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“LIFE-LONG LEARNING” STEREOTYPE NECESSITY

This article discusses communication tools in terms of their application to achieve personal goals and their update's speed. It has proved that human adaptation to technical, cultural, economic, political and social changes is provided through communication with natural and artificial agents. It has also identified the specific peculiarities of artificial agents' communication tools, such as constant modification, short life cycle, goals and their realization opportunities' expansion. It has proved that the skills to interact with artificial agents are developed throughout the whole human life, and this causes the necessity of "life-long learning" stereotype formation. It has described the theoretic fundamentals of stereotypes' content and role in human life and activities. It has offered life values to be considered as the fundamental of educational stereotypes' formation.

Key words: life goals, life needs, human life cycle stages, communication tools of natural agents, interaction tools for artificial agents, stereotype, life-long learning.

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ФОРМУВАННЯ СТЕРЕОТИПУ «ПОТРЕБА В НАВЧАННІ ПРОТЯГОМ ЖИТТЯ»

У статті розглянуті засоби комунікації з позиції досягнення за рахунок них персональних життєвих цілей і з позиції швидкості їх оновлення. Обґрунтовано, що адаптація людини до змін технічного, культурного, економічного, політичного, соціального характеру відбувається за допомогою засобу спілкування з натуральними агентами і взаємодії зі штучними агентами. Визначено відмінні риси засобів взаємодії з штучними агентами, а саме: їх постійна модифікація, короткий життєвий цикл, розширення спектра цілей життєдіяльності і можливостей їх реалізації. Доведено, що освоєння навичок взаємодії з штучними агентами відбувається протягом усього періоду життя людини, що обумовлює необхідність формування стереотипу «потреба в навчанні протягом життя».

Ключові слова: життєві цілі, життєві потреби, етапи життєвого циклу людини, засоби спілкування натуральних агентів, засоби взаємодії зі штучними агентами, стереотип, навчання протягом життя.

Introduction. A human being begins stereotyping since he/she starts cognizing the world around him/her. These stereotypes provide him/her with the ability to manage life activities and correctly define his/her goals and methods to achieve them, in particular. The modern IT level, on one hand, offers wider access to the information, but on the other hand, demands life-long learning experience for society. The core difference of informationalism epoch (post-industrial epoch) from the rest ones (hunter-gatherer, agrarian, industrial) is in its higher level of knowledge update in all spheres and at all stages of human life. This proves the crucial role of educational stereotypes in human life in general and the “life-long learning” one in particular.

The last publications and research analysis. Education problems have been researched by various scientists [1–5], and were divided with pedagogical approach to educate children and andragogical approach to educate adults. The correctly defined educational concept included into «Life Long Learning» term is being fragmentarily determined by different scientists by this time. This means they discover learning opportunities at definite, specific life stages, mainly the earliest ones. Adults' education at their middle age is researched much less. At the same time, success and accomplishments can be achieved with the ability to acquire and apply new knowledge by transforming it into personal advantages – the ability, which is characterized by middle age mainly. The ability to find new interests, set new goals and acquire new knowledge at the middle age allows adults become happier and the society – healthier and more compassionate.

The aim of this article is to justify the necessity of transformation of outdated “early stages learning” stereotype into modern “life-long learning” educational stereotype.

The main material. The human ability to quickly adapt to technical, cultural, economic, political and social changes depends on his/her recognized need to timely master the knowledge and skills, connected with modern communication tools. They should not be considered as simple human communication instruments, but as methods to interact with environmental agents in order to achieve goals.

Let us analyze the core differences between human communication tools and environmental agents' interaction instruments. In this case we should take into consideration the polar “natural – artificial” criteria scale classification, where such agents are identified as [6]:

Natural agents – a person, human community;

Artificial agents – robots, machine community, complex computer programmes.

This allows to express “human communication tools” term as “natural agents' communication

instruments”, whereas “environmental agents’ communication tools” term as “natural agents’ communication instruments and artificial agents’ interaction instruments”.

The human communication tools, or tools to interact between natural agents, are the operations through which interpersonal communication is realized. All these tools are divided into 2 large groups: verbal and nonverbal, with main difference in the method of delivery. Verbal communication delivers information, whereas nonverbal defines the relation to communication partner.

The key nonverbal communication types are kinesics (mimic, gesture, posture, gait), tactethics (haptics) (status and role relations, sign of intimacy level), and proxemics (distance). Both verbal and nonverbal communication fundamentals are learned during early stages of socialization.

