Communication in the System of Information Space through the Sociological Analysis

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Abstract. The intense globalization of the modern world social order, which enhances the uniformity of everyday life, contradicts the formation and social self-affirmation of the individual and his interactions with social micro-, macro-groups and society. One of such manifestation of the specific-personal functioning of a person in group environments is his interpersonal connections, contacts, and mechanisms of interaction. Without knowledge of these mechanisms of micro-level interactions, no social order, social project, collective action, or social transformation will be sufficient and effective. Without a developed network of interpersonal (interpersonal) contacts and mechanisms of interaction, society remains indifferent to a personalized social experience.

Keywords: interaction, communication, everyday life, individual, group, informatization.

Introduction

Interpersonal interaction has various manifestations at the micro group level. It provides the mutual perception, the construction of the image of social actors, mutual evaluation of each other, and so on. This causes a wide range of mutual verbal and nonverbal contacts: the exchange of words-signs, gestures, facial expressions, the perception of poses, clothes, jewelry, and other additional or auxiliary signals. Therefore, this is an interaction, that manifests itself as communication, and therefore largely subordinated to the action of communication mechanisms.

At the same time, it is a specific kind of social relations, where interacting subjects act not only as communicative partners, but as social subjects, the interaction between which generates, reproduces, affirms, continues and transforms social relations. Their most obvious feature is the physical contact, so interpersonal interaction can occur only in groups of the nearest social and physical environment of the individual, which in sociology are called small groups (micro groups).

In small groups, there are connections and relationships that are significantly different from other social groups. They provide a direct communication and personal contact. In these groups there are no formal means of social control and operates mainly self-control and self-government. In such groups membership is easily identi-

fied, the main activity is clearly defined, the participants are closely connected with a certain circle of interactions.

There should be mentioned that based on digital information and advanced telecommunication technologies, the globalization of education provides many potential benefits to countries with the help of informatization of education, the development of virtual and distance universities. On the other hand, the "benefits" of globalization are available today only about 20% of the world's population. Globalization entails new threats to human and national identity, social security, the real danger of increasing the digital barrier between countries and within individual countries. Inequality in income and living standards can turn into a marginalization of entire societies or segments of society that are not part of the "global economic and communicative club". Change of information saturation of curricula, consolidation of the training material causes a number of problems in the organization of educational process which decision provides the using of distance learning. In turn, it is supposed that its introduction is technologically prepared and culturally legitimatize by the process of the computerization of various education levels and societies in general.

For this reason, the special importance is gained that circumstance that cyberculture with its special cyberspace actively participates in the socialization of the younger generation of the XXI century. The assimilation of virtual reality, transformation into humdrum of the communicative processes which are carried out in its framework is an essential prerequisite for development of distance learning. In full measure this prerequisite is realized only in the USA.

Understanding distance learning not only as pedagogical technology, but also as social practice, it should be noted that it promotes implementation of modernization transformation of communicative processes of higher school.

Methods

There are used such scientific methods of research as analysis, synthesis, systematization (to determine theoretical and methodological principles of research); classification (for ordering types between individual interactions); comparison (to identify specific and special moments between personal interactions in dyad and non-dyad groups). The paper also uses an interdisciplinary approach, which allowed for a comprehensive analysis of the subject of study and the achievement of a number of disciplines related to sociology.

Theoretical Basis

Based on this statement, we can name those studies that have influenced the content and direction of the analysis presented in the dissertation slice of sociology of interactions in general and interpersonal interactions in particular. These include such authors as L. Antsiferova, B. Ananyev, I. Bekeshkina, P. Berger, P. Blau, O. Bodalev, L. Bozhovich, P. Bourdieu, V. Burlachuk, I. Gavrilenko, E. Giddens, E. Golovakha, O. Donchenko, O. Zlobina, N. Kostenko, B. Lomov, M. Lukashevich, S. Makeev, I.

