

Personality Digitalization as a Quantum Discord of Social Reality

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Abstract—The paper studies personality development trends in the digitalization era and determines moral and spiritual dimension of social systems. Socio-philosophical analysis of pressing challenges of objective reality was used as a research methodology. Close attention is drawn to the fact that educational and social systems are deeply integrated into global internet, and this process of virtualization of the modern Russian society continues to evolve, embracing the entire living environment. New, quantum educational paradigm emerges, based on information and informational processes in modern social systems. Quantum paradigm of the educational system as of the impending future quintessentially suggests digitalization of social reality and creation of social systems' virtual models, determining their activities and functionality in virtual reality. Consequently, quantization of social systems will speed up process of globalization and virtualization of social reality, unifying the world community into one digital Universe with many multidimensional and parallel systems.

Keywords—*personality digitalization; moral and spiritual values; socialization; virtual reality; social systems; quantum paradigm; axiological foundation; quantum discord*

I. INTRODUCTION

Digital revolution opened unlimited opportunities for the mankind in all areas of human activity at the start of the third millennium. Educational, general cultural, and social role needs, driven by new socio-economic environment and

wider use of IT in society, grew up significantly. Modern civilization goes through a unique period, associated with deformation of the axiological foundation of personal spiritual reality. Philosophical paradigms are unable to determine development of the modern civilization. Distorted worldview reference points in social systems get surpassed because of superfluous informational streams. Digitalization of the social system gives rise to synergetic effect of knowledge virtualization and change of subjective personal reality. There is quantum discord in mental architecture of the hierarchical structure of personal values [1].

Analyzing modern situation in social systems, it appears that dramatic shift created by digitalization opens new era of "quantum reality", where virtual reality based on quantum transitions will set development priorities of the civilization. The eternal problem of modern philosophy — search for reason for existence of the mankind during the entire civilized period. Changes in social systems driven by digitalization of all areas of human activities will finally converge on quantum immortality, engendered by virtual reality. Arrival of quantum processors in not so distant future will speed up handling of information, interaction and exchange of information between virtual objects. Building of hierarchical structure of the digital Universe will change the mental component of the modern civilization. The quantum discord will transform personality, determining its development vector for centuries. The age of photonic

calculations will dictate the conditions of development of the modern civilization. Drastic changes will occur in physical structure of the human body [2].

II. SOCIAL SYSTEMS VIRTUALIZATION

The modern society faces tasks of discovering problems in the process of integration social systems and virtual reality, determining roles of interaction agents in the digital world. An educational system, as a self-organizing and self-building system, operates with knowledge component of reading fundamental units of human activities, building development trend in social reality [3]. At first, modeling their life route, agents of educational activity use knowledge as coordinate determinant of axiological realities in the objective-spatial world. The educational system is a multilevel quantum structure of knowledge content with intermediate transitions into social reality when agents of interaction acquire informational and axiological potential of reality [4].

Intense search for rational guidelines for development of educational systems of modern Russia, relevant to the social reality, is associated with mastering Internet technologies and virtual environment. In the opinion of Zh.T. Toschenko, virtualization of dialogic processes in the educational system through the virtual Internet environment in modern Russia gets an increasingly more important and often decisive role in carrying out of many social transformations. The modern educational system is influenced by virtual Internet environment and its development reflects conflicting and paradoxical changes in social life [5]. Looking at axiological foundation of social systems, it is necessary to highlight the trend: educational and social systems of the Russian Federation are deeply integrated into global Internet environment. This process of virtualization of the Russian society continues to evolve, enveloping the entire living environment. Virtualization of social systems occurs on dialogic, social, cultural, economic, and other levels.

Virtual informatization of social systems through Internet environment, tied to root social, scientific, and engineering transformations, leads to redistribution of human capital. Internet activities, associated with creating, storing, and processing, change real human labour inside social medium to the virtual one [6]. Tangible equity gives way to virtual capital. Virtualization of tangible equity leads to virtualization of money. Informational resources and products prevail over tangible resources with virtualization of human resources, tangible equity, and money. On the one hand, it simplifies control over these activities on the part of the government, on the other hand, turns a human being into a virtual Internet slave. Informatization of modern society and educational system is associated with redistribution of informational resources and determination of a role of information in the educational system and the life of people. The number of workers employed in areas, associated with information technologies, communications, Internet, traditional and electronic mass-media, increases. There are expanding processes of virtualization of the society, tied with virtual dialogization in mass-media and Internet environment.

Wide and mass access to virtual Internet resources absorbed social systems transforming them into social networks with their own culture and relations. Status of the educational system changes, educational processes get virtualized, e-learning evolves. Virtual Internet environment has destructive effect on axiological foundation of social reality, abetting destructive globalization processes and activities of fringe groups [7].

Globalization processes in the modern world, carried out through Internet, deeply effect the development of educational and social systems. The educational system of the Russian Federation shows strange combination of assessments: fuzzy, ambiguous, fragmentary, and fickle axiological orientations, attitudes, social sentiments, communal and personal interests. Formation of personal moral and spiritual values in educational systems is at the crossroads today. These characteristics of the educational system manifest themselves as a wide spectrum of contradictory worldviews, diverse ideologies, different points of view and, accordingly, different patterns of possible behaviour of the people. Virtualization and Internet dependence of social systems influence educational institutes and subsystems. In this respect it is necessary to trace relations between factors of social virtualization of the modern society over the Internet and trends of development of processes of moral and spiritual values formation in the educational system [8]. At the same time, it is impossible to fully analyze problems of formation of moral and spiritual values of agents of interaction in educational systems without taking into account particularities of a modern person as an element of social reality. It is necessary to pay attention to social characteristics of agents of educational activities in connection with their age and status. Interaction of agents of educational activities in social systems should be studied from the perspective of many different scientific disciplines but only social philosophy allows to view the phenomenon of forming moral and spiritual values of agents of educational activity as a whole and in connection with social reality. V.T. Lisovsky studies agents of educational activity in social systems from the perspective of three philosophical and methodological levels. The general methodological level uncovers particularities of interaction between agents of educational activities in social systems. The specific theoretical level looks at axiological content-related structure of a person as a subject of social reality, capable of changing axiological foundation of social systems by building his or her own value hierarchy. The empirical level analyzes social and historic research of communities, groups, and individuals, modeling life activities of subjects in social systems [9].

