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**BOOK PERSPECTIVES IN MODERN EDUCATION:  
THE DEATH OR REBIRTH**

*This article explores the phenomenon of «clip thinking» and change of the perception information in modern society. As the book, familiar to us for centuries, transforms into something new. In the clip method presenting of the information, through the perception of nonlinear, individual and not always ordered pieces of information. This is confirmed by the analysis of such indicators as the growth of literacy rate in the last almost seventh centuries, constant growth of book printing and a comparative overview of generated information on the Internet. They clearly show that, despite many pessimistic forecasts, the amount of perception of information significantly increased in comparison with the linear method. And the book as a method of disseminating information does not disappear, but only transformed into a more convenient source. Which is more adapted to the new conditions for the modern reader.*

**Keywords:** *information society, clip thinking, text, blip-culture.*

**Introduction**

Researches of time of informative society assert that the traditional forms of assimilation of information experiencing deep crisis and must yield more corresponding to time of «network technologies». Modern researchers: A. Toffler, J. Bodriyar and other experts noticed, what the source of information as a «book» is pretty soon remain in the past, but A. Toffler assumed, that the future would remain colorful magazines [1], and the J. Bodriyar predicted the «Internet age» – age of simulacra [2]. Indeed, in XXI century people stop to read large texts, they give advantage to the short volumes of information, but not large books. Instead of the full textual expressing thoughts and feelings, often began to use pictures or photos with a small comments. This was entails extinction the classical perception and text by itself. What leads us to the so-called «clip» perception of information.

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### Materials and methods

The problem of «blip» or «clip» culture were studied by outstanding scientists as E. Toffler, M. McLuhan, M. Castells. Among recent works should be noted researches of F. I. Hyrenok, T. V. Semenovskiyh, G. P. Bakhtina.

For example, M. McLuhan writes: «Society at the present stage is transforming in the «electronic society» or «global village» and sets, by electronic means of communication, multi-dimensional perception of the world. The development of electronic communication returns the human mind to pre-text era, and linear sequence of characters ceases to be a basis of culture» [3].

In addition to electronic information there are still remaining text information, but were significantly transformed, it's main principle becomes the «picture». According to A. Toffler: «Third Wave people, by contrast, are more at ease in the midst of this bombardment of blips – the ninety-second news-clip intercut with a thirty-second commercial, a fragment of song and lyric, a headline, a cartoon, a collage, a newsletter item, a computer printout. Insatiable readers of disposable paperbacks and special-interest magazines, they gulp huge amounts of information in short takes. But they also keep an eye out for those new concepts or metaphors that sum up or organize blips into larger wholes. Rather than trying to stuff the new modular data into the standard Second Wave categories or frameworks, they learn to make their own, to form their own «strings» out of the blipped material shot at them» [1].

The book adjusts to system sequential perception of large amounts of information, but features of new type of consciousness are unable to handle such large volumes because its main feature is «fragmentariness and illogicality». T. V. Semenovskiyh notes that «Clip thinking is a process of displaying a wide variety properties of objects, without links between them, which is characterized by fragmentation of the information flow, illogicality, full heterogeneity of information, high speed switching between the parts, pieces of information, the lack of a coherent picture of the perception of the world» [4].

In some ways the trend described is true, but is it true conclusions? Are these changes harmful? Did it really cutting our knowledge's? Does the information received by us decreasing in such circumstances?

*The purpose of this article* is to study whether the eligible these pessimistic forecasts of worsening perception of modern information and deaths books as information sources.

The main point of the prosecution, which predicts death of the book – a tendency to replace text by images on modern Internet sites and magazines. In the usual sense replacement linear text by short phrase with

image may seem degradation. But let us compare it from the point of view of history and equivalent amounts of data at different times.

According to the online source «Our world in data» [10] for the period 1751-1800 in the UK, France and Germany were printed books (Table 1).

Table 1

Production of printed books for half a century (in thousands of books), 1454-1800

Age	UK	France	Germany
1501-1550	2 807	34736	15 603
1551-1600	7 999	39 084	32 112
1604-1650	32 912	61 257	40 553
1651-1700	89 306	85 163	57 708
1701-1750	89 259	73 631	78 205
1751-1800	138 335	157 153	116 814

As for 1800 at average was 0,19 books per person in Britain and around 0,12 in France and Germany printed in year.