Martynyuk, M. Mid, V. Nebozhenko, N. Panina, B. Parygin, A. Petrakova, M. Popovich, V. Nechiporenko, Yu.Romanenko, S. Rubinstein, A. Ruchka, T. Titarenko, V. Tikhonovich, A. Furman, Z. Freud, D. Houmans, V. Tsyba, T. Shibutani, J. Shchepansky, V. Stepanenko, O. Skidin, V. Yadov, Yu.Yakovenko.

Modern development of foreign education sociology is described in papers by M. Archer, J. Beaulieu, R. Boudon, J. Coleman, N. Luhmann, J. Meyer, J. Passeron. The authors mentioned consider the education system within the context of its socio-typological, morphogenetic, functional-systemic specific features, as an instrument of establishing distinctions (discernings), communication, gabitualization.

Results

With the increase in the number of participants in groups of 8 people there is a rather complex internal structure. Sociometric analysis shows, in particular, that there are already leaders and "squeezed" (persons left without a choice or having a minimal choice). There is a certain level of group tension or cohesion. Leaders are determined by their main group activity: in the production group, the leader is elected for competence in licensing, communication in the discussion and for the ability to clearly define the topic and argue their position, production, operational and managerial ability.

Most sociologists believe that any group, including the immediate social environment, should be considered primarily from the point of view of activity, that is, as a human organism, where common goals are achieved in a common way. According to such criteria, it is possible to define many different types of human communities, which differ in internal connectivity, the degree of development of structure, fragility or duration of connections and established norms of behavior (group roles): from a casual meeting (street crowd) to a corporate association. Of great importance here are such factors as the degree of inclusion in group life, the distribution and coordination of activities, coordination of actions, actions and orientations, the main task (goal, value, object of desire), recognized norms of behavior, the degree of awareness and expediency of actions, and the like.

In group interaction often participate different on age, origin, competence, awareness, aspirations and others. Therefore, there is a problem of coordination and social control of their actions and definition of criteria of efficiency of group interaction.

According to its decision, several hypotheses are presented in the scientific literature. The first hypothesis-the coordinate hypothesis – is based on agreement and consistency. Its meaning is that independent and well-motivated people are able to coordinate joint actions to the extent that there is agreement between them on the main goals, means of achieving them, remuneration, rules of arrangement in intragroup positions, distribution and content of activities, relationship procedures and rules of regulation.

Coming back to the idea of a McUniversity introduced by the British sociologists M. Parker and J. Jary, it is necessary to mention that it is based on the decrease and strict control of expenses, elimination of negative moments, high organizational level. At these university students are offered with all innovative technologies, credit money, online transfers, distance training, knowledge, rendering via means of communication

(social networks, television, the Internet). Nevertheless, according to G. Ritzer, regardless of the low cost of such education, students' own expenses get bigger. They use electronic lectures, electronic materials with images, the single auxiliary materials and lectures. On the other hand, while arguing the above mentioned statement, the German sociologist M. Weber claims that these very principles of training constitute foundation of the rationalization of the educational process; however, the French sociologist J. Baudrillard writes about the existence within the consumption society of cyber-space and the so called 'extended university' – a university without any rules and with its own laws of operation. The main function of these universities lies in reproduction of knowledge and not in searching for its new forms and providing education with value.

According to the French sociologist J. Baudrillard, education is increasingly turning into the simulacrum which replaces reality. The main scientist's statement claimed that education would become a majority in society, everything would be educational, but no one would be educated to the full extent. Universities probably would be losing a competition, and commercial consumption would provide the standards students would be waiting for. Training activity, according to J. Baudrillard, is becoming commercial since it is characterized by one-way transfer and not the exchange with a prevalence of currency value dominating over the symbolic exchange. However, according to the French thinker, under such conditions, rational reactions are completely impossible since they do not presuppose the corresponding result. Thus, following these principles, universities have chosen the path of illusion, game and symbolic exchange. Mass society and ignorance about the student mass, according to the sociologist, might cause the downfall of higher education in general science students as a 'mass' are often underestimated, and their deepest instincts remain a symbolic murder of the political class.

