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ПРОГРЕССИВНАЯ ЦИФРОВИЗАЦИЯ ВЫСШЕГО ОБРАЗОВАНИЯ: ЭТИЧЕСКИЙ АНАЛИЗ

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Аннотация. Актуальность данного исследования заключается в том, что автором с позиции культурологии проведен этический анализ прогрессивным аспектам цифровизации высшего образования. Целью исследования является актуальный этический анализ характера последствий влияния прогрессивной цифровизации на образовательный процесс и его участников в сфере высшего образования с позиций этико-философской концепции гуманизма. Методологический конструкт исследования, основанный на достоверном научно-обоснованном материале, позволил выявить этические несоответствия результатов использования цифровых технологий в образовательном процессе высшей школы таким гуманистическим принципам, как нетерпимость к любым формам насилия, эксплуатации, социального неравенства, манипулирования сознанием человека, пренебрежения к его здоровью и т.д. В результативной части исследования этический анализ последствий прогрессивной цифровизации в сфере высшего образования проведен на основе комплекса таких параметров, определяющих качество образования, как влияние цифровых технологий на образовательный контент, педагогический профессионализм и учебную компетентность участников образовательного процесса. В исследовании установлено, что условия прогрессивной цифровизации сферы высшего образования способствуют снижению качества образования, противоречат гуманистическим ценностям и имеют негативные этические последствия для участников образовательного процесса, так как негативно влияют на физическое и психологическое здоровье обучающихся, ведут к снижению уровня педагогического профессионализма, формируют благоприятные условия для цифровой эксплуатации педагогических кадров, роста цифрового неравенства среди участников образовательного процесса, предъявлению к учебной компетентности студентов требований, несоизмеримых с их возможностями.

Ключевые слова: философия образования, этика, прогрессивная цифровизация высшего образования, этический анализ последствий прогрессивной цифровизации в сфере высшего образования с позиций этико-философской концепции гуманизма.

PROGRESSIVE DIGITALIZATION OF HIGHER EDUCATION: ETHICAL ANALYSIS

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Abstract. The relevance of this study lies in the fact that the author, from the standpoint of cultural studies, conducted an ethical analysis of the progressive aspects of digitalization of higher educationThe purpose of the study is an actual ethical analysis of the nature of the consequences of progressive digitalization impact on the educational process and its participants in

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higher education in terms of the ethical and philosophical concept of humanism. The methodological construct of the study, based on reliable scientifically grounded material, makes it possible to identify ethical inconsistencies in the results of using digital technologies in higher school with such humanistic principles as intolerance to any forms of violence, exploitation, social inequality, manipulation of human consciousness, disregard for human health, etc. The study reveals that the conditions of progressive digitalization in the sphere of higher education contribute to the quality of education decrease, contradict humanistic values and have negative ethical consequences for participants in the educational process. Furthermore they negatively affect the physical and psychological health of students, lead to a decrease in the level of pedagogical professionalism, and create favorable conditions for the digital exploitation of teaching staff, the growth of digital inequality among the participants in the educational process, the presentation of requirements to the educational competence of students that are inappropriate with their capabilities.

Keywords: philosophy of education, ethics, progressive digitalization of higher education, ethical analysis of the consequences of progressive digitalization in higher education in terms of the ethical and philosophical concept of humanism.

1 Introduction

The trend of our time is the penetration of digital technologies into all spheres of the culture of society, including the sphere of education, while the trend of digitalization of education is progressing due to the rapid pace of evolution of the technologies themselves. These processes make it relevant to study the problems associated with the nature of digital technologies impact on various aspects of the educational process.

