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Analysis of modern digital civilization in the context of dominant paradigms of humanitarian education development: attempts of philosophical reflection

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Abstract: Aims: The purpose of the article is to reveal the relationship between digitalization and humanization in the local educational and worldview and in the global civilizational dimension. The task of the study is to highlight the philosophical justification of the functioning of the digital space in the context of educational development. In fact, an attempt (philosophical reflection) is made to reconcile the innovative component of ICT in the traditional fundamental field of education. **Methodology:** In order to achieve the goals of scientific research, a set of methodological approaches of general scientific, philosophical, and cultural dimensions has been actualized. The analytical component of the study is expressed in the systematization of the achievements of the digital world and the structuring of this potential in the educational sphere. The comparative analysis reveals the ways of balancing innovative elements with fundamental humanitarian principles on the example of aligning ICT with natural, social, and technical knowledge clusters. **Results:** The results of the study outline several formats of coexistence of digital innovations and fundamental humanitarian educational principles: gradual elimination of the humanitarian component from the scientific and ideological educational paradigm and its replacement by technology; preservation of the dominant status of humanitarian knowledge as a normative element of the global regulator of socio-cultural activity; balance between innovative and fundamental trends in education, which are expressed in the ratio relevant to the educational environment: hard-skills & soft-

skills; achieving harmony in the process of development of digitalization and humanization of education and culture through synergistic interaction. **Scientific Novelty:** The scientific novelty of the article lies in the search for cultural and educational compromises in the confrontation of new guidelines for the development of the digital society with the humanitarian principles of the existence of the same society. Coverage of the dichotomous worldview confrontation will outline the format of a potential clash between innovation and fundamentalism in the educational and cultural spheres. At the same time, the philosophical understanding of these risks will allow us to develop an educational strategy that will propose algorithms for regulating the cultural and educational dichotomy. **Conclusion:** The scale of digitalization is growing rapidly, claiming the status of a dominant cultural and educational element. Under such conditions, contradictions between information and digital technologies and traditional anthropological qualities are inevitable. The role of philosophy in the cultural and educational space is to maintain a balance between rapid innovation and prudence of introducing new ideas.

Keywords: philosophy of education, digitalization, humanitarian principles, information and digital technologies, education 4.0, humanitarian knowledge, cultural and educational space.

Introduction

The modern socio-cultural space is characterized by the 4.0 concept, which corresponds to the level of technologicalization of society with a dominant information and digital component, which in turn actualizes new searches in the process of building a worldview paradigm (both general cultural and sectoral). Philosophy traditionally forms an analytical and ideological interpretation of dominant trends in a cultural and historical format. Roth & Luczak-Roesch (2020) formulate the existential role of information and digital technologies in the cultural and educational environment, which is to overcome global inequality of various types.

Paradoxical is the intended purpose of ICTs in terms of the philosophical and pragmatic approach inherent in Western society. The digitalization of education, which is an innovative dynamic dimension in a practice-oriented environment, serves as a mechanism for achieving sustainable development in this area (Aliu et al., 2023). An important aspect of the formation of a digital society is the inclusiveness of ICTs for all participants in the educational space (Lorelli et al., 2020).

Research Problem

The research problem focuses on the dichotomy of the innovation of the digital arsenal and the conservatism of the humanitarian potential of the educational system. The rapid development of the digital space in all spheres of social activity cannot ignore the educational environment. At the same time, education is always cautious about implementing innovative elements in the theoretical and methodological dimension. However, the integration of the digital component in the practical and educational field has become all-encompassing. Therefore, there is an urgent need to quickly introduce digitalization as a key element of the educational system. The short-term nature of this positioning of the digital segment causes difficulties among the educational community, which is accustomed to gradual, balanced transformations. The philosophical and educational discourse is intended to ease the tension over the status of the digital component in education and align it with the principles of humanitarian development.

Research Focus

The focus of the study is to concretize the problem of digitalization of education in the humanities and sciences discourse. The key contradiction is not the process of digitalization itself, but the transformations of individual and social consciousness associated with its active use. It is inappropriate

to deny the importance or expediency of using ICTs in education, as the digital space has a positive impact on the development of humanitarian dimensions in education, ensuring openness, accessibility, continuity, and, ultimately, effectiveness of this area.