In connection to this, the modern American sociologist G. Ritzer makes an apt remark that the new consumption culture affects dramatically the relations with a university. The confirmation of the above mentioned idea is provided by the Serbian sociologist A. Lolik; according to him, the main innovation of this university concept lies in longing for considering universities as enterprises producing knowledge and selling educational and academic services on a free market. In the past, this concept served ideally for strengthening human potential, reflecting, delivering and obtaining knowledge. This explains substantially the modern application of market vocabulary and principles in the sphere of education, e.g. efficiency, mobility, productivity, competitiveness, market [4].

Thus, the system of education is a major issue of survival and efficient development of society; therefore, it can't be considered separately from economic, political and cultural development, economic conjuncture and its factors. Nevertheless, today higher education is transforming into the business structure; consequently, we should research what excessive economization might result in. If education is viewed as goods, it becomes less recognized as public weal and social business (as it is recognized traditionally) and more as a private and commercial service. Within the concept that is fulfilled as a result of the current education reform at all levels, students turn into clients, consumers. Faculties and universities turn into producers and suppliers, advertising their goods; it finds its reflection in programs designed for producing

high-quality specialists for the labor market; in his work ‘Knowledge Economization and Education: The Road to Ignorance’ (2010), the Serbian sociologist S. Laushevicz also points that out [5].

It is necessary to mention that the reforms which started at the early 21st century have resulted in a wide range of changes in research structure, contents of courses, rationalization of curricula and syllabi, high mobility level etc. All these changes precede the firm positive advances in many fields of higher education.

The Austrian sociologist K. Lissmann is of a slightly different point of view; according to him, education is a sphere of the highest individual expectations, the hope of the working class, and it is the working class who must use knowledge to gain power. The scholar claims that education has been and still remains a tool for liberation and integration of lower population layers, women, migrants, disabled people; it is a desired resource of the information society; it is a tool for eliminating prohibition, discrimination, unemployment, starvation, AIDS, inhumanity and genocide, and for overcoming problems of the future [3].

Thus, education has a social character and is an important factor in the process of social and human development since it has a humanistic aim, presupposes the development of the civilization. However, in modern society, many factors have an influence on the development of the field of education. In 1980’s, the Yugoslavian sociologist S. Fler raises the issue of harmonizing demands of economic development and humanistic ideals in the sphere of education; today, this issue still remains topical

Following neoliberal principles, the European education concept attaches insignificant importance to humanistic components of education emphasizing its economic aspects. As K. Lissmann admits, educated citizens consider education to be not only the means of improving their financial position, but also a component of individual and social development.

Change of information saturation of curricula, consolidation of the training material causes a number of problems in the organization of educational process which decision provides the using of distance learning. In turn, it is supposed that its introduction is technologically prepared and culturally legitimatize by the process of the computerization of various education levels and societies in general.

For this reason the special importance is gained that circumstance that cyberculture with its special cyberspace actively participates in the socialization of the younger generation of the XXI century. The assimilation of virtual reality, transformation into humdrum of the communicative processes which are carried out in its framework is an essential prerequisite for development of distance learning. In full measure this prerequisite is realized only in the USA.

Understanding distance learning not only as pedagogical technology, but also as social practice, it should be noted that it promotes implementation of modernization transformation of communicative processes of higher school. In the developed countries of the West, and in sight and around the world, the distance learning is an opportunity to overcome cost intensity of higher education. We will notice that branched, multidimensional distance learning is expensive even in Germany, where its introduction lags behind the USA, not to mention Ukraine. However, in sight it allows to reduce the price of higher education, increasing its quality [9].

Distance learning gives the chance to expand the student's contingent without a noticeable increase in the teaching staff and growth of expenses on material security of the educational process. The theoretical reflection of this process underlies of the idea of the global virtual university of the American sample. The vulnerability of this idea, when the virtual university or the virtual high school are considered as self-sufficient educational institutions, is in lack of a complex the practician, based on personal knowledge and also in ignoring of the allocating function of education. The virtual university is engaged in training for virtual societies therefore it abstracts from a situation in concrete labor markets, however, potentially gives the chance to carry out selection of students, allowing to select the most capable among them.

