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SOCIAL ASPECTS OF THE POSTMODERN EDUCATIONAL INSTITUTION

Abstract: The postmodern school differs from the traditional school, which existed until the middle of the twentieth century in the following characteristics: 1. Knowledge as a specific self-organization of life; 2. Typical characteristics of the pedagogical process; 3. Digitization of the educational process. The formation of the personality in postmodernism takes place under the sign of the consumption of information products, which is not corrected by the socially positive goals of the development of society. In postmodernism, the new "associated person" is open to change, movement, change, with a high degree of adaptability and flexibility in thinking and behaving. The change of his value system is fast, he has updated knowledge and ideas about the world, he is resourceful, enterprising, willing to take risks, short-term commitments and relationships, responsibility to perform tasks.

Key words: modernism, postmodernism, education, upbringing, self-organization, associate, digitalization, digital learning.

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Introduction

In order to develop the content of this article, it is necessary to clarify the concepts of *modernism and postmodernism*.

Modernism and postmodernism are two types of movements, between which there are certain differences. They are two types of movements that are based on changes in the cultural and social behavior of the world. These movements arise as a result of people's thought patterns during different periods of human history. The different causes before them make them think differently. According to them, aspects of human life are beginning to change as the way of thinking begins to change.

Modernism is a philosophical movement that, together with cultural trends and changes, emerged as a result of large-scale transformations in Western society in the late nineteenth and early twentieth centuries. "Modern comes from the Latin word *modo*, which means right now [1, p. 6]." Among the factors shaping modernism are the development of modern industrial societies and the rapid growth of cities, followed by a reaction of horror to the First World War. Modernism also rejects the certainty of Enlightenment thinking, and many modernists reject religious faith. In a broad sense, modernism is understood as a complex movement in the culture of the twentieth century, "a set of art schools and trends of the early twentieth century, expressing a deviation from the cultural values of the XVIII-XIX centuries. and proclaims new approaches and values" [3, p. 115].

Postmodernism (literally - postmodernism) is a trend in art, architecture and criticism of the second half of the twentieth century, which is detached from modernism. Postmodernism is characterized by skeptical interpretations of culture, literature, literary criticism, art, philosophy, history, economics, architecture, philosophy, sociology. It is often associated with deconstruction and poststructuralism, as the term "postmodernism" gained prominence in the context of the poststructuralist turn of the twentieth century.

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According to S. Jingel and D. Wich [10], the term "postmodernism" refers to a number of related theories of modern civilization, united by the theme of the decline of "modernism". Modernism consists of two elements: the functional separation of the various spheres of life and the dominance of secular universalism, also known as the Enlightenment Project. According to some researchers, *the postmodern era differs from the modern era in three respects: the rejection of the Enlightenment project, the growth of ethnic diversity, and technological progress.* Moreover, the modern era offers a reasonable basis for functional separation, namely the belief that science and economics must be freed from the interference of tradition and religion in the cause of progress. However, when the unconditional belief in the value of scientific progress and economic growth collapses, which is obviously happening now, then functional specialization becomes nothing more than a chaotic fragmentation of all human life. This meaningless fragmentation contributes to this process, increasing frustration with the idea of the common good.

D. Popkochev defines postmodernism quite concisely and precisely - "Postmodernity is a rejection of universal rules and universal norms." [6, p. 5]

In general, the XX century can be divided into two (unequal) parts - modernism and postmodernism:

Modernism: from the 1890s to about 1945.

Postmodernism: The end of World War II, mostly since 1968.

The postmodern school differs at least three points from the traditional school that existed until the middle of the twentieth century. They are:

1. Knowledge as a specific self-organization of life;

2. Typical characteristics of the pedagogical process;

3. Digitization of the educational process.

Knowledge as a specific self-organization of life

The tendencies of postmodernism are reflected in modern pedagogy in the aestheticization of thinking, which presupposes not the subject of education, not the authority of reason (approved by the Enlightenment), not the authority of science and the generally accepted "picture of the world", *but the aesthetic construction of reality, being is fiction.* In this way, postmodern pedagogy forms part of the aesthetic interpretation of the world. The reverse side of the coin (subjectivity, denial of universal values and relativism, which does not mean the advancement of any universally recognized values of education and upbringing. *Ultimately, the formation of personality in postmodernism is under the sign of consumption of information products* the positive goals of the development of society.

