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ВІРТУАЛІЗАЦІЯ ЯК ФАКТОР ЄВРОІНТЕГРАЦІЇ ОСВІТИ

Одним з факторів, що впливають на особистість, є виникнення нових агентів соціалізації, які виявляються у процесі інформаційної взаємодії. Тому дослідження даних чинників впливу на соціалізацію особистості, причин і наслідків змін, яким підлягає особистісна структура, виявляється досить перспективним. Вихідною і фундаментальною передумовою при розгляді проблеми соціалізації є теза про нерозривну взаємодію людини і суспільства. В сучасних умовах віртуальний простір може значно впливати на соціальні процеси, в тому числі, на соціалізацію у просторі сучасного суспільства. У статті досліджено особливості соціалізації особистості в умовах віртуалізації суспільства.

Віртуальність виступає феноменом, який можна інтерпретувати не лише як результат занурення людини в інформаційне поле, але і як артефакт культури, створений під впливом інформації і такий, що відбиває формування нового типу комунікаційної взаємодії.

Встановлено, що поняття «віртуальна ідентичність» і «мережева ідентичність» увійшли до наукового обігу близько двадцяти років тому, проте чіткі дефініції їх досі не вироблені. Як правило, ці терміни використовуються в декількох сенсах: як характеристика приналежності до співтовариства, основна діяльність особистостей, які входять до неї, пов'язана з комп'ютерними технологіями; як синонім багатофакторної, динамічної, мінливої ідентичності; як результат самопрезентації особистості в соціальних мережах, її віртуальний образ, «двійник» або «проект»; як самостійний суб'єкт, альтернативна ідентичність, що діє у віртуальному світі й має відмінні від реальної ідентичності характеристики.

З'ясовано, що віртуалізація соціуму і становлення мережевої культури, з одного боку, ускладнюють, а з іншої – збагачують процес формування персональної ідентичності. Віртуальна реальність створює нові можливості для конструювання ідентичності, розширюючи кількість «інших», з якими взаємодіє людина. Мережева або віртуальна ідентичність не можуть розглядатися як самостійні сутності, як суб'єкти поведінки й діяльності, як альтернативи «реальної» персональної ідентичності. Це лише один з аспектів ідентичності, результат самопрезентації особистості у віртуальному просторі.

Ключові слова: особистість, соціалізація, віртуальний простір, віртуальна реальність, соціальний простір.

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VIRTUALIZATION AS A FACTOR OF EUROPEAN INTEGRATION OF EDUCATION

One of the factors affecting personality is the emergence of new agents of socialization, which are revealed in the process of information interaction. Therefore, the study of these factors of influence on the socialization of the individual, the causes and consequences of changes to which the personal structure is subject, turns out to be quite promising. The initial and fundamental prerequisite for considering the problem of socialization is the thesis about the inseparable interaction of man and society. In modern conditions, virtual space can significantly influence social processes, including socialization in the space of modern society. The article examines the peculiarities of the socialization of the individual in the conditions of the virtualization of society.

Virtuality is a phenomenon that can be interpreted not only as a result of human immersion in the information field, but also as a cultural artifact created under the influence of information and reflecting the formation of a new type of communication interaction.

It has been established that the concepts of "virtual identity" and "network identity" entered scientific circulation about twenty years ago, but their clear definitions have not yet been developed. As a rule, these terms are used in several senses: as a characteristic of belonging to a community, the main activity of individuals who are part of it is related to computer technologies; as a synonym of multifactorial, dynamic, changing identity; as a result of self-presentation of an individual in social networks, his virtual image, "double" or "project"; as an independent subject, an alternative identity that operates in the virtual world and has characteristics different from the real identity.

It was found that the virtualization of society and the formation of network culture, on the one hand, complicate, and on the other hand, enrich the process of personal identity formation. Virtual reality creates new opportunities for identity construction, expanding the number of "others" with whom a person interacts. Network or virtual identity cannot be considered as independent entities, as subjects of behavior and activity, as alternatives to "real" personal identity. This is only one of the aspects of identity, the result of the self-presentation of the individual in the virtual space.

Key words: personality, socialization, virtual space, virtual reality, social space.

Statement and justification of the relevance of the problem. The Ministry of Education and Science of Ukraine is constantly developing, modernizing and updating the "Road Map of Ukraine's Integration into the European Research Area", the "Framework Agreement with the European Union" on scientific and technical cooperation, the "European Cloud of Open Science", which constantly contributes to European integration. For Ukrainian education, integration into the European space should become an analogue of integration into the 3D space. Specialist training should

already be built on IT educational platforms with the use of 3D glasses and VR technologies. The intensive development of information technologies contributes to the unification of life activities of society, creates a basis for the virtualization of the socio-cultural space and the development of information culture. In the conditions of informatization of society, the formation of a mass person is observed, which has a certain set of values, the basis of which is the understanding that he is a person of the mass. Total communication is turning into an attribute of the modern world, which

communicates, sends information, reports about itself. Gradually, it becomes the basis for creating a special type of culture based on the global use of information and communication technologies.