Unlike such approach, world outlook and the pragmatism which is psychologically supported with installations, the European tradition (we consider it on the example of Germany) aspires to modernize expensive model of higher education, which more often is exposed to criticism.

Describing social and psychological aspect of such communication, it is necessary to emphasize that distance learning allows to bring an element of naturalness and relaxedness in the relations between the teacher and the student. On the basis of interviewing of listeners of an on-line university course of the University of the Pacific (USA) the American sociologists draw a conclusion that students feel comfortable during such training. In its framework, along with didactic tasks, also some cultural and psychological problems are solved. The audience in virtual space is regarded by most listeners as the safe place of study where it is possible to get emotional support; pupils aren't afraid to make a mistake, to seem ignorant or insufficiently erudite. It is characteristic that the strong emotional connection between the listener and the teacher quite often is established in the online mode of training. However, in this regard it is necessary to notice, that there is an asymmetry of emotional saturation of similar virtual contacts. If using psychoanalytic terminology, then from the direction of the listener transfer of the desires and ambitions to the virtual world is quite often carried out, structured by communicative actions of the listener and tutor.

"Higher education without borders" is directly connected with the development of remote education. Virtual education becomes a new stage in the development of distance learning with improvement of computer telecommunications and information technologies.

Development of distance and virtual learning changes a landscape of higher education. If earlier the universities were considered as a microcosm where knowledge is generated, then today higher education has no restrictions in national borders and territories. It becomes by territorial education, falls within all scopes of modern society, gets into each cage of the social world. There are not only students or corporations, but also government structures among consumers of high school online programs of training. Higher education became more flexible (Z. Bauman) and even deinstitutional (P. Scott).

Remote education develops both in the universities and colleges, and in new completely virtual educational institutions which don't assume the material existence of the campus. The market of virtual education in which an important role is played by commercial structures, the communication and multimedia companies are formed. There are powerful multinational corporations, new types of partnership, the coali-

tions and alliances in higher education. Still in the mid-nineties the last century the large universities of the USA and Great Britain (the universities of Leeds, Manchester, Sheffield, Southampton, York in Great Britain and the universities of states, Wisconsin, Illinois, Pennsylvania, the University of California, the University of Washington in the USA) have started creation of the worldwide university network. The global virtual educational institution has been founded in April, 2000. It includes group of the universities of Great Britain, Australia, Canada, New Zealand, Singapore and the United States, which task is the combination of joint efforts in scientific research, expansion of opportunities for exchange of scientific and methodical materials, control of quality of training.

More and more virtual universities are open in the USA, Australia, Great Britain, Canada, which present programs and courses far away from the countries in the online mode of receiving the profit. Their position of the leader in the international education market doesn't raise doubts. So, in the USA the virtual universities exist in 35 states. The United Nations plans to open in Toronto the World Trade University, which will offer the programs in world economy and international law necessary for further development of global world trade.

In such conditions classical higher education institutions begin to share the functions with a set of associations and partners both in an education system, and beyond its limits. It creates a great number of problems, including problems of the quality of higher education, its assessments, availability. On the other hand, modern processes of diversification of higher education become one more confirmation of a complication of the sociocultural environment and are defined by command of time. Therefore the traditional universities are forced to adapt to new sociocultural reality which demands essential transformations.

On the other hand, the development of forms of higher education on the basis of new information technologies promotes formation of a new paradigm in education – open education which is often called the most adequate form of civilization development of society. It is possible to carry a policy humanization in the fields of education, education fundamentalizations, overcoming dissociation of natural-science and humane education, the continuity of education, the advancing nature of education, its availability and also new quality of education to the main imperatives of open education.

Using the expression "communication tactics", we can rather imagine the interaction at the macro level, which is guided by micro-group interests. However, the most significant moments of the analysis of interpersonal communication will be the following fundamental positions: communicative subjects direct their activity to each other; regarding the specific direction of their activity, one of them must necessarily be recognized as the subject, the other-the object; at the same time, the activity of both subjects will be, at least, multidirectional; the process of their interaction, necessarily implies the presence of some conductor (transmitter, loudspeaker, translator, repeater, etc.).

