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## EDUCATION 2.0 IN EUROPE AND CYBER-READINESS: FRANCE EXPERIENCE

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### Abstract:

The article discusses the prospects of introducing a new concept of Education 2.0 in European countries, the experience of France in the development of Education 2.0 and its readiness to use IT-technologies in the educational sphere.

**Keywords:** innovation, mesoinformation, theoretical knowledge, cyber-readiness, Education 2.0

The role of theoretical knowledge exponential increases in information economy, and in creation of new innovation products and mesoinformation services scientists and specialists with high qualification and large volumes of knowledge that assumes embedding of an education system, science and advanced training in process of transformation of sectors of a new economic system are directly involved. Besides, knowledge is an independent determinant of development of an individual and society in general. The increase in intellectual level of people leads to increase in demand for educational services, paramount are information needs, and also needs for self-development and self-realization. Respectively the main part new economic systems become such spheres of a producing knowledge and the anthropogenous capital as education and sciences.

The modern informational society enters an explicit dissonance with a classical paradigm of education that leads to emergence of new concepts of this system which can be united in the uniform term "Education 2.0". Theoretical aspects of a paradigm of new education are considered in S. Papert, T. Zelinski, O. Rayleigh's works, With, Hargadon, I. Ilic , M. Balaban , A.M. Goldin , A. Lobk , A. Tubelsky and others.

In opinion, one of supporters of the concept of Education 2.0, professor of Massachusetts Institute of Technology S. Papert, modern training methods demand not only uses of new information technologies, but also other organizational approach .According to A. Minin Education 2.0 is understood as set of such basic principles and the educational systems founded on them which are adequate to the education purpose during post-industrial age – to creation of conditions for the most complete disclosure of the personal potential which everyone is trained, of development in it of personal enterprise, skills of self-education, ability to make crucial decisions in a choice situation [1] .

Thanks to Education 2.0 there are more opportunities for independent actions of the subject of training, its closer cooperation with groups of experts in the field and colleagues from different geographical areas of the world. Thus such cooperation happens quickly, as required and without special organizational efforts. New information technologies allow not only to get a remote education, but also to create temporary groups of training and virtual communities of teachers and students.

According to A.V. Feshchenko such approach to education sets two important tasks for specialists: implementation of new technologies in educational process and development of the new training methods capable to implement all potential of Education 2.0.

The general concept of Education 2.0 means the exterritorial distributed method of knowledge transfer in which roles of the teacher and the pupil are washed away as pupils are specialists on separate educational the directions and exchange knowledge with other participants of the network project. The teacher is not so much the specialist, how many the moderator, it corrects and supplements already existing information stream, and also establishes time frames of similar interaction[2] ..

Thanks to synergy effect of collective intelligence efficiency of network interaction within technologies of Education 2.0 significantly increases. By means of modern information technologies the new educational paradigm has material resources of implementation, thus the basic principles of this concept are principles of subjectivity, redundancy and cooperation formulated by theorists of this concept .

The traditional education system means transfer from the teacher to the pupil of part of the knowledge which is selected according to the training purposes on an educational program. Education 2.0 is directed on evolution of the personal outlook which is trained in this or that subject domain. Curricula and programs do not exist, they form individually, in relation to a specific situation. Thus, the content of education is subject, it is created not by authors of programs, but pupils in real time, as a result of their independent movement on the individual directions of training. The similar principle means use of a wide range of opportunities of IT (blogs, podcasts, joint groups on social networks, video conferences, etc.). In this environment of knowledge have to form in the course of independent creation and discussion of a training material together with pupils and teachers [3].

The principle of redundancy is addition and the compulsory provision for the principle of subjectivity. Redundancy of knowledge is easily implemented by means of new information technologies which provide access to various training materials in libraries of the whole world, give opportunity to perform communica-

tions with the experts, teachers, pupils who are in different remote educational institutions to organize subject practical activities with laboratory equipment, results of experiments and new materials. According to A.A.Pivovarov such obviously excess educational environment gives the chance everyone trained to save up activity experience, necessary for development of personal knowledge, to build a personal educational trajectory [4].

The principle of subjectivity of knowledge becomes addition of the principle of redundancy. In the conditions of an education system 2.0 knowledge becomes a superstructure over experience of the individual, passes through a prism of its judgment and structural processing. Thus, according to the famous theorist of new training T. O'Reilly educational institution stops being a repeater of knowledge, and is transformed to in a special way organized space for an exchange of individual knowledge of participants of training process. Certainly, the objective knowledge from educational literature also will participate in a similar exchange, but it becomes only one of elements of the educational environment, raw materials for further transformation according to semantic and pragmatical filters of the individual (figure 2) [5]. .

