# Knowledge Type and Its Basic Characteristics in the Network Era

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**Abstract:** In English about "knowledge" concept on the basis of the analysis framework, through the answer of four questions related to network knowledge, namely the relationship between knowledge and knowledge,knowledge and knowledge object,knowledge as a statement itself logical problems,the relationship between knowledge and social problems, and define the concept of "network age knowledge form", it is concluded that its constructive, liquidity, situational, soothing four basic characteristics.

**Keywords:** Network age; Knowledge pattern; Basic characteristics

Shi Zhongying monographs published in 2001 book knowledge transformation and education reform of "knowledge" concept,the analysis logic is: through the four aspects related to "knowledge" (knowledge and knowledge, knowledge and object, knowledge as a statement itself logical problems, the relationship between knowledge and social problems) answer reveals the deep problems behind the concept of "knowledge" "knowledge".

## 1. Knowledge mode in the Internet age

To define the knowledge pattern of the network era, we should also answer the four groups of questions related to the knowledge of the network era.

Question 1: What is the relationship between knowledge and acquaintances? In the network age, all network users can become the disseminator and creators of knowledge with the color of "opinion"; no subject enjoys the right to exclusive knowledge; knowledge is the discourse construction between acquaintances, the construction of knowledge; knowledge construction and real activities.

Question 2: The relationship between knowledge and the object of knowledge?hard knowledge (Stable knowledge) constantly converted to soft knowledge (unstable knowledge) [1]; Knowledge is a process of dialogue and game; knowledge is temporary and constantly evolving, knowledge is the result of knowledge in order to adapt to the environmental stimulus; the standard of knowledge is neither subjective rational form nor objective sensory experience, but can produce satisfactory behavior results.

Question 3: The logical question of knowledge as a statement itself? The statement of knowledge has relativity and diversity, such as multimedia form; the statement of knowledge itself is often not a fixed form, but the mobility of the construction process; In the process of construction, people acquire a unique "knowledge" —— the ability to construct knowledge [2]; knowledge is interactive, virtual, realistic and concrete.

Question 4: Is it the relationship between knowledge and society? Cyberspace gives knowledge power; knowledge is gradually separated from the control of traditional knowledge ideology, complex social relations are embedded in the Internet, rights, gender, interests and other issues from the background in the network era, the production of knowledge and consumption and social reality are increasingly connected; the cultural background is hidden in the process, which promotes the dissemination of culture; the knowledge is also an impact on the traditional right to education.

## 2. Characteristics of knowledge patterns in the network era

Therefore, the knowledge form of the network age is: the knowledge form with structural characteristics formed and generated

by the logical and consistent answers to the above four groups of questions related to the knowledge of the network age.In terms, the basic characteristics of knowledge in the network era mainly have the following points.

1.Constructive.Knowledge "regime" drives us to build both knowledge and interpersonal networks.Knowledge must be in the real situation, through independent learning, collaborative learning and research learning,active meaning construction [3]. As Weinberg said, " The Knowledge network doesn't care where we get it, it does about do you network with others to understand, share, and enhance their knowledge?"[4]The real knowledge is not rote knowledge, but the knowledge that is combined with personal judgment, is the knowledge from practice. According to such a philosophical view of knowledge, the focus of education also shifts from teachers 'teaching to learning and the formation of students' knowledge. In addition, changes in the way of knowledge generation have also brought about changes in the role of intellectuals. The role of transmitting knowledge will be greatly weakened, but the importance of creating knowledge will be highlighted.

2.Liquidity. The knowledge change in the information age has changed from static hierarchical structure to dynamic network and ecological [5], and the distinct manifestation of this dynamic is the mobility of knowledge. The mobility of knowledge comes from the universality of participation in the construction of knowledge subjects. Knowledge is constructed at A, and then it will be added,deleted,corrected or overturned at B, and the reciprocating construction between different subjects forms the mobility of knowledge. Therefore, to a certain extent, the construction of network knowledge no longer attaches importance to the inherent function or value of knowledge. We may not care how thick this "knowledge" is in the process of flow, but attach importance to the process experience of knowledge function or value.

3.Situational. Because knowledge is constructed in a concrete situation, the original abstract knowledge also changes from abstract to concrete when confronted with concrete problems. The structure of knowledge is deconstructed by the network, and then reconstructed according to the ability level of the knowledge builder. Therefore, the process of all knowledge entering from books to the network is also the process of "deconstructed —— restructure". Because of the easy interpretation of knowledge, the content and value of knowledge originally fixed in the traditional structure are also easy to be missed and ignored. In the past few decades, more and more stable knowledge has been transformed into situational unstable knowledge. For the following reasons, on the one hand, the process of knowledge construction lacks the participation of professionals, and the network forum can spread knowledge around the world. On the other hand, the fast-paced network life cannot allow knowledge builders to accumulate knowledge, and the perfection of imperfect knowledge can only achieve [6] in the process of continuous replacement and correction.

4.Soothing.The network era is a return to the traditional face-to-face communication mode, and the knowledge-based type in the network era provides the construction legitimacy for the generalization of the communication right. Rick levin pointed out: "face a single broadcast media, after disinfection of mass culture, and forced people to keep silent bureaucracy, make people in emotional isolation, the Internet and this isolation contrast, it makes people contact each other, also provides a place, people soon here to regain the rich human conversation"[7].Today,the connection between knowledge construction and production and life is even closer. From the perspective of Marxist human science theory, the history of knowledge production becomes more and more the history of people's own production. The return of people to oneself inevitably requires people to be aware of their own existence. In the era of Uka (VUCA), we should face all kinds of unstable, uncertain, complex and fuzzy knowledge forms of the bottom knowledge type in the network era with an optimistic attitude. As long as we always have the ability to construct, we can always grasp the power given to knowledge in the network public space.

5.Decentralization.The knowledge pattern in the network era is characterized by decentralization,which means that the production,dissemination and management of knowledge are no longer completely dependent on the traditional centralized institutions or media. Traditional knowledge dissemination is usually limited by centralized institutions or authorities, such as schools, publishing houses, etc. The Internet makes it easy for individuals and small groups to create and share knowledge content such as social media posts, videos, podcasts, etc. This makes the production of knowledge no longer dependent on the traditional media or publishing institutions, promoting diversity and freedom.The Open Education Resources (OER) movement has promoted the decentralization of educational resources. Educational materials and courses can be provided free or at low cost, allowing access to quality educational resources for more people than by relying solely on traditional schools or universities. A decentralized knowledge pattern devolves

power to the hands of individuals and communities, helping to avoid a single entity from monopolizing knowledge and information. Although decentralized knowledge mode brings many advantages, such as wider knowledge dissemination and innovation, it is also accompanied by some challenges, such as the credibility of information quality, privacy and security issues, which need supervision and management with The Times.

In short, the knowledge pattern of the Internet era represents a new paradigm of knowledge, changes the way we acquire, share and use knowledge, and has been deeply influenced by digital technology and the Internet.It presents basic characteristics such as construction, mobility, situational,comfort and decentralization, which affect the way we acquire, use and share knowledge,which has a profound impact on education,business, scientific research and social development. At the same time, it presents a series of new challenges that require us to be more flexible and critically with knowledge to adapt to this rapidly developing era.

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