian].

6. Voronkova, V.H. (2008). Humanization of education, science, politics, power, society // *Hilosofy of education*. Release 1-2 (7) [in Ukrainian].

7. Voronkova, V. H. & Kyvliuk, O.P. (2017). Formuvannâ new concept of innovation education in the conditions of globalization // *Educational discourse: a collection of scientific papers*. Kiev: Vydavnytstvo Hileya. Issue 2, častina 11: A philosophical science. Issue 97. 65-78 [in Ukrainian].

8. Voronkova, V.H. (2015). Civil society as a paradigm concept and construct a socio-philosophical discourse // *Philosophy & Cosmology*. Vol. 15. 198 -215 [in Russian].



9. Voronkova, V. H. (2017). Formation of the concept of noosferno-information and innovation of the administrative noomenedžmentu in the modern era//*Humanitarian Bulletin of Zaporizhzhya State Engineering Academy*. Issue 69. 44 – 50 [in Ukrainian].
10. Kyvliūk, O.P. (2014). Globalization and Informatization of education in the subject field of the philosophy of education//*Humanitarian Bulletin of Zaporizhzhya State Engineering Academy*. Issue 57. 192-200 [in Ukrainian].
11. Maksimenyuk, M. Yu. (2015). Philosophical Foundations of public administration//*Humanitarian Bulletin of Zaporizhzhya State Engineering Academy*. Issue 61. 206-223 [in Ukrainian].
12. Melnyk, V. V. (2005). Polikulturnist in the context of globalization: the social-philosophical analysis//*Humanitarian Bulletin of Zaporizhzhya State Engineering Academy*. Issue 22. 217-229 [in Ukrainian].
13. Melnyk, V. V. (2015). Culture of being human as a sociocultural phenomenon//*Humanitarian Bulletin of Zaporizhzhya State Engineering Academy*. Issue 66. 253-268 [in Ukrainian].
14. Melnyk, V. V. (2015). Culture of being human as a sociocultural phenomenon//*Humanitarian Bulletin of Zaporizhzhya State Engineering Academy*. Issue 66. 253-268 [in Ukrainian].
15. Nikitenko, V. O. (2013). Problem field of the geokulturnogo phenomenon: scientific approaches//*Gileâ (Research Bulletin): Col. Sciences*. Ave k.: Publishing House of SCIENCE LLC NVP "" Believe". Issue 71. 500-504.
15. Nikitenko, Vitalina (2016). Cultural and social competence creation in the process of English language study: information society aspect // *Humanitarian Bulletin of Zaporizhzhya State Engineering Academy*. Issue 67. 251-257 [in English].
16. Nikitenko V. O. (2013). Geokulturni values in today's world development: a socio-philosophical dimension//*Humanitarian Bulletin of Zaporizhzhya State Engineering Academy*. Issue. 54. 266-280 [in Ukrainian].
17. Oleksenko, R. I. (2013). Philosophy, ideology and morality of contemporary entrepreneur as an integral economic and social development of society//*Sphere: advanced method. and theor. magazine*. Issue 1. 31[in Russian].
18. Požuêv, V. I. (2010). Understanding the place and role of information in modern society // *Humanitarian Bulletin of Zaporizhzhya State Engineering Academy*. Issue 42. 4-13 [in Ukrainian].
19. Ryzhova, I. S. (2009). Formation and development of design as the spiritual and practical phenomenon in information and cultural space // *Humanitarian Bulletin of Zaporizhzhya State Engineering Academy*. Issue 36. 211-224 [in Ukrainian].
20. Rêzanova, N. O. (2013). Socialno-philosophical concept of innovation as a factor of social transformation//*Humanitarian Bulletin of Zaporizhzhya State Engineering Academy*. *Humanitarian Bulletin of Zaporizhzhya State Engineering Academy*. Issue 55. 235-247[in Ukrainian].
21. Utûž, I. G. (2009). And Civilizacijna paradigm of education: theoretical-methodological aspect//*Humanitarian Bulletin of Zaporizhzhya State Engineering Academy*. *Humanitarian Bulletin of Zaporizhzhya State Engineering Academy*. Issue 38. P. 60-66 [in Ukrainian].
22. Hlêbnikova, A. A. (2015). Formation and development of the information society in the conditions of globalization: theoretical – methodological context // *Gileâ: scientific bulletin*. Issue. 92. 170-174[in Ukrainian].

**МЕЛЬНИК В. В.** – кандидат философских наук, доцент кафедры управления, информационно-аналитической деятельности и евроинтеграции, Национальный педагогический университет имени М. П. Драгоманова (Киев, Украина)

E-mail: doc.v.melnik@mail.ru, ORCID: 0000-0001-5976-5823

### **НОВА СТРАТЕГІЯ ОСВІТИ ЯК ФАКТОР СТІЙКОГО РОЗВИТКУ В УМОВАХ ЕВОЛЮЦІЇ ВІД ІНФОРМАЦІЙНОГО СУСПІЛЬСТВА ДО «СУСПІЛЬСТВА ЗНАНЬ»**