This has several consequences:

First, postmodernism leaves no room for the very basis of the educational process *in education - it is increasingly becoming a specific form of self-organization of life*, in which the subject of education does not need someone's help to build an ideological position that it is somehow compatible with the complex of acquired knowledge.

Secondly, *the inevitably complicating process of differentiation of sciences and the expanding flow of information do not allow the possibility of building an integrated concept of personality* that could be "created" using the old methods of social education used in outdated models of education proposed by different models of education. Moreover, the philosophical attitude of "holism", which is systematic in the theory of existence, at the heart of pedagogy, disintegrates into a stream of renewed knowledge that is not amenable to the faculties of human consciousness.

Third, the very task of upbringing becomes irrelevant. If in primary and secondary school education, understood as a kind of habituation to certain norms (skills and abilities) developed by society, in *the postmodern school the imposition of certain worldview systems is practically impossible, as the subject of education solves a single task - to successfully engage the process of self-realization in life and in the labor market*. In other words, the task of education is to form a successful person, not to form a universal personality with a predetermined worldview. This person's worldview can be anything, as long as it meets the outer framework of legality. In a sense, this is a kind of response to the pragmatic demand of postmodernism, operating with the dominant principle of utility, understood as a kind of consensus on the attitudes of the individual and society, in which one can achieve maximum success, provided it meets the needs of society.

But with all this, postmodern society is faced with the need to solve completely real problems, due to the need for meaningful control of traffic indefinitely, which is possible only if a *clear understanding of the common priorities of the future*. In this sense, the school, including higher education, cannot stay away from their definition and build concrete steps for their implementation.

Therefore, the task of secondary and higher education remains unchanged: not only to form a successful worker in the labor market, but also to educate a socially responsible person whose goals and objectives can be essentially integrated into the mechanism of functioning in postmodern society.

Typical characteristics of the educational and pedagogical process

There are different opinions on this topic. Below we offer two of them, which according to the author fully present the problem.

I. Ivanov believes that in postmodernity the new "associated man" (according to A. Toffler) is open to change, movement, change, has a high degree of adaptability and flexibility in thinking and behavior. The change of his value system is fast, he has updated knowledge and ideas about the world, he is resourceful, enterprising, willing to take risks, short-term commitments and relationships, responsibility to perform tasks. According to him, the most important task of postmodern education is to increase the speed and efficiency of man in the conditions of constant change. In postmodernism, the school rejects the factory organization that existed until that era. [5, p. 7]

The author further points out that postmodern pedagogy is a pedagogy of differences - it allows students to make different interactions with society. He writes that postmodern pedagogy is "... pedagogy of the different, of the specific. Teachers and students are agents of specific stories, cultures and social relationships. The school produces and legitimizes certain cultural resources. Therefore, the curriculum should be seen as a cultural scenario that structures certain life paths in which it involves students. He has to give different opportunities." [5, p. 9]

Regarding postmodern education, K. Sapundzhieva writes that "The idea of education is changing because from the position of postmodernism [7, p. 178]:

• There is no single theory of education, but as many theories as points of view coexist in the community. Every theory is important and significant once it constructs a true picture of local relationships and problems;

• There is no universal scheme of education, but a network of concepts, a labyrinth of roads and kaleidoscopically transforming contexts;

• There is not only one goal of education, but many goals that grow rhizomatically (as a rhizome) depending on the ideas of local sociality and the specific needs for pleasure, enjoyment and satisfaction of life;

• There is no specific system of methods of education, but there is interaction, games, narrative, linguistic and textual contexts, stories, communication;

• Education is essentially a social construct, constructivism (social or individual), which writes the personal biography and forms sociality, a sense of local problems, life skills and hedonistic culture;

• Education is focused on the social construction of the multiple self, on the kaleidoscopic formation of meanings, qualities, skills that are necessary for contextual socialization and are discursively acceptable;

• The educational process is plastic, fluid and rhizomatic, and its path through the labyrinths of life is provoked by the desire to prepare people for responsible choice and free will;

• Education is increasingly carried out through therapeutic and counseling practices;

• The educational reality exists in the world of difference and pluralism, it is a narrative, a text, a linguistic construction, which is realized through the language game;

• Education exists in decentralized situations, within which everything is allowed (anything goes) and in which there is no a priori meaning (it is sought, created / constructed / interpreted in the process of interaction and communication);

• Education forms (and gives meaning to) experience, life world and personal / existential context, but important for others, for the community (team), the group;

• Postmodern pedagogy is a critique and a new reading of traditional educational theory, through which previous accumulations are assembled / collaged, given a new, different meaning and life in the present, with an ironic wink at history and systematic knowledge.