Analysis of recent research and publications.

As a result of constant renewal and intensive use by people of mass media, the socio-cultural environment becomes adequate for the processes of "condensation and compression of the world": the world and society are more and more vividly manifested under the sign of communication [6].

At one time, U. Eco wrote that the whole society will be divided (or has already been divided) into two parts: those who, using the mass media, receive ready-made images and judgments about society and the world without critically analyzing the information received, and those who, with the help of a computer are capable of processing information [7]. He also added that in the conditions of the global spread of information, the "printing man" can occupy a leading position in society.

Scientists introduce the concept of "clicker" to represent the "inhabitants" of the information world who press buttons with their fingers while browsing the Internet.

Thus, we are dealing with a culture and a new type of man. The Internet forces us to rethink the emergence of new opportunities for communication in the form of new speeds. It changes the integrity of the world, introducing new space-time rules.

Formation in the bowels of the mass information culture of the mass person demonstrated the transition of society to a qualitatively different level, associated with the emergence of a new type of personality, which is endowed with specific properties and characteristics, stereotypes of behavior and social functions. In other words, a person becomes a part of virtual reality, in which phenomena and events of real and virtual space merge into a single entity [3-5; 9].

The purpose of the article is to investigate the peculiarities of the socialization of the individual in the conditions of the virtualization of society.

Presentation of the main research material. The German researcher G. Reingold speaks of virtual reality as "a possible new world", i.e. a new parallel reality. Virtual reality, in his opinion, can be considered as a magical window that allows you to look into other worlds, be it the world of molecules or the world of our fantasies [11].

Virtuality is a phenomenon that can be interpreted not only as a result of human immersion in the information field, but also as a cultural artifact created under the influence of information and reflecting the formation of a new type of communication interaction.

In modern socio-humanitarian knowledge, there are two approaches to defining the concept of "virtual reality". According to the first position, virtualization does not necessarily mean replacing reality with its image (simulation) using computer technology. A simulation in real life is a relationship between people that often takes the form of imagery. At the same time, the distinction between a sign-image and a referent of reality is lost. It is this type of simulation that is primary in relation to computer simulation. In this case, virtualization reflects not the transformation of the

information and communication space, but, first of all, qualitative changes in society as a whole.

It is necessary to note, that there are two levels of understanding of virtual reality.

The first is material-technological and it is based on the fact that virtual reality is an "artificial reality" conditioned by the technical environment, which arises due to the action of the computer on consciousness.

The second level is related to the reflection of any changes in consciousness in connection with the use of information means. At this level, a person finds the possibility of creating his own, controlled, manipulated world. In this environment, either a virtual personality is formed, or such conditions, the main purpose of which is to compensate for the shortcomings of social reality.

M. Fasslier notes that virtual space is the source of countless realities. Various communities that form their own artificial worlds (cyber-cities, cyber-societies) with their own information structures, interpersonal, social, and economic relations are prone to virtualization [9, c. 155].

However, the question of the correlation of electronic and non-electronic virtualization remains open.

Adequate presentation of the place and role of virtual reality in the processes of socialization of an individual requires taking into account the multifaceted nature of this phenomenon. First of all, virtual reality manifests itself in the form of ethical and aesthetic values cultivated by society. Therefore, "living" in them (managing them in everyday life) is a mandatory condition for the recognition of an individual by the state. However, it should be remembered that norms and standards established by society always have a specific cultural and historical refraction. Because of this, they not only unite, but also divide people, not only lead on the path of progress, but also act as a force that restrains the development of society.

The phenomenon of virtual reality is not alien to absolutely all sciences. But it is worth noting that often virtual reality itself is demonstrated in research rather monotonously. It can be said that scientific means are not able to provide a panoramic vision of the phenomenon and do not allow for the study of the peculiarities of virtual reality as a space of socialization.

In the presence of a clear shortage of socialization tools in the current world, a person is increasingly forced to turn for help to completely different means of socialization. Creating virtual social worlds, she endows them with the socializing factors she needs.