The famous theorist of the concept of Education 2.0 offered O.M.Leontyev for the training which is part of such education, the term "fractal" . An important component of fractal system is replacement of mark system of the progress based on the comparative analysis of correlation of educational results with educational standards on fixing of personal achievements of the subject of education in the form of open summaries of "a portfolio of achievements" known according to V. Farmakovsky, B. Ananyev and Sh. Amonashvili's scientific works. Thus a subject of monitoring are not achievements on development of training programs, namely personal achievements in the scientific and educational sphere. Fractal training means not an assessment of the pupil the teacher, and a mutually assessment of achievements by educational community.

The ideologist of the fractal concept of education is the French scientist S. Frene who wrote that forming of new educational system "will depend not so much on our lessons, how many on that situation which we will create ... and on as far as we will manage to provide to the trainee opportunity independently to make decisions and to act on their basis"

The idea of freedom in education is key in works of the famous Italian specialist in the field of pedagogics and the humanities M. Montessori. The purpose of the life it saw education of the free, independent, independently conceiving people able to make decisions and to bear for them responsibility .

In Great Britain there is a private boarding school in London Sammerhill founded in 1921 by the philosopher and the famous teacher A. Nill, the main principle of education at this school is the principle of self-government – the school lives under laws which I establish pupils .

In the USA, Germany, the Netherlands, Belgium, the Netherlands the network of private institutions of formation of Sudbury Velli including at the moment

more than 70 educational institutions which work as independent subjects is created and formally are not connected with each other, independently defining policy of training, but adhering to the basic principles of complete freedom of a method of knowledge acquisition, the personal liabilities which are trained for the training and democratic management style.

The education system of Denmark is based on the new principles. So, for example, educational institutions of this country are oriented to education of the independent identity of an individual. This provision is fixed at the institutional and legal level and is regulated by fundamental laws of Denmark. By words F. Bacon the knowledge begins with doubt – similar approach becomes basic in education of pupils in Denmark – them learn to doubt, with deep arguments to discuss and create personal opinion. In society appreciate initiative, creative capabilities and ability critically to think[6].

In Russia the Education 2.0 project is started in 2016 based on Far Eastern Federal University . There is a project of system of probabilistic education of A. Lobk realized in educational institutions of Yekaterinburg, and also an education system A.M. Goldin and M. Balaban's "School park" , however these projects implement the principles of a new education system only partially

Strategy defines 57 target indicators for development of economy of France by 2020. Thus, the government aims to achieve the following goals: growth of volume of digital technologies in work of each company of the country, transformation of all land telecommunication channels with use of technologies of high resolution, and also transition to paperless document flow for all state bodies by 2020. Along with Strategy digital, France also began implementation of the national program of investments into ICT sector within which 2 billion euros (about 2,3 billion US dollars) for development of Internet infrastructure in the country (i.e. high-speed mobile Internet access, fiber optic communication, and also satellite digital channels of communication) during the period till 2025 are allocated.; 2,25 billion euros (about 2,5 billion US dollars) for support of development of the innovation digital services, content and appendices; and also 250 million euros (about 282 million. US dollars) on development of modern "smart" networks. In addition, in 2012 the French government started program implementation "Big Paris" within which the capital will become the modern center of digital economy attracting the companies, specialists and investments from around the world. At last, the Bank of public investments (Public Investment Bank, BPI) gave start to the initiative which received the name "Fund of Digital Ambitions of BPI" (Digital Ambition Fund of BPI) for the purpose of support of development of the startups connected with the Internet services and new business models which are associated with the Internet of things recently. Among other interests of an initiative – a chain of blocks of transactions, or blockchain and cloud technologies, cars with Internet access, digital marketing, a cyber safety and other digital products and services which advance the innovation business models. The bank declared that is going to invest at an initial stage the amounts from 1

to 10 million euros (from 1,1 to 11,2 million US dollars).

Competent implementation of the new educational principles in society and economy of the XXI century will promote forming of anthropogenous basis of transformation of social and economic system in information economy, economy of knowledge, will provide forming of new sectors and industries. However the education system of a new eyelid has to go hand in hand with the new scientific platform providing generation of knowledge and technical progress for the subsequent generations. Meanwhile the modern fundamental science is in the methodological crisis connected with emergence of essentially new information reality realities in which changes social, economic, psychological and even biological systems of human life.

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