Research Aim and Research Questions

The purpose of the article is to highlight the worldview elements of modern civilization and their impact on the functioning of the humanitarian components of education. The interrelationships between digitalization and the humanization of education are realized under conditions of dynamics, so the formation of the principles of their interaction is constantly changing. The philosophy proposes to define key algorithms for integrating ICTs into the educational space, taking into account humanitarian principles. Since the article emphasizes the dynamism of the digitalization of education, the establishment of worldview and methodological philosophical interpretations of this process takes place in the context of nonlinear interdisciplinarity and relevance.

Literature Review/Theoretical Overview

Contemporary philosophy is dominated by multi-problematic issues, so processes and phenomena characterized by ambiguity of their impact on society require special attention from the scientific and philosophical discourse. Yesufu & Alajlani (2019), guided by the statistics of ICT use in education in recent years, propose to consider the digitalization of education as a cultural and ideological phenomenon. In the scientific and educational discourse, the concept of Education 4.0 is proposed, which involves the interaction of humanitarian and technological training of participants in the educational process (Miranda et al., 2020). The concept of socio-cultural development 4.0 is guided mainly by the principles of interaction. The rapid development of technology at the turn of the twentieth and twenty-first centuries has pointed to the disadvantages of total technologization and digitalization. Education has become one of the areas where the problems of the information and technological society have begun to be clearly visible. Anvar (2022) notes the return of special attention of the scientific and educational community to the humanities-oriented component of education. Humanitarian knowledge is once again becoming a factor in stabilizing fundamental transformations in society as a whole and in education in particular in the cultural and historical dimension. The scientific and technological progress of the New European era demonstrated the futility of civilizational progress devoid of a targeted human component. It was education that became a field of discussion, which was actualized after the disappointment of society with the idea of the omnipotence of knowledge. Science and technology were developing so rapidly that at a certain period, their achievements became a threat to the existence of civilization (weapons of mass destruction, critical impact on nature). It was educational activities that prevented us from recklessly placing all our hopes solely on science. Modern society, with its excessive practical and everyday fascination with the technological and digital world, is already approaching the brink of crisis. Education today is an arena in which a person and society can clearly observe the risks associated with the elimination of humanity.

Vlieghe (2014) notes the tendency towards a technocentric perspective, which will lead to the need to interpret the characteristics of ICT not only as a scientific and technological element but also as a component of individual and social consciousness. The modern scientific and educational literature covers the topic of the practical application of ICT in the pedagogical, organizational, and logistical segment of education on a large scale. This means integrating a digital element into current educational plans and programs. However, the full introduction of ICTs into the educational paradigm is possible only if they are included in educational strategies. Khan et al. (2020) raise the issue of the functioning of humanitarian logistics, for which the use of information and digital technologies is critical.

Technological and digital training is also a prerequisite for the formation of vocational education, a key element of which is ICT (Wuttke et al., 2020). This leads to the actualization of the scientific and methodological discourse on the practical implementation of ICT achievements in the vocational and technological educational environment.

Kohrt & Kaiser (2021) point out the constant need to update the level of humanization of various areas of social activity. Continuing this idea, it is noted that the level of technologicalization also needs to be updated online. Ezri (2023) studies the impact of the information and digital factor on the individual style of educational activity. Participants in the educational space have different levels of training or abilities to master certain knowledge, but the information environment to some extent equates potential opportunities for educational activity. The technological educational environment is becoming a source (both ideological and material and practical) for realizing equality and accessibility of education in the modern world. At the same time, one of the fundamental tasks of education is to preserve and develop individual human potential. There is a contradiction between the practice-oriented realities of digitalization and the theoretical and methodological principles of the humanization of education. In classical educational strategies, it is quite difficult to unite these components, so the philosophy of education comes to the fore, which is able to highlight approaches to comprehensive educational development through the actualization of thinking activity.

Chughtai (2020) interprets the term paradigm in the context of modern socio-cultural development not as a stable model, but as a variable interpretation, the framework of which is constantly changing (or even modified). It is worth noting that scientific research in recent years has been formed in the context of complex humanitarian crises in society (pandemic, military-political tensions), so the positioning of ICT is interpreted in the context of the direct impact of the humanitarian component (Debroy et al., 2023). Education is at the forefront of social activity, where a new understanding of the worldview paradigm is being formed. The variability and dynamism of civilizational development requires tools to regulate this progress. Digitalization in education is designed to provide organizational and logistical structures of the educational environment in complex cultural and historical realities. Humanization, in turn, aims to prepare participants in the educational process for new conditions of activity. Thus, the dependence of technology on the human dimension in the worldview and ideological sense is formed. This state of affairs balances the status of human potential and technology in the educational system. The digital society is gradually adapting to fundamental educational principles, changing their format, but not their content (which is a critical indicator for the sustainability of education).

