

ETHICAL CONCERNS OF THE EDUCATIONAL META-COSMOS

Sun Wei

National Technical University «Kharkiv polytechnic institute», Kharkiv

Educational meta-universe is a new generation of Internet education form of innovation, which not only reflects the integration between meta-universe technology and education, but also makes lifelong education from concept to reality. [1] Some scholars regard the educational metaverse as the application of metaverse in education, which has the characteristics of interactivity, immersion and diversity compared with the real education, and not only provides more learning opportunities for students, but also makes an immersive learning possible. [2] It can be seen that educational meta-universe can not be simply regarded as the application of meta-universe in the field of education, on the one hand, it is a kind of reconstruction of the real educational scene, on the other hand, it has a unique value beyond the real educational space. However, the development of educational meta-universe is still in the preliminary stage, and there is not yet an appropriate connection between meta-universe technology and educational subjects, virtual and real educational worlds, which makes the educational meta-universe hide certain ethical risks. It is specifically manifested in the following aspects: Firstly, the pictorialisation of educational meta-universe and the expansion of virtual subjectivity; secondly, the infinite extension of learning space-time and the hollowing out of teachers' roles; and thirdly, the illusion of experience being given and the abstraction of the real experience of life. Educational meta-universe is an innovative achievement under the mutual construction of meta-universe technology and education, and a new form of future network education development, which breaks through the limitations of space-time boundaries and physical conditions, opens up an educational situation beyond reality, and makes the diversified development of students possible. At the same time, the educational meta-universe also hides ethical risks, mainly reflected in the expansion of the virtual subjectivity of teachers and students, the marginalisation of the role of the teacher and the obscuring of the real life experience of the students. From the point of view of Bergman's philosophy of technology, the educational meta-universe is in the paradigm of the device, which will negate the presence of the human participatory in the educational practice activities, and alienate the education into the consumption of learning, and separate the purpose of education from the means. However, human beings are not powerless in front of the device, through the care of the body subject in reality, connecting human beings with the educational situation by 'focusing on the object', and encouraging teachers and students to 'participate in the presence' of educational practice, to a certain extent, it is possible to dissolve the ethical risks of the educational meta-universe, and realise the pursuit of educational values. To a certain extent, the ethical risks of the educational meta-universe can be eliminated, and the pursuit of educational values can be realised.

References:

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