

## INFORMATION AND KNOWLEDGE: A PHILOSOPHICAL AND PSYCHOLOGICAL APPROACH TO THE FORMULATION OF THE PROBLEM

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### ABSTRACT

In the modern information-saturated world, the fundamental distinction between information and knowledge becomes key in the context of philosophical and psychological analysis. The current study seeks to deepen understanding of this dichotomy by examining them through the lens of philosophical and psychological traditions. By exploring developments in the understanding and classification of information and knowledge, this paper seeks to distinguish between their characteristics and functions, while emphasizing the importance of both in the process of human cognition.

Through comparative analysis, the paper emphasizes how information, being a primary set of data, requires transformation through cognitive processes to become knowledge, which involves deep reflection and integration into a system of pre-existing knowledge. The role of digitalization and technological advances in changing the availability and nature of information is examined, requiring contemporary society to develop critical thinking skills and media literacy to effectively filter and use information in educational and psychotherapeutic contexts.

The research offers a multidisciplinary approach to understanding information and knowledge, emphasizing the need for philosophical-psychological literacy in education and mental health to enhance cognitive development and understanding of the world. Finally, the research emphasizes the importance of distinguishing between valid and invalid information, authentic knowledge and falsehood, which is fundamental to forming informed judgments and participating effectively in today's information society

**Keywords:** information, knowledge, human understanding, reliable and unreliable information, true knowledge and false, knowledge transfer, practical knowledge, concepts, epistemology of knowledge.

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## INTRODUCTION

In the context of global changes in the existing reality, reflecting psychological, social and educational problems, there is a need to understand what knowledge and information are. In today's world, where information is available on an unprecedented scale, the distinction between knowledge and information has become increasingly relevant and necessary. Distinguishing and differentiating between knowledge and information is not just an academic matter, it is a vital skill that allows people to navigate a modern world where information is constantly changing.

How is this perceived and interpreted? The article is devoted to the study of the concepts of “information” and “knowledge”, and the use of a philosophical and psychological approach allows us to consider these concepts from different positions and reveal their relationship. It allows you to formulate certain characteristics of these concepts and identify their typological functions and features within the framework of various concepts.

In an era dominated by information, understanding the relationship between information and knowledge is essential. This article is a philosophical and psychological “journey” into understanding the meaning of the concepts of “information” and “knowledge”, exploring their dynamic interaction and profound consequences for human perception of reality, decision-making and personal growth). In today's world, where information is constantly changing, people need to be able to critically evaluate information and distinguish true information from false information. Knowledge based on a deep understanding of these differences allows you to make more informed and thoughtful decisions. Distinguishing between knowledge and information helps people learn more effectively by focusing on understanding information rather than simply remembering it.

The characteristics of the problem in the modern sociocultural situation of the information boom are primarily due to an overabundance of information, a decrease in the quality of information, the impact on cognitive abilities and social relationships, as well as on the ability to search and make decisions. In the modern world, people generate and consume huge amounts of information every day. Information comes from various sources, has varying degrees of reliability and may be contradictory. A person's limited ability to perceive and process information can lead to cognitive overload. This primarily affects the quality and level of education in the field of psychology. In the current new sociocultural situation, it becomes relevant to turn to the analysis of the concepts of “information” and “knowledge”, which developed during the period of unconditional trust in science and its achievements, trust in certain sources, and the presence of clear criteria for the reliability of certain knowledge.

The ease of creating and disseminating false information on social networks and other online environments leads to a decrease in trust in information, which in turn makes it impossible

for people to independently verify the accuracy of all information. Disinformation and fake news can be used to manipulate public opinion and decision-making. It is becoming quite difficult for future specialists in the field of psychology to navigate the information flow and provide reliable information.

In the field of counseling psychology, the role of the influence of information on cognitive abilities and social relationships is important. Constantly switching attention between different sources of information can lead to a decrease in concentration and the ability to think deeply. At the same time, the habit of short and superficial information fragments can lead to fragmented perception of information and “clip thinking.” An overabundance of information can limit the space for independent thinking and creativity. Regarding social relationships, it is important to note that limiting real-life communication and replacing it with online interactions can lead to a decrease in empathy and the ability to understand the feelings of other people. The spread of misinformation and fake news can lead to polarization of society and increased hostility between different groups.

Thus, the information boom is not only a problem, but also an opportunity to develop new skills and critical thinking. With a competent approach to the “consumption” of information, people can use it for self-development, informed decision-making and a positive impact on society.

