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CURRENT PROBLEMS OF THE PHILOSOPHY OF EDUCATION

In the article the necessity of the definition of non-academic education as an unusual phenomenon of the modern educational world is considered. Requests for lifelong learning are becoming more and more relevant and reflect not only the need but also the reflection of the country's stability, because education is a mainstay of the social, professional and social sectors. A specialist can meet the fast-moving demands of the labor-market only when he is able to continuously study and optimally use the accumulated educational capital. In the education system, there should be opportunities for unforeseen education, which must meet the newest needs of the economy. Life-long learning becomes a necessary and increasingly important element of contemporary educational systems, where non-academic education is increasingly playing a role, in most cases, through self-education of citizens. Non-academic education is determined by the organization of systematic studies of the nature of modern knowledge as a specific type of philosophical reflection, which can be defined by the categories of activities in education. It implies improving the quality of the professional training of those who are studying on the basis of the widespread use of information and communication technologies, the formation of their skills and skills in electronic simulation. Formed effective stereotypes of thinking and behaviour require an understanding of the essence of education and bringing it to an appropriate effective template that is adapted to the educational field. The development of non-academic knowledge, unlike academic, takes place at the personal level and forms the need for the personality to be realized in public life, raising the level of mass consciousness, transforming abstract knowledge into practical. It relates to those curricula that are outside the academic formal education system. That is, non-academic education is independent of state programs of education, helping a person in a short time to translate a dream into a professional plane.

Keywords: non-academic education, academic education, phenomenon, learning process.

The *aim* of this study is to determine the important role of alternative types of education, as the actual directions of the transfer of knowledge of the present. The education system is intended to prepare the younger generation for effective work and provide the opportunity to freely choose a career in an adult's life.

One of the central aspects of the educational reforms of the last decade is the transformation of the Ukrainian educational system into an inseparable unity of education and upbringing. Philosophy is usually fruitfully manifested in its practical value, especially in times difficult for the country. An important element of modern life is the discovery and comprehension of the philosophy of the deep meanings of education. Therefore, the definition of ways to solve problems of the philosophy of education is *actuality* of the research.

Our *tasks* are to determine whether non-academic education is aimed at achieving certain educational goals and encompasses all forms of learning, the development of which deliberately promotes students, creating a variety of educational situations. Should it, unlike academic, be general, consistent, standardized?

The generally recognized necessity of European education is the openness of the process of obtaining knowledge, finding the meaning of education throughout life, which is considered by the European Union as one of the main elements of a human social model. The UNESCO International Commission on Education formulated the following directions of education for the twenty-first century: to be able to learn and study at any age; be able to work and create; learn how to live together; be able to live, be able to create [European Commission, 2013]. The *degree of development* of the topic of research in scientific works: L. Sigaeva considers the goal of adult education not only to ensure optimization of professional mobility, but also to enable the person

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to be himself [Sigaeva, 2011]; L. Korchagina substantiates life-long learning as the creation of all the necessary conditions for obtaining the necessary person, society and state of education [Korchagina, 2008]; scientists J. Siemein, R. Weldenb, H. Heikeb, S. Wleitenb and H. Boshuizen emphasize that life-long learning is a combination of a person with innate abilities and knowledge. They argue that non-academic education rewards students to the best relevant knowledge, they are more motivated to find work by specialty [Semeijna, Veldenb, Heijkeb, Vleutenb & Boshuizen, 2016].

The *novelty* of our research is that non-academic education is not the subject of sufficient scientific attention, because it is a position corresponding to the needs of the labor-market. Reforms in education in their essence are not always clear to society, although in some sections work in their favour. Whatever the high state officials from education, the apparent interest of the state in this field, only seems to be related to the “optimization” of professional orientations. In fact, non-academic education is the foundation of academic, because it determines the tastes and direction of the population, emphasizes the public’s awareness of the state and prospects of their education. The idea of non-academic education remains poorly understood by science and ordinary citizens. It is perceived as an abstract phenomenon that transforms, embodies and assimilates reality. But now it is clear that non-academic education opens the way to the solution of the priority tasks of the country’s politics and economy, establishes the way for planning and forecasting the ability to think independently, based on the foundations of culture, morality, and universal values.

