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INTERPRETATION OF THE CONCEPT “INFORMATIONAL EDUCATIONAL SPACE” WITHIN OF SYSTEM-CYBERNETIC APPROACH

Recently, in scientific and pedagogical literature, different publications in pedagogy, sociology, political and culturelogical studies are quite common phrase "educational space" or "informational educational environment." They have become popular together with concepts "economic space", "informational space" and "cultural space". These phrases are usually used as a simple phrase, art reception, helping the author more accurately and emotionally to convey the essence of spoken or written.

The aim of the paper is to outline the nature of the concept of "informational and educational space" on the base of system-cybernetic approach, which is an effective scientific ideology of planning and management of the impact on educational systems and processes as well as forming the basis for a new direction in pedagogical science – pedagogical cybernetics.

In our opinion, the clarifying the epistemological concept "informational and educational space" should begin by means of system analysis of interpretation by classical and modern philosophy the concept "space." The words "educational" and "informational" are adjectives to it which only emphasize the features of activity in informational and educational spheres.

We believe that it makes sense and in pedagogical science to interpret the essence of the concept of "space" is similar to modern physics and mathematics. As a infinite set of objects, phenomena, events and processes that have relevant defining parameters, numerical values of which are limited in the terms of their realization. Elements of space are characterized by hierarchical relationships, sequences in time (or algorithms) and conditional probabilities of realization events.

The formation of educational space in general and its informational part in particular are influenced both objective and subjective factors, it exists in two planes – objective and subjective. The objective nature of the educational space reflects the understanding about the relevant part of the general space in the condition of completely full knowledge about all possible and impossible events that are associated with education. The subjective nature reflects imaginations about this specific of the concrete subject of educational process, awareness of which is limited. The accumulated experience of generations of mankind and dynamic set of modern human knowledge contribute to `objectivization of information as for educational space.

The informational educational space is a dynamic form with variable composition and structure. The quite logical is the conclusion that a model of such non-stationary object must be dynamic. In addition, the probabilistic nature of events and phenomena which are the element of educational space will determine the appropriate choice of instruments of his formal description. In our opinion, it is effective for the formal description of informational educational

space is a system-cybernetic approach, scientific principles of which in the sphere of education has been developed and grounded by us in the monograph and scientific articles. This approach involves the synthesis of a hierarchy of models of educational objects and processes from structural to probability.