Regardless of demonstrative or otherwise, externally revealed intentions, interpersonal interaction requires a certain control, provides for this control and is subject to control. It is necessary for the interaction itself to be initiated, started and occurred, being modified with respect to each subsequent phase, period or special episode of the

interaction. The subjects of this interaction control the presentation and use of their own (personal) resources, as well as the borrowing or appropriation of resources of another interacting party. In general, it can be described as a movement from uncertainty to some certainty; in another verbal-conceptual context, it can be described as a movement from chaos (disorder) to order, from design to execution, from project to implementation, from the desire to implement, etc.

In this context, the attention should be paid to the issue of recognition of qualifications due to the transition from education to a two-tier system of training. Such recognition takes place both at the macro level and at that micro level. In particular, the micro level recognition of qualifications is to determine the equivalence of training courses at different universities, which ultimately increases student mobility during the training process. Recognition of qualifications at the macro level consists of determining academic degree and requirements for entry into graduate school or for employment in another country, which contributes to the increase of labor mobility and the development of the European labor market.

Considering these tendencies, we absolutely agree with the idea introduced by F. Girenok in a cycle of his works. He calls the state of the present an anthropological catastrophe, whereas the contents of events, their velocity and fluctuation leave no space for a human to co-exist with others. Under such conditions, 'communication is only the means of co-existence with time, with the conditional, with the partial'.It is the desire to conform with time, to be relevant, urgent that transforms society into a network system with no element being in the quiescent state; therefore, the social structure becomes temporal, virtual [7].

A significant amount of both scientific, scientific-publicist and popular literature is dedicated to the issues of education space virtualization. In our opinion, one of the most profound studies raising the issue of transformation of the forms of individual and social existence is represented in the cycle of works by M. Nosov. Regarding the necessity and the possibility of social-philosophical conceptualization of the phenomenon of the virtual, he writes: 'Virtualistics is a new worldview corresponding with this stage of civilization development – whereas not only the Western or the Eastern one, but any civilization on the Earth'. Such interpretation of virtuality allowed the author of the mentioned words to speak of the phenomenon of covirtuality defining the simultaneous stay of people in the virtual space constructed under the single principles. Orientation at the psychological aspects of the transformation of social practices, unfortunately, did not cover the issue of reasons of virtual space formation [11].

At the same time, the absence of rules prevents global expansion of technology that immediately causes electronic death of a resource. There is a sufficient number of examples proving this dependence. Indeed, complicated rules of editing Wikipedia pages resulted in steep decrease of interest in filling this socially important resource. Consequently, the founder of the open accessible encyclopedia J. Wales was forced to admit that the strict policy concerning contents of the pages had given a back effect. Wikipedia and Wikimedia are becoming non-relevant sources of information, whereas they are not getting updated at the pace that was observed during the previous stages of their development. History of formation and operation of informational networks has proved the numerous times verity of the statement that a user usually sacri-

fices the contents, but not the form. This thesis leads us to the necessity of analyzing the architecture of global information networks, which can't be reduced to neither formal nor conceptual component of the network as a structure.

Generalizing the definitions introduced in scientific literature, we will use the term 'informational architectonics of the global social space' to denote the logical-semantic system of creating and placing contents. At the same time, the word 'placing' should not be recognized as publishing contents in the network, but as a complex of measures taking into account program, hardware and human factors. In other words, informational architecture is a framework the global information space is functioning on. Without the informational structure, its logical construction, an informational space turns into the set of texts, links, quotations, comments, etc. In this form, it loses its heuristic, value, economic, political and sociocultural potential in general.

The necessity of creating such structure is caused by objective reasons. Velocity of the course of global social processes and contraction of space interactions demand an open access to informational channels with tools of immediate (context) search, procession, translation, synchronization and archivation. For several years leading scientific, educational, government establishments, business corporations have been creating and improving systems which broaden the potential of innovational-communicational networks. In course of time, an informational space has accumulated around them, which is being integrated today by some means or other into global information networks.