Research Methodology

General Background

The digital society is not only transforming the practice-oriented component of education in general and its humanitarian component. The transformations concern the theoretical and methodological (and with it the worldview) level of socio-humanitarian knowledge. Contemporary scientific discourse proposes a new concept of digital humanities (Chikarkova, 2019), which, through interdisciplinarity, forms new educational and scientific disciplines: digital philosophy, digital ethics, transhumanism, etc. The disciplinarity of digital humanities allows us to study the problems of the coexistence of digital and humanitarian components not from the outside, but from the inside, guided by methodological guidelines, theories, and practical results.

Vlasenko et al. (2021) propose a design method for identifying the level of motivational and value-oriented readiness of participants in the educational process to introduce innovative elements. In the current study, such design serves as a relevant methodology for structuring the formats of coexistence

of traditional and innovative dimensions in education. The methodological guideline for achieving progress and development from the point of view of the humanities is human-centeredness with the active potential of the individual and society (Lee et al., 2019). The same structure is used to form the orientation of ICTs towards dynamic progress. Such a guideline is important for studying the mutual influence of digitalization and the humanization of education. These processes cannot be viewed in a linear, steady state. The dynamism of the educational process outlines the role of digital technologies and determines the status of the humanitarian factor.

In scientific research, development-oriented scientific methods were mostly used. Modeling, forecasting, and updating are the elements that lead to a philosophical understanding of the nature of the coexistence of humans and technology in the education of the future. In particular, Ortega-Sánchez & López-Sanvicente (2023) point to the methodological renewal of the design of the humanities in culture in general and in the educational sphere in particular. It is worth noting that such realities trigger the mechanism of education transformation. First, the mechanisms for using ICT in educational practice are being transformed. Later, digitalization is integrated into the worldview paradigm as not only a source and translator but also a carrier of knowledge and skills. The modern methodological space is largely dependent on design, which forms the specific structure of the cultural and educational space. The humanitarian design has human characteristics and is mainly concerned with value-oriented activity. ICTs form a qualitatively new methodological perception of the environment, offering an interface format characterized by technological parameters (Nielsen, 2020).

Beerends & Aydin (2021) note that the traditional methodological essentialist-constructivist dichotomy is not effective when considering digitalization in education. There is a need to reorient the authenticity of education towards an interactive, culturally informed process. This will be in line with the principles of dynamism and will allow a correlation between technology and humanity. Durante (2015) continues the idea of methodological renewal of the scientific and educational discourse, suggesting that steps should be taken to reduce information asymmetry. In general, this will help to equalize the human and technological potential in the educational system and prevent the risks associated with the dominance of one of the components. A practical manifestation in the current scientific research is the use of the principle of coordination when considering the formats of interaction between technologization and the humanities.

Metamodernism is a new methodological approach in modern epistemology (Kilicoglu & Kilicoglu, 2020). Its relevance in the context of the current study is related to the focus on the multi-problematic nature of digitalization in education. On the one hand, digital tools bring innovative rational, and creative elements to the educational space. On the other hand, there is an illusion of the digital world's inclusiveness, which creates exaggerated or false ideas about the truth in science and education.

Research Results

One of the key manifestations of the impact of digitalization on the educational system is the destruction of secrets related to knowledge sources (Broeders, 2016). The diversification of ways to obtain information, knowledge, and skills leads to the transformation of the educational space according to the same algorithms that have been used to transform other areas. Technology replaced physical labor in previous centuries. In the mid-twentieth century, technology began to replace intellectual labor. However, this process was more ambiguous.