In connection with the transition from the accumulation of knowledge to their comprehension in the theoretical plane, it is necessary to study new techniques in the formation of education. Modern education reflects the essence of the world, which is rapidly changing with the help of innovative technologies, globalization, the diversity of trends in the style of philosophical reflection of human life. Education began to focus on forms of cognition, which provide orientation in a vast range of new knowledge. The prevailing values were the expression of ideas of a comprehensive nature, reflecting in varying degrees the multi-vector, ambiguous processes of vocational training.

Educational industries, which are essentially one of the factors of the development of creative learning, use non-academic education, as the self-realization of science as a whole. Focusing on mastering only professional skills increases the gap between academic and non-academic studies, which puts the danger of inadequate intellectual development. Understanding the theoretical and content aspects of education can provide a comprehensive development of personality. The modern person is influenced by globalization, which affects the perception of the faces of academic and non-academic education and entails the need to find new ways of representing the methodological basis of the philosophical accents of educational angles, realized through the influence of images on the subject.

Non-academic training is carried out by organizations that unite people interested in this training. For financial returns in professional activities, questions can be asked that need to be addressed before entering an institution or going to courses. For example, for some individuals, it’s interesting at first whether learning will bring real results, whether teachers are practitioners or scholars, why study, so that in the future it is guaranteed not to lose your job. Actuality is also an ability of a person to adapt to a dynamic world, to study throughout his life, to radically change the specialization. New types of education that arise at all times can call into question the traditional significance of education, interpreting their achievements as a background of dehumanization. Therefore, the contradictions between academic forms of education and non-academic, which emphasize that various trends in education may be ambiguous, become actual. A variety of vocational training makes it difficult for people to make a real choice. The further development of academic education can take place as a continuation of the traditional and as a departure from the norms and canons of conservatism.

American scientist Jonathan Cohen argues that academic education is a human right, a student, and non-compliance is social injustice. He notes the gap that exists between

the principles of socio-emotional academic studies that are adopted at the state level and their practical use when teaching in educational institutions. Harvard's professor believes that the goals of education should be rethought in order to identify priorities not only for academic learning, but also for social, emotional and ethical competencies. That is, he identifies university studies with academic background [Cohen & Morrison, 2007].

The source of ideas and proposals for the organization of education is the consideration of the main types and forms of joint use of non-academic and academic education. There is a growing gap between academic education and labor market requirements. Students need to acquire knowledge and skills that are relevant to the current state of their future work.

Academic education is a universal form, a kind of constant, based on which science is developing. It disseminates academicism as a fundamental tradition necessary for the further development of education in general. To create something fundamentally new, creative it is necessary to study the existing traditional forms. The existence of academic education is indispensable to the development of non-academic education. It can be said that differences in wages between people with academic and non-academic backgrounds are not diminished due to academic education as expected. Non-academic education is based on the interest of the course of study. Its essence lies in the installation, in that it is unfinished in comparison with the traditional, sometimes the result is completely unknown even to the course teachers.

At present, the problem of non-academic education is anxiety and attracts attention to the fact that it does not give the official right to enter higher education institutions. It can be realized as learning creativity, development of abilities and innovative learning. At the same time, based on the introduction of requirements for educational programs of educational institutions of non-academic education, the quality of vocational education should be improved; as well as the ability of students to study any cycle beyond traditional learning, including on the basis of distance learning technologies. The development of effective mechanisms for managing the functioning of the education system in conditions of transformation in the external environment requires a thorough study and objective analysis of the experience of developed countries in terms of integration of vocational education with the labor market, participation in this process of the state.

Non-academic education can be a practical part of academic education, it may be the improvement of specific skills or the filling of gaps in learning. It gives knowledge about how to structure their work, find new goals, directions, and be able to organize their work accordingly. The desire for novelty, the development of science and technology opens up previously inaccessible opportunities for education. Academic education is now becoming accessible, universal, only a prerequisite for a career. In order to become a universal person in his area need to be able to adapt, change factors and norms, be able to separate from unnecessary. Acquiring practical skills, ability to navigate the market of services allows you to get non-academic education.