Under this scenario, global educational networks will be evolving during the nearest several years. Aggregation of today separate informational spaces and creation of a new informational architecture on their basis constitute a natural tendency of development of global informational networks. Ignoration of integrative processes will further find its reflection at the level of both individual and social consciousness. In the 1970's already the development of the theory of cultural imperialism H. Schiller wrote: 'Technical innovations resulting from significant expenses can be hardly recognized as random discoveries or autonomous phenomena. Thus, trivial, superficial understanding of the mechanism of technical progress as a qualitative forward propulsion provokes appearance of the feeling of personal helplessness and social bewilderment [18].

To illustrate the process of innovation technologies, acquiring social features, we will present the history of creating a database of Scopus scientific journals. The Elsevier private publishing house focused on creating an informational structure enabling scholars from all over the world to obtain a fast and reliable tool producing access to innovation scientific developments and results. For several years, the commercial project had turned into a global informational network; the new network acquired characteristics which were not primarily inherent in the project. Indeed, the inclusion of a scientific journal in this base is considered to prove the quality of its materials, and presence of publications in Scopus journals is an obligatory condition for recognition of the status of a researcher as a productive scholar. The informational structure introduced by the developers turned out to be successful enough to incorporate separate, scattered, fragmented in networks, scientific publications, collections, conference proceedings on all the relevant directions of scientific activity [19-23].

Consequently, universities, scientific-research establishments, educational centers, research societies are joining the Scopus base and creating a certain informational medium. At the same time, though the Scopus informational network is a global one, it differs qualitatively from other networks on the Internet since the access to the database is possible only under certain conditions. The latter is oriented at preventing violation of the resource informational structure and at providing efficiency of its operation. The search system, evaluation, referee reports, relevancy, citation indices and similar tools to assure a user (a scholar, a PhD, a student, anybody interested in the issue) that the data conform to the scientific criteria.

The sociologist R. Burt called these networks translators of social capital since they contain mechanisms of the process of corresponding social capital and human capital. For these systems, in the informational epoch the thing that loses its value for a human is immediately transformed into a disincentive element of social development. Therefore, to our opinion, the hyperspace called the Internet network will gradually, in the course of time transform into the system of global informational spaces. Within this context, we agree with the statement that the existing concepts of the information society are no more than theoretical constructs. Within several aspects, these theories produce an only tangent and a quite a diagrammatic reflection of the present sociocultural situation. They can be applied to a limited part of social, cultural, political, economic problems of the modern stage of civilization development [1].

Therefore, regardless of the undeniable advantages of innovation technologies, their ability to immediately and comprehensively satisfy a broad complex of needs of a modern human, the system of global informational networks will lose stability without detection and realization of a sociocultural potential embodied in it. Analyzing the prospects of development of innovation technologies, J. Kurose and K. Ross (development of the principles of data packet commutation) noted the tendency to self-regulation of global informational networks. In 2003 already, they predicted that the Internet would become a 'living' organism able to independently collect, process and spread information, and in the prospect – to make decisions. Even today the number of individual fillings of the global informational network is decreasing in percentage correlation due to the absence of demand on non-valid information sources. At the beginning of the 21st century, a bigger part of traffic (transmitted and downloaded information) is already being generated by machines and not human. Hence, in the nearest future the need in the single structure of an international network and common protocols (rules) of informational space operation will become the high priority objective of technology development [2].

These tendencies once again prove our thesis about virtualization of social (including educational) networks and their integration into the global information space. However, such processes won't be complete without recognizing innovational-communicational technologies and technical-technological innovations as sociocultural phenomena. One of the factors preventing it constitutes, in our opinion, in a slightly disfigured and exaggerated idea about the phenomenon of virtualization. According to the just statement of D. Ivanov, the appearance of the discourse 'emphasizing the contrast between old and new types of social organization on the basis of the notions "simulation of the real", "virtual reality", "cyberspace" etc. allows to claim that all authors operating with the

distribution of the real and the virtual when analyzing the social changes don't only experiment with the new metaphor, but also conceptualize the contingent movement of the end of the 20th – beginning of the 21st centuries'. This conceptualization enables to understand the issue of virtualization comprehensively following the single methodological foundations and notion-category base [13].