Digitization of the educational process

At the postmodern stage of development of sciences, including man and society, production technologies, culture (intellectual, technological, social, spiritual, information) and education itself, it is necessary to move to a practice-oriented type of continuing education based on the fundamental content of science and the inexhaustible potential of man as a subject of general and professional development, *including through the use of the enormous potential of digital learning tools*.

We are all already living in the era of cyber-socialization of society. Cybersociality is understood by O. Voinova and V. Peshakov as "a set of qualities acquired by a person, which provide his ability to organize life in cyberspace in the context of performing various social functions as a subject of network communities and not as a sovereign person." In connection with this idea of the authors, the question arises whether the combination of qualities acquired by man in the process of digital learning ensures the effective and safe performance of various social and professional functions? Let us consider the answer to this question, given not a spontaneously emerging cyber-socialized society with all its characteristics, but digital learning, specially organized in the education system. [3, p.120]

First of all, we need to understand the concepts of *digital learning and digital education*, which are carried out in the postmodern educational institution. The use of the term digital learning, as well as the related concept of digital didactics, ie. the theory of digital learning is beyond doubt. These are the laws, principles and mechanisms for the acquisition of subject knowledge, abilities, skills, competencies by students, including with the help of a computer.

The increasing use of information and communication technologies at all levels of the lifelong learning system, now called 'digital learning', is a reality in postmodernism. It seems that understanding the nature and characteristics of spontaneous cyber socialization of society and the individual in it must be radically different from understanding the nature and patterns of digitalization of education, just as the processes of learning differ from their practical application.

According to the author of the monograph, *the emergence of digital learning in postmodernism occurs under the influence of four objective factors* that almost coincide in time:

1. the successes of the cognitive sciences, which claim that the mechanisms of information processing by the human brain and the computer are identical ("computer metaphor");

2. inheriting the technological approach to the management of the learning process, developed (1960-1970) in the already forgotten programmed learning - the predecessor of digital;

3. the emergence of the personal computer industry, various digital devices and equipment necessary for their work;

4. Business pressure: all these products must be sold, and the education system is an inexhaustible market.

The use of a computer for the purposes of training is carried out in three forms: 1. machine as a simulator; 2. as a mentor, performing certain functions for the teacher and such that a machine can perform better than a human being; 3. as a device that simulates a certain environment and the actions of students in it. It is recommended to use simulators to consolidate and systematize already acquired skills and abilities. Learning systems are most useful when the tasks and conditions for using educational information are clearly defined and unlikely. Simulation modeling is most appropriate when the study material is not systematic and its boundaries are quite unclear.

Obviously, in the first two forms, the computer acts only as a means of quantitatively improving the functions of the teacher, increasing the speed of information exchange between teacher and student, the effectiveness of decision-making, etc. And it is precisely these opportunities that are being tried, above all, to be used all over the world in the process of computerization of education. However, they do not give a qualitative change in the situation in education and in principle cannot give, because the same results, sometimes even with less time, human and financial resources can be provided by traditional forms, methods and means of teaching.

Along with the huge and still insufficiently understood opportunities for digital learning, there are a number of problems and risks related to their overall implementation in the education system:

1. To begin with, in the postmodern world, there *is no pedagogical or psychological-pedagogical theory of digital learning* that teachers in schools, colleges and universities can rely on to design and use it. There is no convincing evidence of improving the quality of education through the use of digital learning. For this reason, there is a conscious or unconscious resistance to the digitalization of teaching by a significant part of the country's pedagogical corps, especially among teachers and teachers of the older generation.

2. In postmodernism, *information and knowledge are different concepts:* information is semiotic, sign system, bearer of meanings (linguistic signs, texts, sounds of speech, etc.), and knowledge is a substructure of personality, something subjective, with personal meanings which are often different for different people who perceive the same information. At the same time, it is claimed that there are more than 100 definitions of the term "information" in science.

3. *The process of teaching and education is realized through communication between teacher and students.* Communication consists of three components - communicative, interactive and perceptual, as well as two sides - verbal and non-verbal, which include "body language" (posture, body movements, eye expression, etc.) and extralinguistic, sound characteristics. of speech (intonation, pitch, tone, etc.).

The conclusion from all this is obvious: the computer is generally not able to convert information into knowledge. This means that *the computer metaphor is nothing more than a metaphor*; the processing of information by a computer is not a mechanism for generating knowledge from it by a person and it is necessary to look for psychological models and mechanisms for understanding this process.