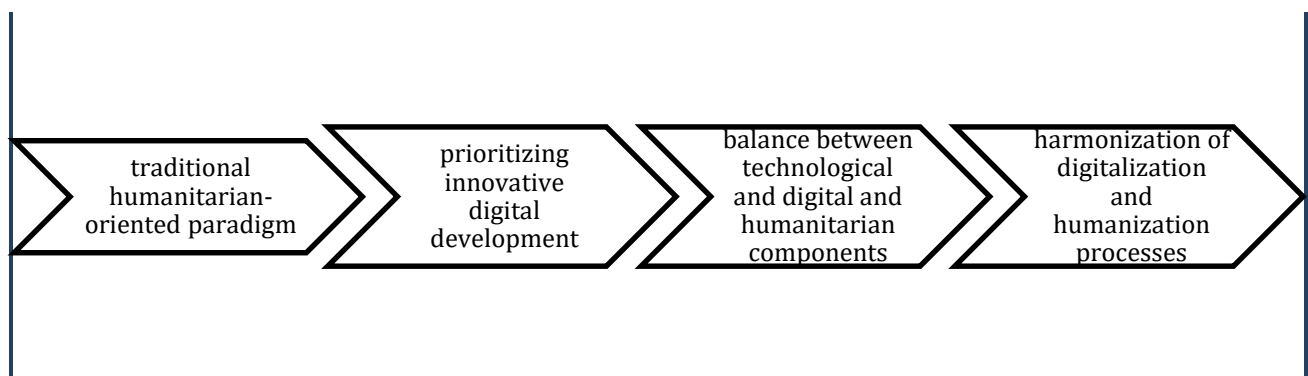
The information society is going through its formation stages in the context of civilizational development (Bahodir Qizi, 2021). The scale and intensity of ICT use in everyday life determines the level of involvement of digital tools in the educational system. The COVID-19 pandemic has clearly demonstrated the relationship between the introduction of information and digital technologies in

everyday life and the sectoral (in our case, educational) dimension. The “digitalization of humanitarian supply chains” is a vivid example of the organizational and logistical benefits associated with the use of ICT in the public domain (Caon et al., 2020). Media technologies are the opposite example of identifying humanitarian features in technological knowledge (Kulbach et al., 2022). Finally, public opinion shapes the principles of the new digital culture, providing it with substantive, practical, theoretical, and methodological justification in a particular field or industry (Osaula et al., 2021). The educational sector is in a state of transformation, and participants in the educational process are observing all the organizational and logistical changes in the format of the learning environment. At the same time, educational programs, plans, or strategies do not actually recognize the impact of digitalization on the content (and thus the quality) of education, actively disclosing changes in educational formats. Such realities require the intervention of the scientific and philosophical segment, which will provide emphasis on the coexistence of human and technological potential in education.

Today's education offers several formats for the coexistence of digital technologies and humanitarian principles (see Figure 1).

Figure 1

Philosophical and ideological algorithms of integration of information and digital technologies into fundamental humanitarian cultural and educational principles



Source: author's own development

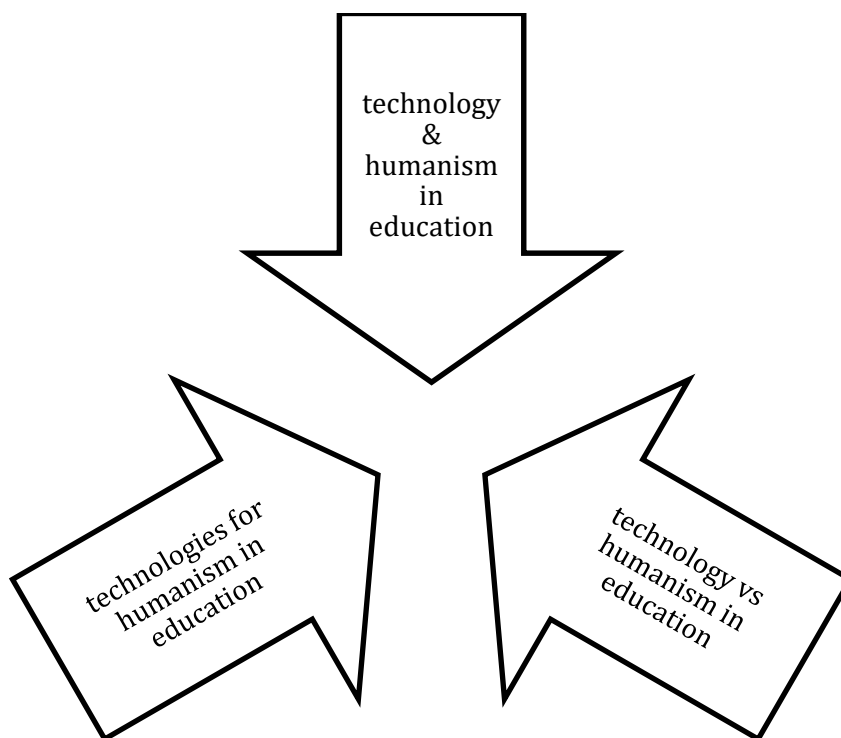
The peculiarity of modern research is not a linear study of digital aspects in the education system, but the determination of the dynamics of the impact of digitalization on educational development (Khryk et al., 2021). The philosophy does not highlight the quantitative indicators of digital elements in education but interprets the principles of reforming the educational sphere, which are due to innovative characteristics.

