



**INFLUENCE OF THE INFORMATION ENVIRONMENT ON HIGHER  
EDUCATION: CONSTRUCTIVE AND DESTRUCTIVE FACTORS**

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<b>ABSTRACT</b>	<b>KEYWORDS</b>
<p>This article examines the modern external information environment as a dynamically developing sphere that determines the conditions for the development of modern society. The author draws attention to the two-sided nature of the information environment, including constructive and destructive aspects. The basic properties of the information environment are studied, such as volatility, complexity, dynamism, interactivity, interconnectedness of factors, globality and openness. Particular attention is paid to fluctuation and its connection with the uncertainty and unpredictability of changes in the modern information environment. The complexity of the information environment, consisting of many subsystems, and its changes as a result of the development of communication and computer networks are also considered. The author emphasizes that the rapid growth in the volume of information and increased information uncertainty require the user to process a large amount of data to obtain the necessary information.</p>	<p>Information environment, activity, information consumption, constructive factors, destructive aspects, fluctuation, interactivity, complexity, dynamism.</p>

**Introduction**

The modern external information environment is not only the most dynamically developing sphere of human life, but also practically independently determines the conditions for the development of modern society. From this point of view, any activity requires initial conditions—the consumption of initial information; on the other hand, it constantly creates new information and carries out continuous information interaction [1].

The external modern information environment is very contradictory, as it has both constructive capabilities and destructive aspects. In dictionaries, the word “destruction” is interpreted as a violation, destruction of the normal structure of a system. It should be noted that destructive activity in the information environment can be directed by a person to other people, social structures or society as a whole, the natural environment, architectural monuments, historical memory, various objects .

## **LITERATURE REVIEW**

Constructive and destructive factors of the changing information environment stem from its basic properties: volatility, complexity, dynamism, interactivity, interconnectedness of factors, globality, openness. Let's try to look at these relationships in more detail.

Fluctuation as a leading characteristic of the information environment means that changes in it occur with a high degree of uncertainty and unpredictability. In everyday understanding, uncertainty is usually associated with characteristics such as unpredictability and randomness. If the factors influencing decision making have these properties, then it is impossible to talk about any specific outcome of the alternative. In such conditions, it is necessary to take into account all possible options, or at least the most likely of them. Therefore, when analyzing a particular decision, several potential outcomes must be considered, namely the values of the performance indicators used to make decisions. The XX century brought significant qualitative changes to the information environment. Technological changes are happening much faster than in previous periods, and all of them are revolutionary in nature: first electronicization, and then computerization, mediatization and internetization. A qualitative leap occurred in the historical process when information began to circulate on a global scale. During this period, the volume of information production grows exponentially every year, and information processes also change significantly. At the same time, the transmission speed and the volume of transmitted information increased. This leads to an increase in the number of its consumers. Thus, uncertainty, unpredictability and instability of the external information environment determine the objective nature of the emergence of risk factors that complicate the process of individual adaptation to ongoing changes.

## **METHODOLOGY & EMPIRICAL ANALYSIS**

The complexity of the information environment lies in the fact that it, as a system, consists of many subsystems that are self-organizing and exist in various relationships with each other. Currently, the information environment is changing depending on the development of communication and computer networks. According to some estimates, the amount of data stored on Internet servers is doubling every year. With the advent of the Internet, such an information infrastructure is gradually being formed against the backdrop of the use of network information technologies, the expansion of satellite communications, the implementation of their integration with cellular communications, the integration of user interaction with a computer, virtual environments, etc. Consequently, a fundamentally new, complex, highly automated, information-rich information environment is being created. The rapid growth in the volume of information, increased information uncertainty, and the inability to determine the correspondence between the volume of information and the number of its sources lead to the fact that the user is forced to process a huge amount of different data to obtain the necessary information.

The dynamics of the information environment is expressed in the following points: firstly, the environment must adapt to changing conditions, and secondly, changes in its state depend not only on a specific moment, but also on its previous states and external influences, which is a random process. The dynamics of the environment are associated with the acceleration of events associated with changing situations, and the user will have to transfer more and more information to adapt to changes. It should be noted that since the mid-20th century, the dynamics of the information environment have increased significantly, and the increase in documentary flows has led to an information “explosion”.