It is worth noting, that there are two most general types of socialization: offline socialization and cyberspace socialization. The process of primary socialization in cyberspace is divided into two stages: archetypal and instrumental-cognitive. At the archetypal stage of socialization, the subjective reality of cyberspace is formed through communication in membership groups. Information appears in the individual that allows him to form an idea of what cyberspace is, as well as motivation to continue cybersocialization, he learns the social norms of cyberspace, as well as cultural patterns. The moment of the first entry into the Internet space is the moment of

transition from the archetypal stage of cyber socialization to the instrumental-cognitive stage. At this stage, the individual is socialized in two dimensions simultaneously:

1) in the social community of cyberspace (learning electronic literacy, navigation skills, etc.);

2) in the network society with which the Internet user interacts (learning the structure of roles and values of this or that Internet community).

The influence of the virtual environment on socialization has a contradictory nature, which is specified in the following provisions:

1) opposition "freedom-control". Geographical distances do not play a role in the communication process. On the Internet, people often create so-called

"virtual personalities", describing themselves in a certain way. Individuals who construct their own actual personalities are characterized by low social rigidity, and individuals who never construct virtual personalities are characterized by high social rigidity. As a result, individuals with low social rigidity have a broad social identity. Individuals with high social rigidity generally have a social identity in their identity. Without making special demands on a person, the Internet does not belong to anyone, is not controlled by anyone, and at the same time contains serious threats of destruction of personality, culture, not to mention the possibility of manipulating consciousness with its help, which can lead to the creation of "spiritual" simulacra, to the virtualization of consciousness, to the "blurring" of the boundaries of one's own "I". Restriction / expansion of the "private sphere" of the Internet space, its fragmentation is carried out independently and gradually through the reduction / expansion of the circle of communication and information based on locus control.

2) The opposition "infinity-limitation". Socialization of young people with the help of the Internet occurs with an already partially socialized individual. This process has a fundamental difference from primary socialization, which consists in the fact that for an individual, his closest environment is the network community, as well as real society, and the individual himself in his own ideas turns out to be "different" taking into account the objective reality he has previously mastered. The initial stage of secondary socialization is implemented in the forms adopted in the network community. On the one hand, an individual is provided with a potentially unlimited circle of communication and information exchange, and on the other hand, this circle is limited to a rather narrow, but at the same time, it should be noted, sector closest to this person. On the Internet, a person has the full opportunity to recreate himself all the time. In the chat, the individual can communicate only with those who suit him, he goes to the sites he likes, where he controls everything and where he chooses only the information he needs. The multi-level organization of the Internet determines the fact that the author has to socialize simultaneously in two dimensions. After connecting to the Internet, the user socializes simultaneously in the following dimensions. The first dimension is the social community of the network space-time continuum. The second dimension is the network community with which the user interacts in the process of

communication. In the process of this, essentially, new stage of socialization, the individual encounters alternative patterns and patterns of thinking. At the same time, the user learns a huge number of new qualities: from learning specific role orientations, learning to navigate in the network space, to learning about normative models of social interactions and feeling the pressure of social control mechanisms. As a result, Internet socialization not only forms a personality with a new way of assessing the situation and with a new non-linear worldview, but also imposes strict requirements on the personality.

The European integration of education radically changes the stereotypes of learning and leads to the fact that the best educational projects are achieved by those students who were active students in the past

An important factor is that the social system, which is created in virtual conditions, has its own peculiarities of language, norms of communication and social hierarchy of participants. The presence of these features allows us to talk about virtuality as a special environment for the socialization of an individual. The artificial informational and symbolic environment affects the process of formation of a personal value-semantic system, which is a regulator of an individual's behavior. Socialization, which takes place in the process of multifaceted interaction, contributes to the development of the individual in accordance with the modern requirements of the man-made world.

FP Vlasenko draws attention to the specifics of individual socialization in virtual reality. In his opinion, it consists in the fact that socialization is carried out in the context of the interaction of two processes: assimilation by a person of norms and patterns of behavior that he perceives in the primary social reality and internalization of norms, values, attitudes of the virtual space. At the same time, an individual who returns to the primary social reality may face the problem of finding his own identity. Therefore, one of the primary tasks of individual socialization in the modern information society is the optimization of identification processes [2].

The main characteristics of network identity are complexity, openness, search for alternatives for further development. Network identity will be understood as the identification of a person (user) with one or another group created in the network; virtual self-presentation. The network identity is a reflection of the multiplicity of identities and reinforces it in virtual communication. At the same time, it can be considered as a kind of spatial identity, referring to the virtual space of information and communication flows as an environment and at the same time as a reference point for self-identification.