Verbal and nonverbal communication tools are aimed at achieving the goals set by a person at both physiological and psychological levels. These goals can be identified according to the needs by A. Maslow [7]: food, water, housing (organic needs); safety and primary physiological needs’ defence; involvement (belonging); respect; self-expression.

The development of IT expands the information products range, which produces new needs. These needs are connected with A. Maslow’s form of needs’ satisfaction. Information needs are constantly changed, complicated and engaged in different spheres of human activities.

Human communication tools are cognized and developed at the early stages of human life (newborn, infancy, junior school age, junior secondary and senior secondary school, early adulthood) [8] and transformed into stable associative links, such as stereotypes.

“Stereotype is straightforward, it divides the world into two categories – “familiar” and “unfamiliar”. Familiar becomes the synonym of “good”, whereas unfamiliar – the synonym of “bad”. [9].

Stereotype is a stable conviction about something. The “Stereotype” term, as it is used presently, was introduced by the American political expert and writer Walter Lippmann in 1922 in his book “Public Opinion”. Stereotype influences decision-making process of a consumer and makes this process illogic for an external observer [10, p. 38].

Any stereotype’s formation is based on life values’ system. Thus, an audience’s specifications should be taken into consideration, when a stereotype is formed. The term “stereotype” is known to be one of the reflection types and it functions unconsciously in human psychics. This makes its separation almost impossible. A stereotype is also a behaviour model in a definite sphere, such as education. Once you have made a choice and received positive experience of the chosen educational product application and positive feedbacks from close people, you start forming the stereotype of “good” or “reliable” product. Such stereotype eliminates the necessity to analyze all available products each time a person has to make a correct choice, thus making his/her life easier. That is why a stereotype becomes positive phenomenon.

In other words, stereotypes are strong, stable associations and rough simplifications of existing categories. In order to learn how to apply stereotypes correctly, their key tasks should be understood:

- to simplify human life by decreasing the energy consumption needed to make a choice;
- to shape a certainty vision in an uncertain environment;
- to help developing relations to unfamiliar subjects and phenomena.

In general, there are just a few certain/stable stereotypes, because the environment is nonstatic and updated constantly. Educational products’ stereotypes are updated accordingly. Each new generation of artificial agents cause changes in existing stereotypes and formation of new ones [11].

Natural agents’ communication tools and artificial agents’ interaction instruments suppose the development of human communication, when humans impact on artificially created mechanisms in order to simplify the methods of their goals’ achievement. The specific features of artificial agents’ communication tools are their constant modification, short life cycle, growth of life goals and their realization opportunities. In other words, social communication skills are developed at early life stages and then applied in the form of stereotypes in later ages, whereas artificial agents’ interaction skills are grown during the whole human life. If there is no acceptance of the necessity to learn artificial agents’ interaction skills, the life quality of some adult individuals, as well as the society health in general will suffer.

The cognition of the necessity for life-long learning should be brought up from the very first days of an individual identification ability. This means the stereotype, associated with “constant learning – constant well-being” relation, should be developed just at the earliest life stages. “Well-being” category is a general phenomenon for common goals set at all life stages by individuals with all kinds of views and visions. Well-being is a person’s condition or objective situation, when a person has everything that positively characterizes his/her life in the eyes of his/her surrounding and close people, as well as his/her own.

Such stereotype’s formation can be successful only with the application of complex unidirectional experience, which an individual gains both in small social groups (family, school, university, sports community etc.) and the society in a whole with the information via mass media and social networks. This means that the same values should be existed and cultivated at all levels of society. For example, study-connected values are: respect to a teacher’s work, creativity and initiatives support, motivation to innovations. As fashion is often the primary motivation to act among youth, the “study is fashionable” value should be developed and supported.

The “life-long learning” stereotype can be correlated at early adult stage by taking into consideration the dominating values of an individual.

The “intellectual independence” value should be developed during all stage of human life and taken the rightful place in an individual’s set of values, because human striving to be independent in decision-making motivates him/her to start search through learning. The ability to solve life tasks independently is a key constituent of qualitative life, thus well-being and prosperity.

Conclusion. Summing up, this article has argued that the “life-long learning” stereotype should be formed and constantly correlated to replace the single used “learning at early stage” stereotype. It will improve the life quality of both an individual and a society as a whole.

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