Sometimes it can be very difficult to understand the quality and reliability of the information received, causing disorientation for users who do not have special skills in working with information, not only in the information world, but also in reality.

The interactivity of the information environment is defined as the active interaction of participants in the educational process among themselves and with network information resources supported at the technical and methodological level. Interactivity is the ability to exchange information processes, and this is not only the exchange of messages, but also the exchange of knowledge and ideas. The external information environment, which represents a separate sphere of people's lives (social networks, online games), allows a person to communicate with many people located in different parts of the planet. But, on the other hand, this virtual environment can completely change real life: virtual communication is increasingly replacing real life, and the emotional component of communication is decreasing. The ability and ability of a person to exist in a new information environment is one of the norms of modern civilization.

## RESULTS

The next characteristic of the information environment is the relationship of factors. The most important factor in regulating the information environment is the educational sphere, on which the formation and development of science depends. Education is informational in nature, since the cultural information accumulated by previous generations is transmitted to subsequent generations. The information environment arises in the interaction of educated, intellectually developed people, and systemic knowledge has long been associated in society with education. In this case, "the educational information system must implement an advanced mechanism of reflection, modeling information scenarios of the future, which will help manage the future from now on" [7, P. 3]. Thus, the changing information environment, in turn, becomes an important factor in the development and education. Consequently, the constantly changing external information environment places special demands on the user's personality and the characteristics of his competence [8]. After all, changes in information flows, which constitute the essence of the teacher's interaction with the external information environment, require users to know the specifics of this type of mega-environment, perfect knowledge of the techniques, methods. In addition, updating the corresponding set of knowledge and skills must occur independently constantly. This, in turn, requires additional motivation, time, etc. Unfortunately, it should be noted the low level of information technology readiness of users to carry out such activities [9].

The next factor in the development of the information environment is information globalization, which is determined by the increasing volumes of information, obvious in modern conditions, and new technological capabilities for its creation and dissemination. This allows information to dynamically penetrate people's minds. In general, globalization is not a "natural" process that occurs spontaneously; a means of enhancing information exchange is technological progress, carried out primarily through the development of microprocessor technologies, digital technologies, telecommunications and the Internet. Large-scale implementation of the latest information technologies leads to a radical restructuring of the information environment. It goes beyond localism and regionalism and becomes the communicative basis of globalization. Globalization, which is one of the factors in the unification of humanity and the expansion of interaction between the populations of different countries, gives rise to a new unified culture. However, firstly, the quality of this new

culture is questionable, and secondly, it may lead to the loss of national culture. This, in turn, leads to a loss of self-identity and personal identity.

Openness, as a property of the information environment, manifests itself in different ways: as visibility, as the ability to see the interaction of subjects in a virtual environment; as access to the environment, as an opportunity to establish information interaction; as self-change in the process of development. One of the concepts for the development of modern education is open learning, which allows for the free development of the individual, and most importantly, provides the most important type of personal freedom - freedom of thought. The open learning model can be presented in the form of a cognitive environment focused on the individual, capable of self-organization and development of abilities based on the acquisition of knowledge and the development of methods for using it in everyday life and professional activities. Open education has a number of global consequences for the development of education systems in all countries of the world, provides free access to information resources and wide freedom to choose an educational strategy. This education system presupposes a personal orientation of the process: each subject of the educational process, no matter where he is, will have the opportunity to independently build an educational trajectory that fully corresponds to his educational and professional abilities and needs.

## CONCLUSIONS

However, the lack of direct personal communication between students and the teacher, which can emotionally diversify knowledge, is a negative point for the educational process. With distance learning, it is difficult to create a creative environment in a group of students. In addition, the main problem remains the issue of knowledge testing, since difficulties arise with user authentication. These and other problems limit the use of distance learning in education. Thus, the modern changing information environment can have both constructive and destructive effects on a person. It is important not only to take into account its creative or destructive nature, but also to master methods of combating the negative impact of the information society.

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