In this context, the concepts of “information” and “knowledge” are the most important concepts underlying human understanding and action in the modern world. Analysis of various sources allows us to discuss the meaning of these concepts when used in a variety of fields, including psychology, artificial intelligence and education.

## **LITERATURE REVIEW**

Analysis of the literature helps to determine the relevance of the topic, the range of issues already studied and issues requiring further research. In this article, the literature was selected according to the following principles: objectivity; reliability (analysis must be based on reliable and reliable sources); logic.

It is necessary to pay close attention to the issues of protecting “information” and “knowledge” in the context of modern realities. Protecting “information” and “knowledge” is becoming an increasingly important task in the digital world. The answers and perspectives are based on various theories presented and substantiated by different authors. “Information” is described as precise data, transformed and classified into a logical form that can be used in decision making. In other words, when data becomes meaningful after transformation, it can be clearly justified as information (Frické, 2018; Bransford, Brown & Cocking, 2000).

Information is the raw material on which knowledge is built. It comes in many forms, including data, facts, sensory information, and experience. From a psychological perspective, the human brain can be viewed as a complex information processing system. It constantly collects information from the environment and processes it to create subjective representations of reality. However, this view is not static; it depends on individual perceptions, beliefs, prejudices and

experiences, which emphasizes the malleable nature of information (Nissenbaum, 2018). His senses constantly collect information from the outside world. This information is then filtered, organized and interpreted by the person's brain to create their subjective reality (Bates, 2019; Floridi, 2014).

This clarification provides a simple understanding of what information is and is not. Information is a collection of information, data, facts that carry a certain meaning and can be used to solve problems, learn, make decisions, etc. From this point of view, a random set of data, personal opinion and emotions are not information. Information must have structure, meaning and be understandable to the person or the system that processes it (Klein, 1998).

When thinking about knowledge, it is important to note that it is an academic or practical understanding of a topic or issue. Within knowledge, evidence and facts are acquired through ability or education (Klein, 1998). And if we go deeper, we can safely say that knowledge is the psychological result of perception, learning, reasoning and research. Knowledge arises when information is organized, structured, and meaningful. It represents a higher level of cognitive processing that reflects our ability to make sense of the world. Knowledge is not only an individual effort; it is also collective. Societies accumulate knowledge over generations, building on the ideas and discoveries of their predecessors (Popper, 1972). Knowledge, on the other hand, is the product of processing and organizing information to extract meaning (Nissenbaum, 2018). This goes beyond mere accumulation of facts; it is the understanding and insight gained from information.

From a psychological perspective, knowledge acquisition includes perception, memory, learning and reasoning (Chalmers, 1996; Connor, 1996). When a person assimilates information, relates it to existing knowledge, and applies it to solve problems or make decisions, he is engaged in knowledge construction. This process is influenced by cognitive schemas, or mental frames, that help categorize and interpret information (Piaget, 1970). These schemas develop as a person accumulates new information and revises his or her personal understanding of the world.

Information and knowledge are intertwined and influence each other. A person's existing knowledge shapes people's expectations and filters the information they encounter. This interaction profoundly influences how a person constructs his or her own reality and makes decisions, emphasizing the subjectivity inherent in the interpretation of information.

Reflecting on this topic, Floridi (2019) offers a contemporary analysis of the philosophy of information and provides a comprehensive framework for understanding the concept of "information" and its relationship to knowledge. Fricke presents a critique of the Data, Information, Knowledge and Wisdom (DIKM) hierarchy and offers a critique of the DIKM hierarchy, which is a popular model for understanding the relationship between data, information, knowledge and wisdom (Frické, 2018). DIKM is a hierarchy where each level adds value to the previous one. Moving from one level to another is not always easy. It takes effort to transform data into information, information into knowledge, and knowledge into wisdom. Each level has its own value. Data is the foundation, but wisdom is the pinnacle. However, DIKM is a cyclical process. Wisdom can lead to new knowledge, which in turn can lead to new data (Meter, 2020). The DIKM

hierarchy is a useful model for understanding how humans work with information. It can help a person become more effective at work, school and life.