From the very beginning of the introduction of digital technologies into the educational environment, the pedagogical community considered this practice with caution. Today, the negative consequences of digital technologies impact on students are still noted. Researchers consider that digitalization in education leads to the disruption of the productivity of learning and memorization [1]. The negative attitude of university students to digital technologies is analyzed separately [2]. At the same time, under the influence of the global digitalization of culture, as well as state support for digitalization in developed and developing countries, the scientific and pedagogical community began to show greater tolerance to the transformations in the education sector caused by the penetration of digital technologies into the educational space. Researchers M. Bond, V. Marin, K. Dolch, S. Bedenlier and others even note the lack of digital technologies used in the educational process [3]. Modern foreign researchers concentrate on the analysis of the experience of the formation of teachers' digital competence [4] as well as on the positive and negative aspects of using this type of educational content in higher educational institutions by means of video lectures [5]. Foreign researchers also focus on assessing the readiness of students for the university e-learning environment [6], on the understanding of changes in university teachers' activities [7], on the productivity assessment of the electronic management system for the organizational work of universi-

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ties [8], etc. However, the philosophical and ethical aspects of the negative impact of digitalization in higher education on the participants of pedagogical interaction have still been studied at an insufficient scientific level in the scientific literature.

The purpose of the study is an ethical analysis of the nature of the consequences of progressive digitalization impact on the educational process and its participants in the field of higher education in terms of the ethical and philosophical concept of humanism. The purpose of the study is realized in the following tasks:

– to differentiate the negative consequences of progressive digitalization in the field of higher education according to such criteria that determine the education quality as digital transformation of educational content, changing requirements for pedagogical professionalism and educational competence of the educational process participants;

– to conduct an ethical analysis of the consequences of digital transformation of educational content for participants in the pedagogical interaction;

– to submit an ethical analysis of the specifics of the impact of digitalization of the educational space on pedagogical professionalism;

– to analyze the impact of digital technologies used in the educational process on the educational competence of students from an ethical point of view.

2 Materials and Methods

The study differentiates the negative consequences of progressive digi-

talization in the field of higher education using the example of the experience of digital transformation of higher education in modern developing countries described in the scientific literature [1, 2, 4-7]. The revealed negative consequences of progressive digitalization impact on the educational process and its participants were subjected to ethical analysis in accordance with a set of parameters affecting the quality of higher education, such as digital transformation of educational content, changing requirements for pedagogical professionalism and educational competence of participants in the educational interaction.

The methodology of the research corresponds to the philosophical design and includes a standard set of theoretical methods of philosophical and ethical analysis (description, comparison, etc.). Moreover, it is aimed at identifying ethical inconsistencies between the results of using digital technologies in the educational process of higher school and the values of the ethical and philosophical concept of humanism [9]. The fundamental principles for education of the above-mentioned concept include the following: care for a person and his health, ensuring equality of educational opportunities, intolerance to the manifestation of any form of violence, coercion, exploitation, manipulation of consciousness in the educational process, etc.

3 Results

The involvement of higher education in progressive digitalization pro-

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cess is associated with obvious positive educational achievements. Thanks to using virtual reality technologies in higher education, it became possible to use them as digital simulators necessary for the formation of practical exercises and skills of professional activity. Distance learning technologies made it possible to cope with the tasks of remotely conducting educational activity and providing educational services around the clock, which had a positive effect during the period of isolation in consequence of the COVID-19 pandemic [10]. At the same time, digitalization of the educational sphere is not a local cultural process. The impact that digitalization of different levels and forms of education has on society cannot be comprehended only from positive side. Based on the above fact, it is necessary to differentiate the negative consequences of education digitalization on the example of digital transformation of higher education in developing countries.

3.1 Digital modification of educational content

Thanks to progressive digitalization, educational content has become digital. At the same time, the digital transformation of educational content has not only positive, but also negative consequences for the participants in the educational process. First, the consumption of digital educational content causes cognitive-psychological and physiological difficulties for students. Consumption of informational educational content takes a lot of time and mental effort, since there is so much information available that students often lack