The stage of the dominance of traditional humanities-oriented education is characterized by the process of preserving and presenting cultural and educational heritage through ICT elements (Djuric et al., 2022). That is, there is an accumulation of information and digital tools that perform a service function in the educational process. At the same time, digitalization does not affect the fundamental value-based educational standards. Schneider (2023) emphasizes that no matter how rapid and large-scale the impact of information and digital technologies in education is, humanity will always dominate worldviews. The reason for this is the direct connection between the intensity of technology and the capabilities and desires of a person (in this case, a participant in the educational process). In turn, Jansen & Schreiner (2023) emphasize that the expansion of the sphere of influence of ICTs leads to domination over human activity rather than its expression.

In the modern philosophical and educational paradigm, several approaches are proposed to correlate the technological and humanitarian components of education (see Figure 2).

Figure 2

Formats of interaction between technology and humanism in the education of the present and future



Source: author (s) own development

The change in the status of ICT use in education is associated with the rapid expansion of this component in all clusters of educational activity: educational and pedagogical, organizational and logistical, theoretical and methodological. The format of “technology as an auxiliary tool” is being replaced by the formula “technology as a self-sufficient element of education”. This approach goes against the usual educational interpretation. Madianou (2021) positions artificial intelligence as a component of digitalization, which acts as an auxiliary tool in conducting humanitarian and cultural activities.

The demand for the principle of interaction between the digital and humanitarian components in the cultural and educational environment is obvious. Digital humanitarianism, which has been quite actively criticized by philosophers in the stable and sustainable conditions of Western society, has shown a number of undeniable advantages in emergencies (Menashy & Zakharia, 2020). Teh (2022) puts forward a theory of education development in force majeure socio-cultural realities. Information and digital technologies are the only possible organizational solution for the development of education in difficult conditions. The author emphasizes the inability of humanistic beliefs to perform an effective regulatory and normative function in the cultural and educational environment. To help (at the initial stage), and then as a self-sufficient educational segment, the following ICT cluster is proposed.

Digitalization greatly simplifies the process of knowledge management (Panda, 2022). This indicates the achievement of parity between digitalization and humanization in the axiological and value dimension. This creates the prerequisites for harmonizing the role of these two principles in the cultural

and educational environment. Chouliaraki & Myria (2023) point out the importance of establishing digital boundaries in the socio-cultural sense. This will be crucial for achieving a balance between technologization and humanization of the educational space. The combination of the principles of technologization and humanization has demonstrated effectiveness in the STEM education paradigm, implementing the establishment of socio-technical systems thinking (Tomblin & Mogul, 2020).

The digitalization of humanitarian practice-oriented life has led to the construction of a new configuration of local and global social problems (Johns, 2023). This process is directly implemented through the formation of digital cases and interfaces that include humanitarian foundations. The new positioning is intended to make a qualitative leap in understanding the relationship between technological and humanitarian components in the educational sphere. This is the initial stage of the transition to ensuring a balance between these fundamental educational principles of our time.

Discussion

Philosophical algorithms for explaining popular trends in the development of education are quite clearly formed in the scientific and philosophical discourse. The educational sphere is constantly at the forefront of civilizational development, but never at the forefront of it (unlike science or art). This positioning of education allows for the introduction of innovative elements with a certain delay, which allows the participants of the educational space to prepare for changes. Therefore, the philosophical interpretation of ICTs in education is based on the experience of their use in other areas of social activity. At the same time, this approach contributes to the growth of contradictions and discussions related to the positive and negative manifestations of digitalization in education. The main contradiction is the alignment of ICT tools with humanities-oriented principles of education.