Despite this, Fricke (2018) argues that the DIKM hierarchy is flawed and suggests understanding the relationship between the concepts of data, information, knowledge and wisdom in a different format. He does not think about this issue separately and does not separate knowledge and information from the content of the analyzes. According to him, the implementation of the DIKM hierarchy requires significant technical and social changes, which makes it difficult to achieve in the foreseeable future. This hierarchy can be manipulated and ineffective in making complex decisions. At the same time, although the DIKM hierarchy offers an intriguing idea of decentralized control, it has a number of significant shortcomings that make it impractical, opaque, unfair and uncertain.

Connor (1996) explores the ethical implications of the modern concept of “information” and how this relates to the traditional understanding of “knowledge”. The author discusses the potential implications of information technology and how it may affect our understanding of knowledge, ethics, and the human condition. The author considers ethical issues in this case in the context of discrimination, violation of confidentiality and the impact on democracy. Connor concludes that the DIKM hierarchy has a number of ethical issues that need to be carefully considered and resolved before the system is implemented.

Bates (2019) proposes an evolutionary framework for computer science and offers a unique perspective on the relationship between information and knowledge. The author argues that knowledge is a product of human evolution, and that understanding this relationship is important for the development of computer science. On the other hand, earlier Gärdenfors (2014) in his work “The Geometry of Meaning: Semantics Based on Conceptual Spaces” proposes a new approach to understanding the meaning of the concepts information and knowledge. He argues that the meaning of a concept is based on its relationships with other concepts in conceptual space. It can be argued that this approach opens perspectives on the relationship between information and knowledge

Hjørland (2017) discusses the role of epistemology and the social-cognitive perspective in computer science. The author argues that a socio-cognitive approach to computer science is necessary to understand the meaning of information and knowledge in human society. Nissenbaum (2018) offers another unique perspective on the relationship between privacy and information. The author argues that the concept of privacy is rooted in a context-sensitive understanding of social norms and expectations. This concept is necessary to understand the meaning of “information” and “knowledge” in modern society.

The articles examined approach the question of interest from different perspectives and address the research question inversely. Floridi (2019) discusses the impact of the digital revolution on human society and how it is changing our understanding of reality. The author argues that the digital revolution has created a “new reality” by changing the way people view information, knowledge and the world. Meanwhile, Dourish (2017) in his book discusses the

materiality of information and how it shapes human understanding of knowledge. The author argues that the relevance of information is often overlooked in discussions of the concepts of “information” and “knowledge” and that this oversight has important consequences for our worldview.

Nevertheless, despite the diversity of approaches and views, it is obvious that in the modern world, in the spectrum of psychological sciences, accurate identification of the concepts of “information” and “knowledge”, reliable and unreliable information, true knowledge and lies is necessary to form the worldview of future specialists and organizations their future professional activities.

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Thus, the purpose of this article is to analyze the relationship between knowledge and information, as well as to determine their characteristics, typological functions and features from the point of view of a philosophical and psychological approach. Throughout the article, the authors adhere to a philosophical and psychological approach to the terms “information” and “knowledge”, exploring various philosophical and psychological traditions and ideas that have influenced people’s understanding of the concepts of “information” and “knowledge”, trying to find solutions to determine reliable and unreliable information, true knowledge and lies.

**Reference Information.** Some philosophers define knowledge as justified true belief, which means that this definition characterizes knowledge according to three essential features: point of view, reality and validity (Neisser, 1967). Some modern versions redefine "faith" to be "accurate and justified," using the external concept of justification instead. This means that justification depends not only on the internal factors of the subject, but also on external factors - on the point of view, on what we see, perceive from a certain position.

From a psychological point of view, knowledge is something that is integrated into our cognitive system and can be applied in real-life situations, while information is simply a set of data that has not yet been processed and made sense of. The problem is relevant in the context of saturation of the information field with psychological knowledge about a person, but at the same time the difficulties of establishing differences between reliable knowledge and false information. Analysis of the concepts and positions of these concepts allows us to open a discussion and conduct an overview of a professional theoretical and organizational nature, which can be useful in the field of counseling psychology and psychotherapy.

## **METHODOLOGY**

The methodological approach of this work is based on a comparative analysis of concepts, which allows us to compare and differentiate the concepts of information and knowledge within

the philosophical and psychological context. This method involves a systematic comparison of the definitions, characteristics, and functions of both concepts, drawing on a wide range of philosophical and psychological theories and approaches.

Comparative analysis allows us to identify both common features and key differences between information and knowledge, which is critical for understanding their interaction and influence on human cognition. This approach provides a multidimensional understanding of the concepts discussed, allowing them to be considered in a dynamic relationship and in the context of their evolution under the influence of technological and sociocultural changes.