According to our opinion, the issue is not about images and not about their producing, but about the fact that they cause replacement of needs and interests of a human. Paying attention to the virtual simulacra of real phenomena and processes is aimed at distracting society from the sociocultural potential of innovation-network technologies [5].

Conclusions

Interpersonal interaction is most common in an individual's environment. It is characterized by psychological saturation, emotional loading, includes not only the substantial aspect of relations, but also mutual physical perception of partners, their appearance both in anthropological dimension (features of a structure of a body, a Constitution of the individual), and its (body) external attributes: clothes, gestures, poses, configurations of behavior, plasticity of movements, etc.

Considering this, we'll agree with the introduced notion of 'technological curtain' used for denoting the next stage of development of the information society global economy. Its contents lie in the fact that developing countries, their economy, education, science are not able to master technological innovations. And because of the high cost of the latter, they don't even have the access to opportunities of the general course of the network of innovation informational networks and their systems. Therefore, informational spaces of the Western countries are continual alternatively to discrete informational spaces of other countries. On one hand, this is a source of informational inequality, on the other hand – it is a mechanism of power, control and 'false' (M. Heidegger), separated from a human and his/her needs, globalization.

Following the mentioned, we may conclude that social transformations provoking the development of informational networks first of all affect the globalization of social space. At the same time, it is not homogenous and preserves irregularity corresponding to the economic plane. One of the brightest proofs of artificial inhibition and control of globalization processes was provided by the website of the Wikileaks informational resource. Its developers showed that technologically developed countries with the established efficient informational infrastructure of services are actually not ready to live in the single informational space with the other world. Simultaneously, they created all conditions and resources for efficient concentration of knowledge, technologies, databases etc. acquired by the humanity. Consequently, the notion of 'golden billion countries' still preserves its status of a social phenomenon. Like it was in the previous epochs, the majority gets innovation tools, goods, information, knowledge and similar services only when these can't be used for social transformations anymore; when all the mentioned is subordinated structurally to a more accomplished informational system and doesn't exist out of it.

Paying attention to the role of the informational-technological revolution in the formation of the contours of the social reality of the late 20th – early 21st centuries, we've analyzed informational activity as an attribute of the Western world development. We believe that this revolution is not the last one and only prepares the foundation for further sociocultural changes. Arguably, the information society will soon devour the innovation society which would bring biotechnological, homo-technical and socio-technological revolutions. Refusing to predict such distant future, we may suppose that globalization of informational networks, which is actively progressing in both Western and Eastern countries is transforming in the short run the informational-technological evolution into the information and communication revolution.

The analysis of the dynamics and structure of scientific and methodological documents, regulating and organizing the educational process can be used to determine the main directions of development of the modern Ukrainian education system. According to the results of the above-mentioned analysis, the following directions are most relevant: the development of specialization of the system of education with orientation on basic specialties; the diversification of forms of advanced training under the condition of state licensing; the creation of conditions for acquiring a reduced education procedure for the second higher education.

Based on the European experience, higher education institutions in Ukraine, introduce advanced teaching methods, including using the latest technologies. In particular, higher education institutions practice a method of problem orientation, which combines a number of compulsory for the initial period of higher education disciplines and selected at their discretion by students, educational modules that meet the needs of the labor market, will be necessary in practice, whether it is of interest of students. At the same time, Ukrainian higher education institutions pay insufficient attention to such promising forms of active learning as distance learning, or students' acquisition of practical knowledge and skills during fieldwork. Such forms of training are being implemented in practice extremely slowly. Creation and further effective functioning of the system of quality assurance of domestic education is impossible without taking into account the conceptual provisions for modernizing and forming such important elements of the system as monitoring the education system, the quality of the participants in the educational process, the rating system of educational institutions and modernization of means of quality assurance.

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