Traditional studies of the interplay between technology and humanistic principles are losing relevance, as the algorithms that determine the status and role of these elements are becoming increasingly biased (Jauernig et al., 2022). Kruse et al. (2019) position the ICT segment in education as a response to the growing humanitarian problems in society. Information and digital technologies are almost the only resource that can effectively solve complex problems. Such realities are fully consistent with pragmatic worldview beliefs that focus on achieving efficiency in all areas of social activity. At the same time, the scientific and educational community is at the epicenter of an axiological contradiction regarding the use of digital potential in education. On the one hand, digitalization has become almost a key tool for monitoring compliance with humanitarian principles in modern society (including in education); on the other hand, the digital component is increasingly encroaching on the status of humanity, threatening the fundamental humanistic priorities of human existence (artificial intelligence is becoming a substitute for natural human intelligence, transhumanism adds technology as an equal element of existence with humans).

Technology is becoming a driver of social change, controlling it automatically (Ferreira et al., 2020). Duffield (2019), analyzing the actual use of the humanitarian effect in society, notes the growing gap between official benchmarks and actual compliance with humanitarian norms. In order to avoid such gaps, the author proposes to use new normative and regulatory elements produced by information and digital technologies. Under such conditions, the role of education is especially relevant, since it is in the educational environment that norms, rules, and standards are formed. If the educational sphere presents relevant and effective humanitarian norms that meet the requirements of the times and correlate with the information and digital technological principles of our time, then we can assert the effectiveness of such an educational paradigm.

The dynamism inherent in modern culture threatens the fundamental educational component - the truth of knowledge. This is an important humanitarian problem of our time, as obvious

organizational difficulties are actualized, which are expressed in disinformation, pseudoscientific elements, false statements, questionable ethics, and large-scale (unverified and unverifiable) volumes of information (Bohomaz et al., 2022). The dominance of information and digital resources is obvious if we look at the main sources of these contradictions. Therefore, the problem of integrating the digital component into the educational environment arises. On the one hand, the information and digital potential is a relevant source of knowledge, skills, and abilities; on the other hand, it is a potential threat of unverified education. The educational system is quite dependent on sociocultural trends, so it is not able to eliminate or limit the influence of the technological and digital component in its structure (especially when in the subject and everyday dimension, participants in the educational process use this arsenal without obstacles and in full).

At the same time, the solution to regulating the impact of ICTs in education is activated by the humanitarian principles of development in this area. Sometimes even unwritten human aspects successfully respond to threats associated with technological influence. The philosophical and ideological interpretation of innovative elements in education is deepened by systematizing views and beliefs of a value nature. Therefore, the scale and intensity of information and digital technologies in education should still have a certain axiological framework. Ramadurai & Bhatia (2019) point out the need for a humanitarian response in the processes of ICT cluster management. Humanitarian discourse has traditionally been a regulator of new processes and phenomena in education for cultural and historical experience. Obviously, for the digital society, the humanitarian factor will become a source of value orientations.

If we add the humanitarian aspect to general education or general scientific discourse, the contradictions in the standard paradigm only multiply. Many discussions in the scientific community are caused by existential issues related to the humanities and technologicalization in education. For a long time, it was believed that the humanitarian aspect in culture is not an asset, but a clearly formed existential status of a person. At the same time, technological dimensions are acquired by society, which automatically makes them secondary to human existence. However, the problem of humanitarian giftedness is not so clear, as it is also related to development, but individual (Rodríguez Fernández & Sternberg, 2023).

The humanitarian component ensured the effectiveness of education not only in terms of cultural and mental self-determination but also became the key to socio-economic progress (Kravtsov et al., 2020). If we consider the principle of harmonizing the digitalization and humanization of education, ICT should demonstrate the same effectiveness in shaping the individual and social worldview paradigm. Ethics is a kind of regulator of the cooperation between technologicalization and humanization of education (Hunt et al., 2109). Humanitarian ethical principles have already become fundamental in the cultural and worldview paradigm. At the same time, technological and digital ethics need to be established in the public consciousness. Education is the environment in which these ethical and technological principles will be formed and improved.

Humanities training at various educational levels has proven to be in demand and appropriate (Sharova et al., 2022). If we consider information and digital training, this process is at the stage of establishment. Humanitarian knowledge and skills have demonstrated effectiveness as they have become the basis for the development of soft skills among participants in the educational space. These flexible skills are valued in the socio-cultural space because they are important for harmonizing individual and social consciousness. It is worth noting that technological and digital skills, which have already been used in everyday life and should find their niche of effectiveness in the educational space, should overcome the same path. Tolochko et al. (2020) note that the result of the interaction of

digitalization and humanization of education is the formation of a qualitatively new set of skills - transversal competencies that are focused on innovative development.