The use of comparative analysis is determined by the desire for objectivity and comprehensiveness of the study. This method promotes an integrative approach by collecting and synthesizing different theoretical perspectives, allowing the formation of a deeper and more multidimensional understanding of complex concepts. This is especially true in the fields of philosophy and psychology, where the diversity of approaches and interpretations requires balancing and comparative consideration to reach valid conclusions.

Comparative analysis is thus a central element of the methodology of this work, allowing not only to differentiate, but also to integrate knowledge from various fields for a comprehensive understanding of the nature of information and knowledge in the modern information society. This approach emphasizes the need for interdisciplinary collaboration and openness to different scientific traditions and ideas, which promotes deeper and more comprehensive exploration of an issue.

## RESULTS

### **Traditions of understanding information and knowledge**

A philosophical approach to the study of understanding information and knowledge involves a comparative analysis of various philosophical traditions and ideas that have shaped the understanding of these concepts. Some of the most important philosophical traditions and ideas that have influenced people's understanding of the concepts of "information" and "knowledge" include:

*Epistemology*: This branch of philosophy deals with the nature of knowledge and belief, and how a person comes to know things. It addresses questions such as: "What is knowledge?" "What are the sources of knowledge?" "How do we acquire knowledge?" "How can we be confident in our knowledge?"

*Ontology*. Ontology is the study of being and existence. It addresses questions such as: "What exists?" "What is the nature of existence?" "What is the connection between existence and reality?" "How do we know what exists?"

*Hermeneutics*. Hermeneutics is the study of interpretation and meaning. It addresses questions such as: "How do we interpret information and knowledge?" "How do we understand the meaning of texts, symbols and signs?" "What factors influence our interpretation of information and knowledge?"

*Philosophy of language.* This branch of philosophy deals with the nature of language and how it relates to knowledge and reality. It addresses questions such as: “What is the relationship between language and thought?” “How does language shape our understanding of reality?” “How do we use language to convey information and knowledge?”

By studying these and other philosophical traditions and ideas, future professionals in the field of psychotherapy and psychological counseling can better recognize the nature of the concepts of “information” and “knowledge”, how they are acquired and transmitted, and how their perception and understanding are influenced by philosophical assumptions and a person's beliefs. This, in turn, is an important component of a future specialist.

### **Philosophical and psychological approach to digitalization of the sphere of human activity**

Over the past decades, due to the rapid digitalization of all spheres of production, educational, social, spiritual and cultural activity, interest in the nature and essence of information has sharply increased, since computers and social networks are used to transmit, store, encode, decode and convert information. On their basis, special databases and knowledge are created that are used to solve many problems previously accessible only to humans. In this regard, the concepts of “information” and “knowledge” are often equated. Knowledge is considered the highest form of reflection of reality, and the latter is a special fundamental property of matter. When analyzing the sources selected in this work, only the question of how the concepts of information and knowledge are related and perceived from a philosophical and psychological point of view was discussed. The specificity of the philosophical point of view is based on the statements of Plato, Aristotle, Kant, Hegel and others. According to Plato, the world of ideas is separate from the world of things, and knowledge is the recollection of ideas that the soul contemplated before birth. Aristotle interprets knowledge as a reflection of reality in human consciousness. Kant presents knowledge as a synthesis of subjective and objective elements, while Hegel interprets knowledge as a process of development of the Absolute Spirit (Harding, 2006). Philosophical views on knowledge are diverse and contradictory. There is no single definition of knowledge that all philosophers agree on. However, exploring different views of knowledge can help us better understand the nature of knowledge and its meaning for humans.

Regarding the psychological component, it can be noted that Piaget considers the development of cognition as a process of adaptation to the environment. Vygotsky, for example, evaluates the development of cognition as the result of social interaction. Gestalt psychology has a deeper approach and considers knowledge as a holistic perception of the world, and not the sum of individual elements. As with philosophical views, psychological views of cognition are varied and there is no single definition. However, exploring different ideas and approaches regarding cognition can help a person better understand how the world is known.

The presented rationale for the philosophical and psychological approach can be interpreted from the point of view of objectivity and subjectivity. In this regard, knowledge by its



nature is objective and requires memorization, while information can be both subjective and objective in nature, representing simply a transmitted message.

