

## **Digital Humanism and Prospects for Sustainable Development of Science and Education**

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Considers the prospects for improving the global educational system in the context of active development and implementation of developments in the field of artificial intelligence in the educational process. The main focus is made on the compliance of possible strategies for the interaction between the educational environment and AI with the standards of the sustainable development paradigm approved by the UNO for the next decade. In the context of the study, both constructive and destructive scenarios of human interaction with AI are taken into account. At the same time, the position is argued that risks and dangers still prevail over the technological opportunities that the new stage of development of AI technologies can provide. Therefore, as the main conclusion, it is proposed to place a bet on maximizing the development of total human intelligence through the introduction of new educational strategies in the future of implementing high-quality, accessible to all primary, secondary and higher educational levels on a global scale. At this stage of the development of civilization, this task is a priority. In addition, restrictions on the development and implementation of AI are necessary to avoid the unpredictable consequences of a “technological singularity”.

The place of the country in the modern world today is more determined by the quality of human capital, the state of education and the degree of use of science and technology in production.

In addition to certain realities of globalization, institutional transformations for the sustainable development of society in the context of the internationalization of higher education and science, there are also equally real trends in the world of regionalization, dissociation and even de-socialization.

Institutionalized civil society is a socio-cultural factor, which includes the attitude of the person to the means not only of material production, but also of one's self-production as a social, cultural being.

The decision on the degree of participation or limitation of AI in modern education should be theoretically grounded by researchers, technically prepared by programmers and other AI practitioners, but in addition, such a decision should be discussed and agreed upon with the participation of the common public. The risks of such a decision should be calculated by professionals, but the final decision can only be made on a democratic basis and taking into account liberal and social values.

It is necessary to investigate the transformational models of globalized world development and institutional transformations for sustainable development of society in the context of the internationalization of higher education and science.

The rapid gradual globalization is facilitated by the rapid development of information and communication technologies and the idea of a network-based way of organizing social activity. It should be applied integrative philosophical conceptualization and scientific synthesis of existing concepts and theories of the relevant direction.

The educational system and institutions should also take into account the fact that the need for digital literacy and critical thinking is growing not only among young students, but also among people of the older generations. One of the frames for education development is the European strategy for sustainable development. This strategy is coherent with Resolution of the United Nations General Assembly “Transforming our world: the 2030 Agenda for Sustainable Development” that formulates Sustainable Development Goals (SDGs) that target key areas for implementing this global comprehensive multi-level strategy for social, governmental and institutional sustainable development.

Accordingly, the education system and educational institutions should be developed, transformed and improved as institutions that should create and strengthen a safe, non-violent, inclusive and effective learning environment for all members of society. Which, in the end, will help to achieve success in cooperation at all levels – both in education and science, and in society as a whole.

All this official documents need to be filled by the idea of readiness to fend off threats from AI.

In the context of a global pandemic and the approaching prospect of achieving a “technological singularity“, we need new knowledge and skills, including in the use of technologies and ideas to work effectively with them. Also, taking into account the importance of the growing "human factor", purely humanistic dimensions come to the fore when determining higher education strategies for the sustainable development of modern societies. In particular, an important practical mechanism for achieving effective results in the implementation of the sustainable development strategy is to maximize opportunities for free, inclusive, fair and high-quality completed primary, secondary and higher education for all members of the human race, which will require us to re-evaluate existing socio-economic strategies both on a national and global scale.

In our opinion, the mission of universities of the XXI century is to form a developed personality, a person of a high cultural level who is able to act in situations that are characterized by significant risks-economic, environmental, political, etc. A university graduate who is able to implement successful life activities in such conditions and act as a subject for implementing sustainable development goals should possess not only, and not so much, individual professional competencies, but such general qualities as the ability to solve complex problems, have critical, independent and original thinking, as well as the ability to generate new knowledge and act in a situation of uncertainty, when implicit knowledge and skills, as well as any ready-made instructions, are either absent or ineffective.

That is why higher education can and should form a cultural personality and a citizen of a global society that can effectively act in the conditions of the XXI century, which is characterized by uncertainty and risk. To do this, all levels, models and systems of education must be transformed to develop human intelligence on a global scale through the introduction of new educational strategies and their implementation based on shared values that future professionals share and follow, both in their professional activities and in their daily lives.