
ABSTRACTS

VESZPRÉMI, ATTILA: Who's in the Mirror? – Thoughts on Information Society and Education

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The study argues that the information society can become a positive life-changing possibility if we no longer identify with the false consciousness which moves its evolution. Identifying with the cultural conscience which is legitimate at all times, and the urge to do so both overlook life itself, therefore, education which introduces culture too often means a series of anti-life acts. However, the possibility is there: our false consciousness (our eternal human nature) is uncovered more obviously than ever in the digital culture. „Smart tools” and „digital character network” are outstanding examples of Freudian slips of human culture. False consciousness moves out of us, and moves into our digital tools. For us to wake up from the hypnosis of identifying with this false consciousness, it would be sufficient to realise our distance – the length of a selfie stick – from it. Yet, it seems that instead of this, in the information society, a new hypnosis is about to come into

power: the new false consciousness pretending to denounce itself, imitating reflection, and pretending that we are all partners, helpers, spiritual beings for each other. Parallel to that, in most cases, the pedagogical-educational tradition again invades (that is, fills with its own beliefs and intent of reproduction) the potential spaces of whole living, in order to keep or reclaim children, with various methods. Even though that both schools and families could become real, unconditional shelters, as a result of the detachment from analytic social representations and the awakening to the real *us*. This is what this study calls the decision of love. The new digital age is not the crisis of us, looking at it, but that of the analytical culture, as an idea hypnotising to identification. Life should use culture, and not vice versa (currently, it looks as if culture was using life). It's high time we put an end to the history of analytical-cultural educational supremacy.