On the occasion of the digitalization of the educational and pedagogical process A. Verbitsky writes [2]:

„1. There is a real risk of speech degradation, and with it the risk of thinking, as this happens in speech, which in digital learning comes down to typing the user's letters on a computer keyboard. According to researchers, in children of the digital generation, thoughts are fragmentary and judgments are superficial. And the literacy of the children of the digital generation is simply appalling. If a student does not have a developed practice of live communication, the formation and formulation of thoughts in speech, as shown by psychological research, thinking is not formed in him.

2. In digital education we are not talking about education at all, while together with education they must form two sides of the same "medal" - education. Education presupposes a social situation of development, communication and interpersonal interaction of the subjects of the educational process,

emotional and value attitude to situations of moral choice, living and experiencing these situations based on knowledge of moral norms accepted in society."

According to the author, morality is a quality of personality, which in its formation implies an emotional and value attitude to the content of situations of dialogic communication and interaction of people involved in them, the experience of sensory (positive or negative) human experience of human relationships. arising in these situations. The source of such experiences and relationships, *the bearer of morality and ethics can only be a person - a parent, teacher, every representative of society, but not every powerful digital device*.

It can be argued that a person's work with a computer is done in an interactive mode. However, interaction with a machine is not a dialogue in its internal content. Dialogue is the development of a topic, position, point of view through the joint efforts of two or more people who are in interaction and communication for certain content, unknown in certain details.

T.V. Ark believes that [8] there can be no dialogue with a machine by definition. What is called interactive mode is just a variation in the sequence or amount of information that needs to be displayed. These procedures exhaust the possibilities of working with ready-made information stored in the machine's memory. And true dialogue is an objective dialectical contradiction of the subject of discussion, realized in communication, which even the most modern machine cannot master, does not understand the contradiction. The only advantage of the computer is the incredibly high speed of the electrical signal in the path indicated by the program. This means that the machine does not provide creative processes, even when performing an educational simulation, setting the mode of "intellectual game", although there is no doubt that in this feature the use of a computer is most promising. Helps the teacher to create a learning environment that does not ensure the formation of students' thinking, but contributes to it.

Many researchers point out that with the ever-increasing level of digitalization of society and the education system, one should not have the knowledge necessary for life and work, but gain access to a computer system where the necessary information is located. Another example: drivers who constantly use a navigator while driving on the streets of a big city lose their ability to navigate in space. All this leads to a deterioration of the function of human memory, perception, imagination and something else.

Such a powerful tool as a computer cannot simply be built into a traditional didactic system and hope to improve the quality of education. It is necessary to develop an adequate own psychological, pedagogical and pedagogical theory, organically including a computer as a learning tool with its really huge opportunities for receiving, storing, processing and transmitting information.

A complex multidimensional problem arises *for choosing a science-based strategy for digitalization of life*, production and education, which would allow to use all the huge advantages of the computer and avoid losses that would affect the quality of personality formation of a student. in terms of not only their professional and practical, but also their social competence civil position and moral character.

In the absence of such a strategy, mental phenomena occur, which can be observed in the representatives of the so-called "Z" generation or the digital generation. This is the generation of people born in the very late 90's - early 2000's; many of them are already university students. According to N. How and W. Straus, *the characteristics of this* **digital generation are** [9, p. 92]:

• children, almost from birth, communicate with the outside world mainly through mobile phone screens and computer displays;

• find it difficult to make friends in the real world; virtual communication prevails over personal; children get in touch quickly online, but true friendships are difficult for them;

• during virtual communication, the visual language replaces the usual text for the previous generation;

• Every day, children and adolescents have time to look at many screens, so their speed of perception of information increases, but they can hardly keep their attention on one subject;

• their way of thinking is fragmented and their judgments are superficial;

the authority of parents decreases in favor of the omniscient Internet, the psychological distance between the child and the adult increases and at the same time the process of transmitting experience from parents to children suffers. Lack of positive emotional contacts in the family and excess information lead to disorders in the development of the nervous system: children are easily agitated, impressionable, restless, less obedient;

• Many teenagers are often poorly oriented even in their own city, although they will quickly find the right place on their mobile phone;

• the number of overweight children of generation Z is increasing;

have blurred social and sexual orientation, problems of self-identification arise; the notions of marriage and family become unstable;

• lack of real life experience, children cannot solve even small problems, grow up sensitive and pessimistic, few will be able to achieve independence on their own;

• Z-generation is inherent in "wandering in fantasies", they hardly manage to separate the features of virtual characters from real ones; the main reason

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for detachment from reality is the intrusive mass culture;

• Generation Z children receive almost all the information from the network, which gives them confidence in their views, which are far from always correct;

• children of this generation are consumption-oriented and more individualistic than children of the previous generation; they are impatient and focus mainly on short-term goals, while being less ambitious.