**Анотація.** Актуальність теми дослідження в тому, що проблема нової стратегії освіти як фактор стійкого розвитку націлений на професіональне та духовно-інтелектуальне зростання особистості. Дана стратегія набуває великого значення в умовах еволюції суспільства від інформаційного до «суспільства знань». Саме вирішення цих проблем впливає на процес економічних та соціально-культурних змін, в контексті яких підготовка професіональних спеціалістів перетворюється на один з основних факторів виробництва та інноваційно-культурний ресурс суспільства. **Проблема дослідження.** Освіта як соціальний і культурний інститут направлений на підготовку професійних спеціалістів, здатних працювати в умовах конкурентоспроможної економіки. **Мета дослідження:** формування ефективної концепції освіти як фактор стійкого розвитку в контексті професіонального та духовно-інтелектуального виміру людини і суспільства в умовах трансформації суспільства від інформаційного до «суспільства знань». **Цілі дослідження:** з'ясувати механізми професіонального та інтелектуально-духовного розвитку «суспільства знань», який би сприяв стійкому розвитку освітнього простору; розкрити положення про те, що в «суспільстві знань» зростає динаміка науки, освіти, культури, які впливають на розвиток інтелектуально-духовних та професіональних пріоритетів людини і суспільства; виявити, що представляє собою нова стратегія освіти як фактор стійкого розвитку в умовах еволюції від інформаційного суспільства до «суспільства знань». **Методи і методологія** – соціоаксіологічний, структурно-функціональний, інституційний, синергетичний методи і підходи, які дозволяють по-новому подивитися на освіту як складний соціальний і культурний інститут. **Результат дослідження.** Формування ефективної концепції підготовки спеціалістів в умовах трансформації інформаційного суспільства в «суспільство знань» пов'язано з тим, що освіта представляє собою інтелектуальний ресурс модернізації і реформування вищої школи. **Висновки.** Освіта в «суспільстві знань» виконує як стратегічні економічні функції, так і функції культурного та духовно-інтелектуального розвитку людини і суспільства. Даному типу суспільства необхідні професіонали, які б працювали в умовах соціальних і культурних змін, були ініціаторами цих змін та сприяли духовно-інтелектуальному розвитку людини і суспільства.

**Ключові слова:** освіта, «суспільство знань», стійкий розвиток, професіональний розвиток особистості, духовно-інтелектуальний розвиток особистості.

**МЕЛЬНИК В. В.** – кандидат философских наук, доцент кафедры управления, информационно-аналитической деятельности и евроинтеграции, Национальный педагогический университет имени М. П. Драгоманова (Киев, Украина)

E-mail: doc.v.melnik@mail.ru, ORCID: 0000-0001-5976-5823

### **НОВАЯ СТРАТЕГИЯ ОБРАЗОВАНИЯ КАК ФАКТОР УСТОЙЧИВОГО РАЗВИТИЯ В УСЛОВИЯХ ЭВОЛЮЦИИ ОТ ИНФОРМАЦИОННОГО ОБЩЕСТВА К «ОБЩЕСТВУ ЗНАНИЙ»**

**Аннотация.** Актуальность исследования в том, что проблема новой стратегии образования как фактор устойчивого развития нацеленный на профессиональный и духовно-интеллектуальный рост личности. Данная стратегия приобретает большое значение в условиях эволюции общества от информационного к «обществу знаний». Именно решение этих проблем влияет на процесс экономических и социально-

---

A new strategy of education as factor of sustainable development in the conditions of evolution from informational society to "society knowledge

культурных изменений, в контексте которых подготовка профессиональных специалистов превращается в один из основных факторов производства и инновационно-культурный ресурс общества. **Проблема исследования.** Образование как социальный и культурный институт направленный на подготовку профессиональных специалистов, способных работать в условиях конкурентоспособной экономики. **Цель исследования:** формирование эффективной концепции образования как фактор устойчивого развития в контексте профессионального и духовно-интеллектуального измерения человека и общества в условиях трансформации общества от информационного к «обществу знаний». **Задачи исследования:** выяснить механизмы профессионального и интеллектуально-духовного развития «общества знаний», которые способствовали бы устойчивому развитию образовательного пространства; раскрыть положение о том, что в «обществе знаний» возрастает динамика науки, образования, культуры, которые влияют на развитие интеллектуально-духовных и профессиональных приоритетов человека и общества; выявить, что представляет собой новая стратегия образования как фактор устойчивого развития в условиях перехода от информационного общества к «обществу знаний». **Методы и методология** – социоаксиологический, структурно-функциональный, институциональный, синергетический методы и подходы, которые позволяют посмотреть на образование как сложный социальный и культурный институт. **Результаты исследования.** Формирование концепции подготовки специалистов в условиях трансформации информационного общества в «общество знаний» связано с тем, что образование представляет собой интеллектуальный ресурс модернизации и реформирования высшего образования. **Выводы.** Образование в «обществе знаний» выполняет стратегические как экономические функции, так и функции культурного и духовно-интеллектуального развития человека и общества. Данному типу общества нужны профессионалы, которые работали в условиях социальных и культурных изменений, были инициаторами этих изменений и способствовали духовно-интеллектуальному развитию человека и общества.

**Ключевые слова:** образование, «общество знаний», устойчивое развитие, профессиональное развитие личности, духовно-интеллектуальное развитие личности.

Стаття рекомендована до публікації д.філософ.н., проф. О. П. Пунченко (Одеса, Україна)

Надійшла до редколегії: 10.06.2018

Прийнята до друку: 15.06.2018