neither time nor cognitive resources for its qualitative selection, systematization and assimilation. In conditions of the consumption of digital educational resources, the student's attention is distracted in the process of mastering a variety of electronic information sources providing educational content. In contrast to monotasking, multitasking of consciousness is distinguished by the need to continuously implement the energy-consuming process of switching attention from one information source to another, which leads to cognitive dispersal and such consequences of information oversaturation of students' consciousness in the learning process as absent-mindedness, mental fatigue, extinction of creativity, etc. The negative impact of digital technologies on students is not limited only to cognitive disorders, as suggested by the research of S. Mazlumiyan, A Akbari and others. Students of higher educational institutions suffer from computer anxiety, while students of the humanities experience learning difficulties because of computer anxiety more than other ones [11]. It is also well known that many hours of students' screen-computer training cause vision problems. As noted by Professor NS Baron, using digital technologies for educational purposes leads to memory impairment, digital screens contribute to more superficial reading in contrast to printed texts, the use of GPS reduces the ability to navigate in physical space, which correlates with dementia [1]. From the ethical standpoint of the humanistic concept, in the light of the data obtained on the negative consequences of the impact on the human

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mental health or physiology by means of any digital products, their further use is unacceptable. However, rejection of the use of digital educational content in favor of its printed form is impossible, as it will lead to the collapse of digitalization of the global educational space of culture.

Secondly, digital Internet-content is filled with low quality information, distorted for manipulative purposes and therefore unsuitable for educational purposes in higher school. The differentiation of high-quality information educational content in the conditions of open and uncensored consumption of information on the Internet appears in conditions of the progressive digitalization of the global educational space of culture as a global modern problem. From an ethical point of view, until the global problem of the abundance of manipulative distorted information on the Internet is resolved, the consumption of digital information Internet-resources without censorship for educational purposes is unacceptable.

Thirdly, digitalization of information educational content favors plagiarism, as well as falsification of copyright for content and its illegal distribution. From an ethical point of view, the free use of open high-quality digital "university" content for educational purposes is irrational due to its constant intentional or unintentional regressive distortion on the Internet. The consumption of distorted digital educational content creates the possibility of manipulation and informational violence against participants in the educational process, which contradicts such principles of the

ethical and humanistic concept of humanism as intolerance of manifestation of any forms of violence, coercion, manipulation, etc., towards a person, and therefore, it is unacceptable from an ethical point of view.

3.2 Digitalization and pedagogical professionalism

The digitalization of higher education has created a need for retraining of teaching staff in order to form digital literacy and additional professional skills associated with the development of digital technologies. As a result, the role of the teacher in the educational process began to change qualitatively. Because of the digitalization of the educational sphere teachers of universities spend practically all their free time from classroom studies at computers, filling out electronic reports, checking student papers in electronic form, preparing class presentations, recording and sounding video lectures, creating electronic textbooks, etc. New job responsibilities requiring the skills of using complex software products, as well as the skills of directing, sound and video editing, rewriting, copywriting, blogging, etc. have not simplified, as originally intended, but significantly complicated the pedagogical work. The skills and abilities of educational, upbringing and teaching-methodical work of pedagogical collectives are supplanted in favor of competencies of dubious need for the true goals of pedagogical interaction. This process negatively affects the quality of the educational services provided and threatens with irreversible cultural consequences in matters of preserving and transmitting pedagogical

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traditions, transferring pedagogical skills to subsequent generations, etc. In fact, the transition to digital tools for the implementation of professional activities in the work of universities created favorable conditions for the digital exploitation of teaching staff under the manipulative pretext of facilitating routine pedagogical work. It is unacceptable from an ethical point of view and contradicts the principles of the ethical and philosophical concept of humanism, insisting on the manifestation of intolerance to any form of violence, coercion, exploitation of a person and manipulation of his consciousness.

3.3 Digitalization and learning competence

The digitalization of the educational space of higher education imposes new qualification requirements not only for teachers, but also for all participants in pedagogical interaction, including students. However, increasing role of digital technologies in the educational process cannot always be assessed only positively. First, the use of digital educational content in the educational process presupposes that students have the skills and abilities for effective interaction with digital educational technologies. This circumstance obliges students to own the appropriate equipment (tablet computer, smartphone, etc.). In practice, the computer equipment of individual universities in different countries remains unsatisfactory for objective economic reasons. The inability of students to access digital educational content leads to a problem of digital inequality of participants in the educational process in relation to each other. Despite the fact that over the past few decades digital technologies have evolved, transformed into significant channels of interpersonal communication, they became cheaper and available for mass consumption, their spread is still characterized by inequality between socio-demographic groups in terms of the nature of access to them by people, the degree of their qualifications and types of use [12]. From an ethical point of view, any form of social inequality, including digital inequality, is unacceptable and contradicts the principles of a humane attitude towards a person.