The dialectical approach to the relationship between digitalization and the humanization of education should not be completely eliminated. The current socio-cultural trend of globalization still implies a focus on synergistic principles of interaction, but cultural and historical traditions indicate the effectiveness of the reverse methodological approach.

When considering potential ways of opposing traditionalism and innovation in the educational system, it is important to understand the scale and vectors of such a clash. When the existential incompatibility of these trends is actualized, a negative result is obtained, since education does not develop, but gets bogged down in methodological, epistemological, and, most importantly, axiological confrontation.

At the same time, the scientific and philosophical community, based on its cultural and historical experience, has been able to obtain positive results from the dichotomous comparison (but not opposition) of humanitarian principles and digital technologies. In particular, if digital technologies do not threaten humanistic norms, they may well displace humanitarian recommendations available in the educational space. Likewise, the humanization of education can maintain its dominant status in the absence of evidence of greater effectiveness in ICT elements in specific educational environments or processes.

The scientific and philosophical community is still actively discussing a more acceptable model for the coexistence of the humanitarian and digital components of the educational process. The current study examines various scenarios of the coexistence of traditional and innovative elements of education. A synergistic model focused on the interaction of these components is proposed as a promising area for further research. At the same time, it is noted that such positioning will be relevant in the absence of force majeure in the socio-cultural space. The modern scientific and ideological paradigm is developing in the format of balance and sustainability, so the synergistic model is most relevant for the implementation of educational strategies.

Under conditions of fundamental changes in the worldview paradigm, the synergistic model will not fulfill the expectations of a methodological or axiological nature. In this case, the dialectical model, which is more effective in the context of fundamental socio-cultural transformations, should be updated.

In general, philosophy (and, more specifically, the philosophy of education) offers several formats for the development of the educational system in the modern digital society. It is noted that despite the peculiarities and principles of methodological, epistemological, or existential approaches in education, philosophy retains humanitarian-oriented worldview guidelines as a regulator of social and individual consciousness. This approach allows to preserve the key principles of educational activity in the period of cardinal transformations in the socio-cultural environment and, most importantly, to preserve the purpose of education in the context of civilizational development.

Conclusions and Implications

Thus, the educational environment has become a field of confrontation between the digitalization and humanization of education, gradually leveling the contradictions between these processes, forming their synergistic interaction. These realities of the coexistence of digital and humanitarian elements in the cultural and educational space are expressed in the following aspects:

- The fundamental nature of humanitarian principles makes all innovative manifestations in education subject to critical evaluation without exception. The introduction of ICT in the educational process is no exception to this tradition. The human dimensions test of technologies has demonstrated an ambiguity in the process of correlation between digitalization and humanization.
- The scale and intensity of the introduction of information and digital technologies into the educational paradigm has actualized the lack of alternatives to the interaction of the humanitarian component with digital potential.
- The option of autonomous coexistence of innovative digital and fundamental humanitarian principles in the educational environment is impossible, since ICT is not limited to organizational and technological application, but also forms cultural and educational values.
- scientific, educational, and philosophical discourses are at the stage of achieving a balance between the rapidly developing ICT segment and the classical humanitarian components of education. Achieving such parity is vital for further civilizational development in the fields of science, culture, and education.
- A promising direction for future educational strategies is to achieve harmony between the use of digital and humanitarian components. Interdisciplinarity, pluralism, and synergy are methodological tools that will facilitate this harmonization.
- The digital world and humanitarian principles are united by the purpose specific to educational activities and ensure compliance with the continuity, mobility, accessibility, and openness of education.
- The digital society is focused on pragmatic efficiency, leaving the ethical and moral problems of society and human beings to the humanitarian dimension. Synergistic interaction between digital and humanitarian in education will be achieved only if the intended purpose is integrated into the essential foundations of these processes.
- The experience of using ICTs in other areas of social activity (especially in everyday life) has formed clear algorithms for the establishment of a digital society. Education is designed to preserve the human-dimensional constants of civilization development and to protect individuals and society from threats associated with the potential uncontrollability of technological progress.
- Humanitarian relevance has always demonstrated its effectiveness in the cultural and educational space in previous eras. For digitalization, such stability of utility indicators still needs to be confirmed in the future. Such a disposition warns against an unbridled fascination with technology. Only cultural and historical experience will answer whether the technological and digital world is capable of being in demand and useful for people and society in the educational sphere (as humanity, rationality, empiricism, etc. once acquired this status.).

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