With such a contingent of children and adolescents, especially in big cities, where the saturation of life, education and professional activity with digital devices is high, a school teacher and a teacher from a college, university and in our country must now work. We are talking about a fundamentally new situation in postmodern education, the need for theoretical, methodological and applied research in this field, the appropriate scientific and methodological support for the teacher and the improvement of his pedagogical qualifications.

Based on the presented material so far, a number of conclusions can be made:

1. It is necessary to conduct fundamental and applied research aimed at revealing psychological, pedagogical and other models of general and professional development of children, adolescents and students - representatives of the "digital generation";

2. The main direction of research should be not so much the models of information processing by man and the mechanisms of the brain in the prevailing socio-cultural conditions, which are and should be made by cognitive sciences, and the models of personal development in the system of continuing education , starting from the moment of his birth; the problems of upbringing must take an organic place in these studies;

3. the research aimed at identifying the mechanisms of influence of different types of context on the meaning of the information perceived by the pupil and the student is becoming more and more topical;

4. it is necessary to seriously improve the qualification of teachers, university professors, all educators, as well as parents, in the considered problem area, appropriate scientific and methodological support of the teacher's activities at all levels of the system of continuing education;

5. The importance of the idea of education not "for life" but "for life" is growing, which will ensure the continuous development of the personality and individuality of each person.

In conclusion, it can be emphasized that modern children cannot imagine a world without computers, tablets and the Internet, so the process of their learning must take place in their familiar digital environment. Innovative developments and the latest technologies today meet more than ever the basic principles of

pedagogy: accessibility, visibility, participation, awareness and activity, the relationship between theory and practice.

In postmodernism, the so-called digital school. What is it as a model?

It must provide by digital means:
• the process of education;
• the process of education
• teaching activity;
• administrative and financial management;
• engineering and technical support based on intelligent technologies and anti-terrorist security.

New generation interactive classrooms with digital laboratories and electronic educational resources:
• Interactive panels with increased resolution and improved tools;
• Electronic diaries with the grades of pupils and students;
• Teacher's notebooks with pre-installed control and specialized software;
• Projectors and acoustic systems;
• Electronic textbooks with animated illustrations, development of audio and video materials;
• Large range of different visual aids: interactive biology posters; physics, mathematics and other subjects, 3D animated educational videos, etc .;
• Digital laboratory equipment by disciplines: chemistry, physics, biology, geography and other disciplines;
• Express testing systems and surveys with the possibility of using devices as voting devices; and others.

From this model it is evident that in Bulgaria there are already certain phenomena that bring the school closer to the so-called digital school, but in order for it to become completely so, our educational system still has a long way to go. Bulgarian students experienced a force majeure attempt for such digitalization with the passage of distance learning in connection with the Covid-19 pandemic in 2020.

In conclusion, the following can be summarized:

1. The postmodern era differs from the modern era in three respects: the rejection of the Enlightenment project, the growth of ethnic diversity, and technological progress. Postmodernism is a rejection of universal rules and universal norms.

2. The postmodern school differs from the traditional school, which existed until the middle of the twentieth century in the following characteristics: 1. Knowledge as a specific self-organization of life; 2. Typical characteristics of the pedagogical process; 3. Digitization of the educational process.

3. The formation of the personality in postmodernism takes place under the sign of the consumption of information products, which is not

corrected by the socially positive goals of the development of society.

4. The educational process in education - it is increasingly becoming a specific form of self-organization of life.

5. In the postmodern school, the imposition of certain worldview systems is practically impossible, as the subject of education solves a single task - to successfully engage the process of self-realization in life and in the labor market.

6. In postmodernism, the new "associated person" is open to change, movement, change, with a high degree of adaptability and flexibility in thinking and behaving. The change of his value system is fast, he has updated knowledge and ideas about the world, he is resourceful, enterprising, willing to take risks, short-term commitments and relationships, responsibility to perform tasks.

7. Digital education and digital education are actively implemented in the postmodern educational institution. The increasing use of information and communication technologies at all levels of the lifelong learning system, now called 'digital learning', is a reality in postmodernism.

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