The axiological foundation of social systems and the process of forming of moral and spiritual values in the educational systems are changing under the influence of globalizing informational pressure from the Internet environment. In the process of virtualization the education system allows agents of educational activities to obtain knowledge and information from the virtual Internet environment. Thus processes of upbringing and self-education get virtualized. Educational sites, existing in the

virtual Internet environment, make it possible to get education through virtual Internet network. However, online education does not allow conveying values fully and instilling them into an individual, because some aspects of social systems virtualization negatively influence the buildup of the education system's axiological foundation. Easy access to sites with negative information, online games, videos containing scenes of violence and murder, creates possibilities to influence the mind of agents of educational activities, imposing their own attitudes and values on the modern society [10].

III. VECTOR QUANTIZATION OF SOCIAL PROCESSES IN VIRTUAL REALITY

A new emerging educational paradigm is based on informational and educational processes in modern social systems, represented as vector quantization. Transfer of axiological content-related information into virtual reality is viewed as possible vector values space partitioning into the finite number of intervals, substituting those values with an identifier of one of these populations [11]. Process of vector quantization of social reality views educational or social system as multifunctional one, capable of absorbing axiological content-related information in quanta per time unit, changing in accordance with transitions from one level of development to another. However axiological and content-related side of social systems as an energetic and informational element of social reality can create continuity of redistribution of information in the systems. The axiological foundation of social systems, built upon the value core, quantizes levels of social systems, redistributing energetic and information content of the hierarchical structure of values upon givenness of other areas of social reality. All areas of social reality are quantized through axiological content-related core of social systems, interaction of agents changes, axiological potential of the society gets redistributed [12]. Quantum paradigm of the educational system as of the impending future quintessentially suggests digitalization of social reality and creation of social systems' virtual models, determining their activities and functionality in virtual reality. Quantization of social systems will speed up process of globalization and virtualization of social reality, unifying the world community into one digital Universe with many multidimensional and parallel systems. Social systems quantization process model in virtual reality can be viewed as a process of transfer of axiological content-related information into social systems and organizing interaction between life activity agents based on quantum portions of axiological content-related information, substituting the entire quantum process series with an identifier of one component from the population of the entire sequence of elements. At the same time axiological content-related component of information loses the significance of the axiological core of the content population and becomes eroded in consciousness among multiplicity of informational processes. During transfer of axiological content-related information to social systems agents of interaction develop their moral and spiritual qualities based on positive spirituality. Negative spirituality endows a person with negative values [13]. Quantized virtual reality forms sham

values however they get real properties and characteristics, merging with personality in social reality. Social reality changes under the influence of quantized virtual reality. Agents of interaction are joining entities, "bridging" social and virtual realities.

As can be seen from quantizing of social processes in virtual reality, the quantified social reality in a virtual system has the following defining characteristics:

The virtual system is in stationary state when the exchange of axiological content-related information streams with external and internal systems is closed and there is no interaction with educational and social systems. The system doesn't evolve, there is no virtualization;

When moving from one stationary state to another the virtual system sends (receives) axiological content-related information, educational and social systems interact with each other. The system does evolve, virtualization goes on;

Stationary states of the virtual system and its development are determined by interaction agents (human being, system, system-human being).

The social systems quantization process consists of transferring axiological content-related information into the virtual system and building of hierarchical value structure in digital form [14].

Virtual Internet environment influences the formation of life values of a person and society: values get virtualized, there are no mechanisms to implement values in educational activities, dialogic interaction and behaviour as a means of forming the values are ineffective. Furthermore, the sphere of influence of virtual Internet environment includes not only active Internet-users, but all members of the society because of dialogic interaction, interpersonal and group contacts. Thorough analysis of mechanisms of influence of the Internet environment on development of moral and spiritual values in social systems becomes especially important from the scientific and governance-related standpoint in new circumstances [15]. Socially important attitudes and values on the initial stage are formed under the influence of translated socially important information, and in this aspect it is especially important to study roles of mass media and virtual World Wide Web in life activities of the modern Russian society [16].

IV. CONCLUSION

Quantized educational space with multilevel structured transitions into social reality takes a digital person to the knowledge and material level of transformation of social systems. As a result, the quantum discord emerges in the "human being-society" system in social reality. Personal moral and spiritual foundations crumble. Consequently, axiological foundation of social systems also disintegrates. Both individuals and the community lose their identity.

Study of social and philosophical ideas, concepts and doctrines on the role of modern education and educational paradigms in forming moral and spiritual values of interaction agents allows to uncover modern trends and

reflects aspirations of humankind for democratization of the educational system, increase in duration and continuity of education, humanization and internalization of education, virtualization of education [17]. Educational paradigms shift to the use of online educational models, digitalization of social life, mixed education, to moral and spiritual values, scientific, philosophical, and religious synthesis.

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