

THE ROLE OF TRADITIONS AND INNOVATIONS IN THE FIELD OF MODERN EDUCATION

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Abstract

The article deals with the problem of correlation between traditions and innovations in modern education. The authors state the antinomic development of education as a social institution in the information society in the context of social transformations. Traditional systems and techniques in the field of education ensure intergenerational continuity in the development of science and culture.

Innovative processes radically change the educational paradigm, exerting an ambiguous influence on its development and replacing the traditional experience. As an example, we consider the phenomenon of virtuality, manifested in such variations as virtual environments, virtual communications. The application of different technologies in educational practice helps to overcome time and space boundaries, but can weaken our real communication skills. There is a deformation of interpersonal communication. The problem of loss of meaning and values is highlighted. There is also a risk of the disappearance of the epistolary genre and book literature. This is manifested in the processes of socialization of the younger generation.

The authors point to the need of addressing to the traditional educational values such as humanism, spirituality, cultural values in order to develop an adequate concept of education, its systems of values and ideals. Definitely it will meet the needs of society. It is stated that the combination of traditions and innovations is one of the factors of improving the quality and competitiveness of national education and the Russian society as a whole. The achievements and failures of Russia's modernization are determined by the quality of education in all its levels.

Keywords: Education, technology, information society, innovation, tradition, values.

1 INTRODUCTION

Education is one of the basic social institutions of modern society, performing such important functions as socialization, transmission and formation of values, the formation of a common culture, civil beliefs.

The modern era is characterized by a high level of development of information technologies, which affect the

Institute of education. It should be noted that the impact of technologies is mixed.

On the one hand, technologies greatly enrich the educational process by providing new educational opportunities, and on the other hand - provoke numerous risks, manifested through the dependence on technological innovations and diversity of information flows.

Philosophical understanding of the problems of modern education is now more relevant than ever. This problem was studied by such scientists as A. P. Ogurtsov, V. V. Platonov, V. M. Rozin, K. Kolin, T. Parson and others.

The modern society "challenged" the education as an institution and as a form of human existence. In the 90-ies of the last century - the beginning of the XXI century scientists stated the crisis of Russian education. In particular, it was noted that the refusal of the Soviet educational foundations significantly affected the quality of education. The old base has crumbled without building a new one (Ogurtsov, 2004, pp. 27-28).

The global crisis has also a great contribution to educational realities. The values of the information age rapidly burst into education, giving rise to many contradictions. T. Parson wrote that we have revolution of education and it synthesizes "the motives of the industrial and democratic revolutions" and have a specific influence on the structure of the society (Parson).

Modern realities actualize the question of the meaning of education as a social reality. It is not enough to understand education only as a process of obtaining knowledge. We need some models that will be able to have a positive impact on the formation of philosophical and ideological views of a personality helping to perceive the diversity of information forms.

2 THE ROLE OF TRADITIONS AND INNOVATIONS IN THE FIELD OF MODERN EDUCATION

The Institute of education is currently dysfunctional. The implementation of certain innovative educational models is not accompanied by their analysis for optimal and adaptive implementation in a specific social reality. According to the opinions of some politicians and scholars, the modern education system is in crisis. There are three crisis components: cultural, social, existential.

Numerous researches state the blurring of life values, low students' motivation, conflict of educational expectations and available results. A university as an educational image does not spread the idea of national culture. Central functions are increasingly becoming administrative. Students often feel that they are consumers of educational services. Some people appeal to the notion of perfection without defining its essence.

It should be noted that perfect images and ideals existed at all times. The ideal of education is socially significant idea about the results of education, corresponding to the "state of society and its dynamics." For example, the Renaissance called for comprehensive education. The ideal of the New time was professional knowledge.

The emergence of the information society requires rethinking the phenomenon of education. This does not mean that humanism and professionalism should be relegated to the background. Being socially relevant categories, they should be embodied in the components of the modern educational models.

In modern educational realities, some functions are captured by such innovations as electronic resources, the Internet and others. Through receiving new information tools and sources, we acquired the risk of "deontologization of educational activities", when the virtual space begins to dominate, and the participants of the educational process lose links with the real world (Popova, Saprikina,2014).

Under the influence of informatization our society is constantly transformed. It is worth noting that informatization refers to the innovation process, therefore, this phenomenon needs an interdisciplinary study. The introduction of any innovation should be preceded by a research and experimental stage, the result of which will be transformed into its foundation. The stage of research and testing cannot be carried out outside the philosophical understanding of innovation, as it is necessary to have a methodological basis that allows realizing the potential of education as a social institution. It is extremely important to prevent the loss of the best educational traditions, as it is under their influence that the stability of any process and Institute is formed. Traditions help to preserve and transmit sociocultural experience, without which it is impossible to imagine a productive human activity in any sphere.

