

## **Value background of information in educational communication**

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Educational communication always translates some important information, but this importance is determined by its relevance both to the values of teacher and values of students. Some of these values remain special for their partisans, but it should be revealed or established some common or even mutual values for all participants of educational communication.

It could be even a situation when information goes not from teacher, but from other source, and still students would be inside educational communication – provided by common values with their teacher (Ranciere 1991). On the contrary, if it were enough information to assimilate, but meanwhile it could be value gap between teacher and students, so the educational communication were failed. It occurs often last time, that students have no motivation to accept some information, but it is more dangerous if teacher has no values to bring his students. So he doesn't care about checking out the adequacy of message he made, updating of information, looking for new and alternative sources of information and so on.

Information is not value neutral because it has its creator, bearer, sender and recipient – and every one of them has his own values. Values are the criteria for the selection of information: some information could be cast away or lost because it could be less interesting and valuable for somebody from the information transmission chain.

Education is one of the most important and high-powered instrument for selection of information. Moreover education creates the possibility to select the criteria of future selection of information – due to the instilling special values by educational practices. These values direct the search for predefined information.

On the other hand, education could provide critical thinking and give skills of fact checking. Students may have a permanent practice of such thinking and skills while studying every educational discipline. Also there are some educational programs that could be especially helpful for this – philosophy, rhetoric, heuristics.

But still the highway for critical thinking is proper arrangement of educational discussions. Deliberative democracy needs deliberative education as its preliminary stage. That is why it is important to re-actualize some ideas of Juergen Habermas (Habermas 1998).

## **References**

Habermas, Jürgen (1998) *The Inclusion of the Other: Studies in Political Theory*. Cambridge, Mass: The MIT Press, 338 p.

Ranciere, Jacques (1991) *The Ignorant Schoolmaster: Five Lessons in Intellectual Emancipation*; translated, with an introduction, by Kristin Ross. Stanford: Stanford University Press, 176 p.