

The New Technology and Information Society in Bulgaria

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Abstract: In this paper we investigate the human and scientific components of the information society in Bulgaria. The contemporary pragmatization and the influence of the so called computer revolution.

In this paper we describe too, different national innovations in the field of information and high technology in high school.

The results of made inquiry is presented.

Key words: Information society, new technology, computer revolution

HISTORICAL PERSPECTIVES

The worldly democratic aspect of education as it has been left us by testament from the time of Alexander Humbolt, has a humanitarian foundation. After the 18th Century Industrial Revolution a number of elements from natural sciences has been added to enrich education. In that respect the role of mathematics has become much more significant for the scientific research work as well as for education in general. The intensive development of the natural sciences in 19th – 20th centuries, especially that of physics, chemistry biology, mathematics and engineering brings essential changes in the general notion of the world. Science being closely bound up with politics, causes real problem and one of them is the danger of self-destruction due to the availability of nuclear weapon. This is a question that has been raised for discussion and fiercely debated by humanitarian and cultural and cultural workers, philosophers and sociologist. Here is what the French philosopher Jian Francoif Liotard answered when asked to define the connection between science and philosophy in human society: "The balance the philosopher in me strikes is disaster". A great number of humanitarian workers share the opinion that science today is burdened with great responsibility before humanity.

INTRODUCTION

We are living today in the century of information. We are gradually building a new type of community, a community of information where it is of major importance. Regardless of its opponents it has become a fact, and its distinctive features have turned it into an inseparable part of the daily routine of modern people. Some old ways of communication have long ago been replaced with new ones. The traditional methods and ways of learning have also been changed with new ones, more flexible and mobile. It all concerns use of modern computer systems and technologies which are no longer the privilege of only highly qualified specialists, but are also used by all modern people.

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INFORMATION TECHNOLOGIES IN EDUCATION

In the period of 1995-1999 in a number of countries there have been introduced educational strategy programs for the for the active use of Information and Communication technologies in the system of education on all levels. Some of them comprise even the kindergartens (Great Britain, Israel, Portugal). It shows how significant the role of these new technologies in education is.

Is the computer of use science? Definitely yes! The computer is of use for the scientific research work as well as for pedagogic which is much concerned with teaching. The variety here is boundless because it has do with personal tastes, preferences and capabilities. The teacher is one to decide what to use – the computer or Internet.

THE INTERNET COMMUNITY IN BULGARIA AND CREATING IT.

You can't foresee the future if you don't know the present well. Plain as it may be, the truth of this statement is something that worries all instructors from the Internet branch in Bulgaria. For how could they plan the future development of the branch when the statistics now is unable to answer the simplest question – what is number of Internet users in Bulgaria?

There follow a few consequences that directly concern the community and the greater use of Internet.

- The main motor of computerization and spreading of computer learning – the corporative economics in our country – is either in rudimentary or lethal stage.
- There hasn't been completely fulfilled one main condition – the one when Internet communication becomes not only widely spread but also of first necessity – anonymous, atomized community and a wide range of interests and tastes.
- The Bulgarians today are not in the same need as consumers of electronics services as the people in the developed consumer societies (USA and Western Europe).

Even the valuation of the maximum possible Internet consumers turns out to be of great difficulty. The main groups of users can be divided into three:

- Company and departments employees actively engaged in working on computers and well aware of the Internet atmosphere in the office system.
- The technical ragamuffin intellectuals.
- The computer – learned young people – school and university students (the group of the latter ones being almost entirely included in the contingent of youth sub-cultures).

There isn't an exact or approximately average statistics for either of these groups. They most probably number 350 000 – 500 000 people – this is the presumable range of our Internet users. Besides that we have to bear in mind that the computer

– learned Bulgarians are gradually leaving the country. We even don't know whether the outgoing flow of computer – learning Bulgarians is greater or smaller compared to that of complete beginners. And this is very important because it will show whether what we have in store of computer – learning people as our potential Internet users is increasing or decreasing in number.

It is quite probable that in the next 10 years there'll come the time when the majority of the Bulgarian users will be living abroad and will enter Internet from there (that's the case with the Russian Interned today). An account of this fact should be rendered as it will restrict the clientele of our Internet sellers, and it can also influence the revenue brought by commercials in our sites.

Let's have now a closer look at the third group: the computer – learned young people, that is to say the group of students. An inquiry has been held 70 students who are studying different subject: 35 - marketing, 20 – tourism, 15 – chemistry (30 girls and 40 boys). The charts below show the results.