Social experience contains social values which are so necessary in the context of the information society. It is obvious that each type of society has specific values, but the complete refusal or ignoring of traditions

leads to moral devastation of the personality. In addition, due to the development of technology, the social being of man has not only real manifestations. Many activities perform in both real and virtual variations. The phenomenon of virtuality is also diverse in its expressions.

Virtual communications, virtual environments, including educational ones are under numerous discussions. The traditional forms of communication can be seen as natural, the virtual methods of communication are formed under the influence of special technologies. Similarly, virtual educational environments can be considered.

Virtuality implies the formation of very special "value structures", which have no real analogues . Being in a situation of risk and having mixed values, a person faces a difficult dilemma related to the definition of patterns of existence in reality and virtuality. Without the definition of value orientations, it is impossible both personal and social development. This fact can cause a lot of negative consequences in the form of psychological and social tension.

The research has shown that innovative processes have dual nature. On the one hand, innovations in the form of technical and technological achievements, promote progress, and on the other can provoke negative trends. This proves the relevance of a comprehensive analysis of innovations. The philosophical understanding of innovation is based on their relationship with the values inherent in a particular stage of social development, as well as codes of human behaviour. It seems that this approach should become one of the criteria for selecting innovations when they are introduced into social practice. Since traditions broadcast social experience, it is necessary to identify special criteria, which would correspond to the social realities and needs of the individual.

Thus, the value orientation depends on the social environment and traditions. Therefore, innovations should not contradict the principles of organization of any system, process, environment, and serve as an organic supplement to traditions.

Obviously, not every tradition has the right to its further development. Therefore, this phenomenon needs to be analyzed. The categories "tradition" and "innovation" are at the centre of scientific discourse. They are also relevant for education. Despite numerous studies, these categories do not have clear interpretation today.

A number of researchers believe that traditions are transmitters of generally accepted norms and values. By accumulating and concentrating the experience of previous generations, they serve as a kind of Foundation for building the future. It should be noted that not every tradition can meet modern realities. There are traditions, the essence of which has exhausted itself, and reliance on them can serve as development regression trends.

Brightly and figuratively the concept of tradition is given by H. Gadamer. According to his interpretation, the tradition is "the preservation of what is existed. This preservation is carried out under any historical changes" (Gadamer, 1988).

A deeper analysis of the definition shows that traditions have a dual nature. On the one hand, they "absorb" past experience and are stable entities, and on the other hand, they play the role of the subject of transformations. The real life shows not all innovations are equally successful in the Russian educational environment. The multistage nature of higher education is not always clear to the employers' corps.

Empirically it is often difficult to determine the professional suitability of a bachelor's and a master's degree. The existing educational levels make it difficult to form a model of a graduate who is ready to work in real conditions. At present there is some uncertainty between the theoretical and practical knowledge that should be taught to the students. We have a lot of work ahead of us to develop optimal solutions in order to meet both the educational needs and the real demands of the time.

Modern student meets a wide variety of technologies. A certain part of them is defined as innovative. Diversity does not always lead to positive results. In part, this indicates an unstable educational task. In addition, the use in practice of training technologies, game technologies can lead to a distorted perception of the process of obtaining education. A student or schoolboy begins to get used to the elements of entertainment and may not be able to cope with serious intellectual actions. With the help of such technologies it is possible to develop the creative thinking and to form a zone of psychological comfort, but it this poses a threat of destruction of values created in previous periods.

Therefore, the problem of the loss of intergenerational relations is now very important. Intergenerational connections are part of the traditions on which the successful future of mankind depends.

3 CONCLUSION

The range of technologies introduced into the educational environment should be correlated with the ability of subjects to manage them. Innovations in the face of technology generate new social ties. Therefore, education must become a territory for understanding the diversity of these ties. We have to rethink the attitude to traditions and innovations, to form a stable idea of their relationship with the goal of creating a truly relevant and comfortable educational environment that meets both the level of development of modern society and the modern individual. It is necessary to minimize the pressure of technocratic tendencies in order to prevent the dehumanization of education.

The relationship between tradition and innovation can be different. It is obvious that these categories should not be viewed from the point of view of their radical opposition. It is necessary carefully to analyze the traditions that have the right to exist in our society. Keeping the best educational traditions, we have a chance to develop and enrich them, thereby giving start to innovations.

Having formed a stable attitude towards traditions and innovations, the society acquires an element of stability and a chance for progressive development. This will undoubtedly contribute to the positive overcoming of situations of risk and uncertainty, as well as to the positive impact on the processes of socialization of young people.

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