Secondly, the consumption of educational digital content demands higher standards of students' educational competence. The use of high-quality digital educational content for educational purposes requires from students a high level of development of spiritual culture, moral and ethical maturity of judgments, and systemic knowledge in using manipulative technologies and countering them, the ability to differentiate manipulative propaganda from genuine information, the ability to distinguish reliable facts from fiction, or any biased opinions. In the situation of total informational Internet propaganda and the circulation of a variety of distorted manipulative information on the Internet, high-quality teaching is impossible, just as it is impossible to form the above-described skills of students' educational competence due to the discrepancy between such skills and their age and the level of development of spiritual culture.

4 Discussion

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The individual experience of a person is a representation of cultural achievements in his mind [13] and digital technologies, penetrating into the educational space of culture, provide the acquisition of such experience in an easier and more convenient way, however, the excessive acceleration of digitalization of the educational space of culture turns its participants into "digital natives" [14].

Digitalization in higher education in many countries is supported at the state level, however the scientific community also pays attention to the negative side effects of digitalization that reduce the quality of higher education. Regarding the negative impact of digitalization on educational content, it is noted that video lectures negatively affect student attendance and their enthusiasm for the subject, and the style and structure of lectures imposed by the administrations of universities limit the creative nature of pedagogical work [5]. Concerning changes in the professional duties of teachers in connection with the digitalization of the educational space, it is noted that when digital technologies are included in educational activities, special attention is paid to educational activities aimed at teachers, but not at students, that makes it difficult for students to acquire educational competencies [7]. In regard to the negative impact of digitalization on students, it is noted that despite their sufficient digital readiness, students are poorly prepared for such activities as reading, writing, synthesis of ideas, argumentation, critical research, etc. in addition, students themselves also note the com-

plexity of e-learning [6]. Despite the data from the above studies, there is no ethical assessment of the identified side effects of digitalization in higher education. There are currently no studies in the scientific literature similar to that revealed in this article. The novelty of the study is the achievement of the set goal and objectives of the study through an integrated approach to the choice of parameters for assessing the quality of education used for ethical analysis of the nature of digitalization impact on participants in the educational interaction in the field of higher education.

5 Conclusion

The digital modification of educational content and its consumption through digital technologies has a negative influence on the physical and psychological health of students, leads to a disorder of cognitive abilities, causes absent-mindedness, mental fatigue and extinction of creativity, impairment of memory, visual acuity and anxiety.

In the context of progressive digitalization of higher education, the quality of the educational services provided is sharply decreasing. A decline in the pedagogical professionalism level is revealed, favorable conditions are formed for the digital exploitation of pedagogical personnel, increasing digital inequality of participants in the educational interaction.

The availability of digital educational content in the terms of a large amount of distorted information of a manipulative nature on the Internet creates the need to introduce censorship on the consumption of information Internet resources used for educational purposes.

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It also requires participants in the educational process to have skills in differentiating the quality of digital educational content and high level of development of spiritual culture, which is impossible in conditions of globalization and the integration of information flows in the open Internet space of culture and young age of students. The latter circumstance indicates that the conditions of progressive digitalization of the sphere of higher education impose requirements on the educational competence of students that are incommensurate with their real capabilities.

Thus, an ethical analysis of the nature of consequences of progressive digitalization impact on the educational process and its participants in the field of higher education indicates the presence of negative ethical consequences for participants in the educational interaction. The conducted research reveals that digitalization of the educational process is in dissonance with the basic humanistic values that uphold the requirements of a humane attitude towards a person, intolerance towards any forms of violence, exploitation, social inequality, manipulation of a person's consciousness and disregard for his health.

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