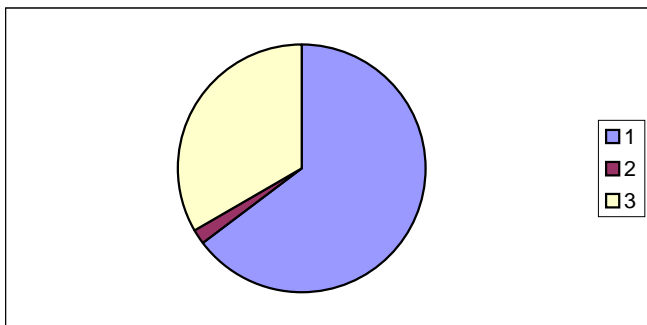


Chart 1: Do you use a computer? (1 – yes; 2 – no; 3 – rarely)

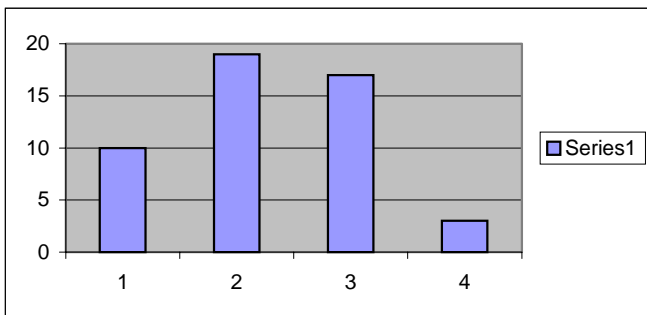


Chart 2: Where did you learn how to work on the computer? (1-home, 2-school, 3-computer club, 4 with friends)

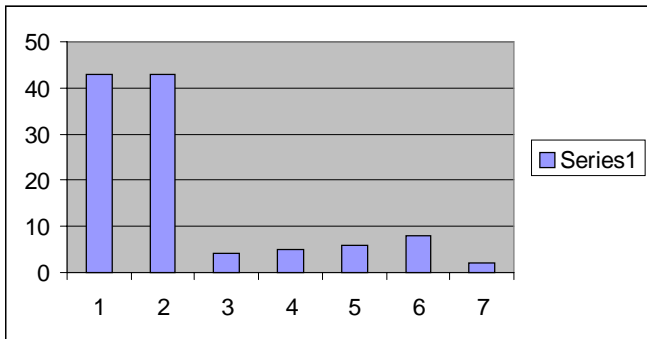


Chart 3: Software (1-word, 2-excel, 3-Photoshop, 4-corel draw, 5-p.point, 6-etc., 7-no)

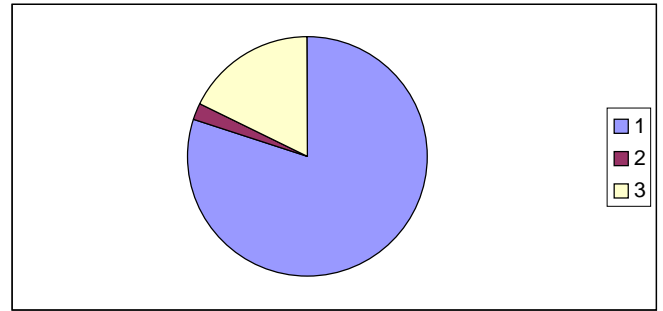


Chart 4: Do you use Internet for the purposes of study? (1 – yes; 2 – no; 3 – rarely)

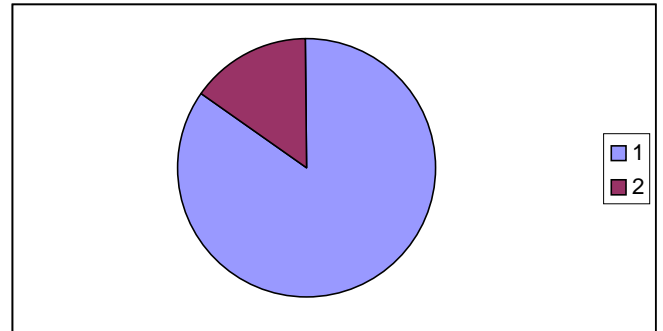


Chart 5: Do you have e-mail? (1=yes, 2- no)

CONCLUSION

To create an Internet community we need to have acquired a good knowledge of the subject of information technologies, which means: operating thee computer and using computer systems and technologies, Internet, different program products, etc.. In the future that'll be something compulsory for every technically literate person. The existing good results are the achievement of personal enthusiasm rather than of national policy.

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