O. M. Astafieva understands network identity as a component of the "sociocultural identity of an individual, which refers to the awareness of belonging to a certain (which is not always fixed in real society) community, which carries out activities (mainly, consumption and transfer of knowledge and information) in information and communication environments, primarily in computer virtual space" [1, p. 121]. The researcher believes that network identity is determined by the degree of self-identification with "network people" who have a high level of knowledge

of computer equipment and technologies. According to O. M. Astafieva, this identity is characteristic, first of all, of hackers or those who are professionally connected with computer technologies [1].

Thus, the concepts of "virtual identity" and "network identity" entered scientific circulation about twenty years ago, but their clear definitions have not yet been developed. As a rule, these terms are used in several senses:

- as a characteristic of belonging to the community, the main activity of individuals who are part of it is related to computer technologies;

- as a synonym of multifactorial, dynamic, changing identity;

- as a result of self-presentation of an individual in social networks, his virtual image, "double" or "project";

- as an independent subject, an alternative identity that operates in the virtual world and has characteristics different from the real identity.

Conclusions and prospects of further exploration of the direction. So, the virtualization of society and the formation of network culture, on the one hand, complicate, and on the other hand, enrich the process of personal identity formation. Virtual reality creates new opportunities for identity construction, expanding the number of "others" with whom a person interacts. Network or virtual identity cannot be considered as independent entities, as subjects of behavior and activity, as alternatives to "real" personal identity. This is only one of the aspects of identity, the result of the self-presentation of the individual in the virtual space.

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СПЕЦИФІКА ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВИХ КЛАСІВ ДО ФОРМУВАННЯ КЛЮЧОВИХ КОМПЕТЕНТНОСТЕЙ МОЛОДШИХ ШКОЛЯРІВ

Стаття присвячена проблемі професійної підготовки майбутніх учителів початкових класів до формування ключових компетентностей дітей молодшого шкільного віку. Розкрито сутність понять «компетентність» та «ключова компетентність»; їх значення у життєдіяльності людини; особливості формування у дітей молодшого шкільного віку. Визначено та проаналізовано основні ключові компетентності учнів початкової школи.

Наголошено, що основою формування ключових компетентностей є особистісні якості, особистий, соціальний, культурний і навчальний досвід учнів; їх потреби та інтереси, які мотивують до навчання; знання, уміння та ставлення, що формуються в освітньому, соціокультурному та інформаційному середовищі, у різних життєвих ситуаціях. Визначено ознаки ключових життєвих компетентностей: поліфункційність, багатовимірність, інтелектуальність, надпредметність і міждисциплінарність.

Авторка акцентує увагу на особистості вчителя початкових класів як носія сформованих ключових компетентностей. З'ясовано, що підготовка майбутніх учителів початкової школи до формування ключових компетентностей молодших школярів є складним процесом, який передбачає не лише ґрунтовне оволодіння здобувачами освіти системними професійними, психолого-педагогічними та методичними знаннями, але й уміннями здійснювати ігрову діяльність дітей у цілому й зокрема проводити дидактичні ігри. Наголошено на ролі педагогічної майстерності та творчості педагога у досліджуваному процесі. Визначено особливості професійної підготовки майбутнього вчителя до формування ключових компетентностей у молодших школярів: цілісність, системність, неперервність, використання інтерактивних технологій, врахування вікових особливостей тощо. Зазначено, що подальшого дослідження потребує розробка інструментарію діагностування стану сформованості ключових компетентностей у молодших школярів.

Ключові слова: професійна підготовка, компетентність, ключові компетентності, формування, учитель початкової школи, молодший школяр.

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SPECIFICITY OF THE TRAINING OF FUTURE PRIMARY CLASS TEACHERS FOR THE FORMATION OF KEY COMPETENCIES OF YOUNGER SCHOOL STUDENTS

The article is devoted to the problem of professional training of future primary school teachers for the formation of key competencies of children of primary school age. The essence of the concepts "competence" and "key competence" is revealed; their importance in human life; peculiarities of formation in children of primary school age. The main key competencies of primary school students were determined and analyzed.

It is emphasized that the basis of the formation of key competencies is personal qualities, personal, social, cultural and educational experience of students; their needs and interests that motivate them to study; knowledge, skills and attitudes formed in the educational, socio-cultural and informational environment, in various life situations. The signs of key life competencies are identified: multifunctionality, multidimensionality, intellectuality, interdisciplinary and interdisciplinary.

The author focuses on the personality of the primary school teacher as a bearer of formed key competencies. It has been found that the preparation of future primary school teachers for the formation of key competencies of younger schoolchildren is a complex process, which involves not only the thorough mastery of systematic professional, psychological-pedagogical and methodical knowledge, but also the skills to carry out children's play activities in general and, in particular, to conduct didactic games. Emphasis is placed on the role of pedagogical skills and creativity of the teacher in the researched process. The features of professional training of the future teacher for the formation of key