Until 1800 Great Britain had 54% of population learned to read and write, in France it was 50%, in Germany – 35% (Figure 1).

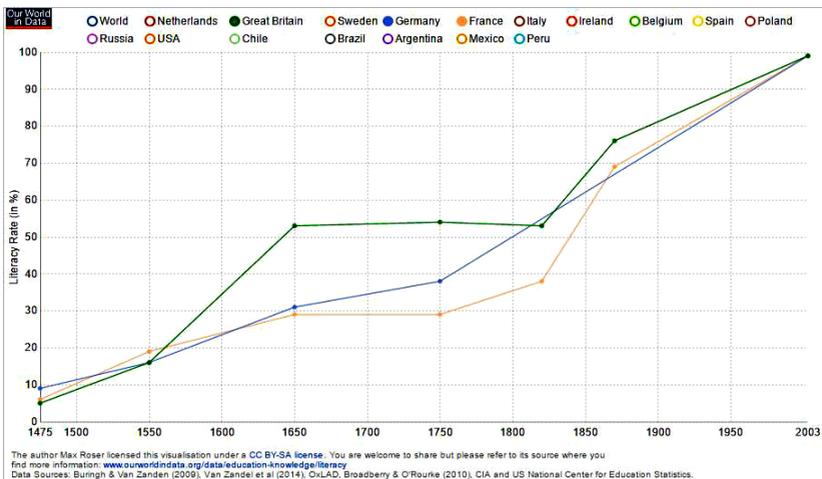


Figure 1. Literacy rates around the world from the 15th century to 2003 [9]

Dr Matthew Taunton at the University of East Anglia wrote: «In the 19th century, more people were reading more publications than ever before ... The Times went from a circulation of 5000 a day in 1815 to

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around 50000 in the middle of the century ... In 1896, the Daily Mail – «The Busy Man’s Daily Journal» – was launched at the cost of only half a penny, and by 1900 it was selling nearly 1000000 copies a day .... Mudie’s Select Library opened in 1842, and made the Victorian triple-decker novel accessible to a wider public, with 25000 subscribers by 1890 ... Census data can scarcely tell us much about the nature or quality of the population’s encounters with the printed word, but they nevertheless show a rise in male literacy from 69,3% in 1851 to 97,2% in 1900, and an even more striking growth in female literacy, from 54,8% to 96,8% over the same period» [5].

During this period the population of Great Britain varied from 16300000 to 41154600 inhabitants [10]. What gives us is sufficient small amount of printed text per capita.

Now take a look at the statistics on the use of the Internet among the population as an analogy of the modern sources of information.

According to the resource «Internet live stats» at the current moment in the UK have access to the internet about 60273385 (92,6% of the population). In France – 55860330 (86,4% of the population). In Germany 71016605 (88,0% of the population) [7].

In 2013, company Intel has made calculation [6], which shows the amount of information totally produced and absorbed by all users of the network in general (Figure 2).

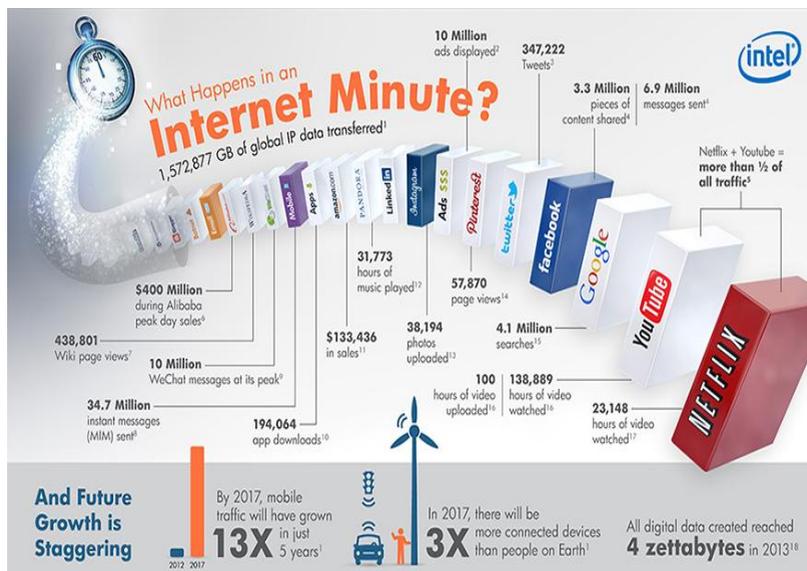


Figure 2. What happens in an internet minute? [6]