When viewed from a psychological point of view, knowledge can be described as consciousness, awareness and awareness of a person, place, events, ideas, concepts, fears, habits or other things that accumulate through the process of learning, training or education, observation, research, determination or opening. In this regard, information is defined as planned, organized and managed data within a specific structure, which makes it useful to the one who needs it. Data can be presented in the form of simple evidence, graphs, pictures, numbers, symbols, letters, etc. The main characteristics of information are accuracy, meaning, importance, completeness and accessibility. Data can be obtained from many sources: social networks, people, newspapers, books, television, the Internet and others.

### **Problem Statement and Possible Solutions in Education and Mental Health**

In the modern world, where access to psychological knowledge has become easier than ever, people are increasingly faced with the problem of sifting out reliable information from false information. When considering the digitalization of the sphere of human activity from the point of view of a philosophical and psychological approach, the concepts of “information” and “knowledge” are intertwined. This is especially true in the field of education, where future psychotherapists and psychological consultants must be able to navigate the flow of information. People's ability to navigate an information-rich world also enhances critical thinking and provides the basis for cognitive growth. Collaborative interdisciplinary efforts and comprehensive synthesis of knowledge are necessary to continue this journey towards understanding and harnessing the power of information and knowledge in an ever-evolving modern society.

The information space is filled with “fake” information about various methods of treating certain psychological and psychiatric conditions that promise a quick cure or relief from chronic symptoms. Often these methods have no scientific basis and can cause harm to the people who rely on them.

In this new sociocultural situation, it is important to analyze the concepts of “information” and “knowledge”, which were formed during a period of unconditional trust in science and authoritative sources. It is this analysis that will help you understand how reliable knowledge is formed and learn to distinguish truth from fiction in the field of psychology.

Philosophical and psychological analysis helps to understand how future specialists in the field of psychotherapy and psychological counseling obtain knowledge, how they process it and how they use it. This knowledge can help them navigate the modern world, where information is constantly changing and updated, and provide their clients with only reliable and scientifically based assistance. In addition, the analysis of the concepts of “information” and “knowledge” is important not only for specialists in the field of psychology, but also for all people who want to navigate the modern world and make informed decisions.

Regarding the main problem - how to distinguish between reliable and unreliable information, true knowledge and lies, possible solutions can be proposed in the following context:

- Development of critical thinking by teaching students the skills of critically evaluating information, checking the reliability of sources and identifying fake news;
- Increasing media literacy from school years, teaching students the skills of working with information, searching, analyzing and using it;
- Support for quality journalism, independent and authoritative sources of information that provide reliable and objective information;
- Creating information filters by developing algorithms and tools to filter out misinformation and fake news.

## CONCLUSION

“Information” and “knowledge” are not static concepts, but dynamic elements deeply intertwined in human cognitive processes and perception of the world. The importance of understanding the philosophical and psychological analysis of the concepts of “information” and “knowledge”, especially in the context of a rapidly developing technological world, is vital, as it is intended to promote the reliability of the information disseminated, the understandability of statements and conclusions, and the openness to debate within the scientific community.

In the context of digitalization of various spheres of educational and human activity, the philosophical and psychological approach allows us to take a fresh look at the relationship between “information” and “knowledge”.

On the one hand, information is becoming more accessible and widespread. Digital technologies make it possible to instantly access vast amounts of data. On the other hand, this leads to the fact that you can “choke” in a sea of information. It is not always easy to understand what information is reliable and what is not.

In this situation, it is important to be able to distinguish “information” from “knowledge”. Information is simply a collection of data. Knowledge is information that has been interpreted, comprehended and integrated into our knowledge system.

Discussion of the role of “information” and “knowledge” in cognitive processes reveals fundamental points, including the importance of objective perception, critical thinking, comprehensive coverage of data, effective problem solving, and adaptable modeling. These principles guide the interaction of future specialists in the field of psychotherapy and psychological counseling with information, shaping their own cognitive development in their professional activities.

To summarize, understanding the philosophical and psychological aspects of “information” and “knowledge” is not an abstract activity, but a fundamental aspect of the modern world and reality that strengthens the basis of reliable information, encourages ethical reflection, provides cognitive understanding, promotes cooperation and forms a comprehensive knowledge repository. As one navigates the complex landscapes of information and learning, may one remain

committed to the principle of media literacy, as it can lead one to a more informed, responsible and collaborative future.

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