These data can be systematized as follows (Table 2):

*Table 2*

Systematized data from Figure 2

Action per minute	Total worldwide	Great Britain (1,8%)	France (1,6%)	Germany (2,1%)
Wiki page views	438801	7898,418	7020	9214
WeChat messages	10000000	180000	160000	210000
Instant message MIM send	34700000	624600	555200	728700
Photos uploaded	38194	687	611,104	802,074
Pages views of sites	57870	1041	925,92	1215
Searches in Google	4100000	73800	65600	86100
Hours of video uploaded in YouTube	100,0	1,8	1,6	2,1
Hours if video watched	138889	2500,002	2222,224	2916,669
Messages sent in Facebook	6900000	124200	110400	144900
Pieces of content shared in Facebook	3300000	59400	52800	69300

This is more than clearly illustrates that we have become to receive the information in several orders more than our ancestors.

But not all of this information is textual. Maybe in terms of classical literature, ten-pages of description of the sunset is more developed and correct approach. But in terms of information transfer quality photo or video are certainly informative. Even if you do not take as a basis the idea that only a few of us can express in words the perfection of nature, its beauty and uniqueness. Do not forget that during the transfer, we always change the original information. Changing the extent of our senses. Conscious or not, miss something from a picture or put emphasis on something particular. Photography allows each of us to see something different, something important that close to him in the one same picture. While retaining the basic mood wanted to show us by author.

With all that we are still have control over – how much time we should spend on study photography, how far we want to or can now dive into it. Do we want to study it carefully and understand the author, or we just do not have time and we watch it for general information about the events in the text.

Often this as example bring to show that in this way we lose the depth of the author's ideas. So maybe. But anyone who reads a lot, in itself knows that the level of diving into the text also depends from our mood, our free time and skill of the author. We are not machines. Sometimes we want

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to reread something for deeper understanding. Another paragraph we just run over. Some pages we are leaf through when author does not excite us. Therefore, the perception of information in the information society becomes even more developed and multifactorial, but not so monotonous as before, when in addition to text information, we simply had no other applications.

And this feature we have kept working with nonlinear/clip information. Which is by its structure gives us more free treatment. It is help us easier to sink into the picture, run through unimportant, grasp the meaning or flip vain.

### **Results**

Although at first sight this is completely fragmented information. But if we are compare this amount of data, received by us now, with information from the text era, it will be obvious that the values are absolutely incommensurable. Now a person is not just read. In correspondence we using audio and visual data. For a couple of hours a person can see the whole history of some country. Or see the story about someone's day, week, month, and even year. And this, at first look, a kaleidoscope of information, is actually an ordered data. Which is ordered by us, in our minds, according to our needs. It's has come time when to obtain the necessary information we need more than one or few books. More than one source. We already have the feasibility to almost parallel not only learn something but also shared something and watch what was shared with us. To collect the data used in this article was conducted search, reading and verification of more than 30 different sources in order to find a more optimal. With almost half of them, the work was at the same time. That probably would not able to afford the average person of XIX century. Therefore, we can reach the conclusion that the book is not dead, and reading is not lost. Just our needs have increased, and the classic format has not had time to adapt. In the beginning we broadcast information by primitive pattern on stones and rocks. When this became insufficient, we have created a written language, developed mathematics. Then began to mix it all. With the development of typography books began to acquire schemes, drawings and photos for transmission deeper meaning. Is that killed a book? Have people stopped reading books? And now we are on the dawn of a new era. We still do not understand what will book become at the end. What will remain in past of it, as once happened with rock art, and that it will remain as an essential part. It is too early to make a verdict, the book is simply not caught up with us yet. Where from arise so many concerns about the death of the book? E. Toffler writes: «The sudden shift of social ground rules today, the smudging of roles, status distinctions, and lines of authority, the immersion hi blip culture and, above all, the breakup of the great thought-system, indust-reality, have shattered the world-image most of us carry

around in our skulls. In consequence, most people surveying the world around them today see only chaos. They suffer a sense of personal powerlessness and pointlessness» [4]. It is this inability to adapt to changes causes pessimistic and very negative assessment of the current transformation of perception, such as the following: «Based on the views of researchers, we can say that clip thinking leads to : mass attention deficit disorder; losses desires of a new knowledge; destruction of needs and ability to creativity; aided by consistent use of secondary information on the level of processing and combining; no structuralization in desires and actions; discrepancy way of thinking of lifestyle; inconsistency in decisions to resolve problems even purely everyday and weakening the responsibility for the consequences; operate only the content of fixed length, inability to work with semiotic structures of arbitrary complexity and focus on any information for a long time; Mass ignorance of youth and their phenomena of their passion of their ignorance; absolute confidence in their correctness, because the people who personify anti-intellectualism, not aware of the problem; disparities between formal and actual level of knowledge; a sharp decline in the actual learning and learning success; falsification of assessment» [4, p. 151].

### **Discussion and conclusions**

According to the study, we found:

1. The process of assimilation information in modern society does not decrease, but rather becomes more developed and multifactorial. The amount of information extends through audio and video inserts, making reading not as monotonous as before, when in addition to text information, we simply had no other options.

2. The book does not die, it's transformed into a new presentation. Currently, we need large amounts of information, so the structure of the presentation should be bright so that we can more easily remember. To obtain the necessary data we can do it longer with one or more books. Most researchers now read in parallel up to the 30 articles in different tabs in browser, which allows us to immediately compare the data and do a lot more detailed conclusions about innovations of contemporary world of science and culture. The term «text reading» itself developing, our needs have increased, and the classical format of the book did not have time to adjust yet.

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### **Олексій Савченков. Перспективи книги у сучасній освіті: смерть чи переродження.**

*У цій статті досліджується феномен «кліпове мислення» та зміни сприйняття інформації у сучасному суспільстві взагалі. Те, як звична нам століттями книга, як лінійна подача інформації, трансформується в щось нове – в кліпову подачу шляхом сприйняття нелінійних, окремих і не завжди упорядкованих шматочків інформації. Це підтверджується проведенням аналізом таких показників, як зростання рівня грамотності протягом останніх, майже сьомі сторіч, постійне зростання друку книг та порівняльний огляд інформації в мережі інтернет. Вони однозначно показують, що, незважаючи на багато песимістичних прогнозів, обсяги сприйняття інформації при кліповому мисленні багаторазово збільшуються в порівнянні з лінійним методом. А книга як метод поширення*

*інформації не зникає, а лише трансформується у більш зручне джерело, яке більш адаптовано до нових умов сучасному читачеві.*

**Ключові слова:** інформаційне суспільство, кліпове мислення, текст, бліп-культура.

**Oleksij Savchenkov. Perspektywy książki we współczesnej edukacji: śmierć czy przeistoczenie.**

*Ten artykuł analizuje zjawisko «clip myślenie» i zmiany postrzegania informacji we współczesnym społeczeństwie. Od lat zwykła książka, która stanowi liniowe podanie informacji, przekształca się w przekaz clip poprzez nieliniową percepcję, przez postrzeganie nieliniowych, oddzielnych i nie zawsze uszeregowanych fragmentów informacji. Analiza potwierdziła, że nastąpił wzrost umiejętności, w ciągu ostatnich siedmiu stuleci, dzięki zwiększeniu ilości wydrukowanych książek i korzystaniu z informacji w internecie. Widać wyraźnie, że mimo wielu pesymistycznych prognoz wielkość percepcji w clip myśleniu rośnie w porównaniu z metodą liniową. Książka jako sposób rozpowszechniania informacji nie znika, tylko ulega transformacji w bardziej wygodne źródło, lepiej zaadaptowane do nowych warunków współczesnego czytelnika.*

**Słowa kluczowe:** społeczeństwo informacyjne, clip myślenie, blip-kultura.

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