Given the wide range of problems outlined, one can draw attention to the fact that in extracurricular education there is an increase in the number of students, the growing popularity of training without interruption from production, the revival of adult education, the development of more flexible requirements and qualifications for the start of work. The most actual characteristic of the current situation in the education system is the awareness of citizens of the need for education throughout their lives, with an emphasis on the professional aspect. Actual and debatable is the question of the dependence of a successful career on academic education, that is, only the improvement of health care, acceleration of the introduction of innovations, the creation of a philosophical and cultural ideals, which contains the natural tendency of an individual to good, depends on people with higher education. It should be taken into account when designing the procedural principles of education orientation of man to assimilate the norms of coexistence.

For the further modernization of the education system, first of all, philosophical tendencies that characterize the direction of development of world civilization and tested in

the functioning should be used. The threat to mankind is destructive manifestations of the processes of globalization, social processes and education systems. Today, when already accumulated a certain amount of pedagogical knowledge, it is necessary to typology the functional potential of non-academic education in modern civilization. The philosophical aspect of the development of non-academic education, which reveals its dynamics, provides in-depth analysis and is reflected in methodological and conceptual foundations. Given the cumulative nature of pedagogical science, the definition of clear time limits for the appearance of ideas, views, programs, and courses is not so simple.

The decisive role of the so-called “specific” academic competence in the process of learning, professional, industry knowledge and skills in educational programs that are directly related to aspects of work is underlined by some foreign authors. Other authors argue that it is important to pay attention to academic conceptual competence, ability to communicate, work in a team, so-called “general” competencies, skills and ability to study and. This obvious contradiction can be explained by two factors. On the one hand, educational programs may have different goals in preparing for the needs of the labor market. On the other hand, different educational priorities relate to different definitions and classifications of competencies [Boshuizen, Bromme & Gruber, 2004].

Non-academic education can be included in the modern global communication and information space as a non-linear content of unique advantage. That is, the basis of the new pedagogical paradigm is the orientation to scientific and creative ideas and their practical and technological decisions, respectively, ahead of development. Valuable theory of personality development in this context is semantically the dominant integrative processes in education, which implements the harmonization and humanization of education.

Non-academic education develops its foundation as a phenomenon on the basis of innovation and technology, from which the factors contributing to its development resonate. This fundamental is traditional education, in which the experience and pedagogical heritage received by humanity are preserved and actualized. Academic education, as a constantly growing factor, interacts with innovation, while ensuring the sustainability of education. Commitment to the traditions in education led to the formation of academicism, but on the background of changes in society, the non-academic education strengthens its position. The current state of the educational system in Ukraine confirms the urgent need to rebuild the concepts of education, driven by the need of society to modernize the traditional education system, providing effective professional training of students as competitive in the modern labor-market of specialists.

The philosophical and educational orientation of non-academic education in a multicultural, democratic society through the direct or indirect activity provides professional and scientific services. Since education in its broadest sense crystallizes the platform for reflection of knowledge as a personally accomplished and meaningful experience, non-academic education is a kind of organic element of the functioning of scientific and technological progress and forms of social consciousness.

The *conclusions* may be that for today’s academic education is a priority the formation of new knowledge, the creation of ideas about the exemplary, most skilful in education. The main task of academic education is the training of professionals, the creation and development of appropriate professional direction of science, the study of history, the development of theory and practice, on the basis of which are created scientific works that meet the requirements. Accordingly, current trends in philosophy and pedagogy, academic education, as before, remains relevant and in demand, supported both by the state and non-state institutions. The usual learning can be creative, not torn away from the problems of real life, considered as preserving the traditions, trends and changes characteristic of mass education. The desire to reject achievements and new solutions that meet the requirements of the present contribute to stagnation in educational thought.

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СУЧАСНІ ПРОБЛЕМИ ФІЛОСОФІЇ ОСВІТИ

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У статті розглядається необхідність означення позаакадемічної освіти як незвичайного явища сучасного освітнього простору. Запити навчатися протягом життя стають дедалі актуальнішими і змальовують не тільки потребу, але й відображення стабільності країни, бо освіта є магістральною складовою суспільної, фахової та соціальної галузей. Фахівець може відповідати швидкоплинним вимогами ринку праці тільки в тому разі, коли він у змозі постійно вчитися й оптимально використовувати накопичений освітній капітал. У системі освіти мають бути закладені можливості неперервної освіти, що повинні справджувати новітні потреби економіки. Навчання протягом життя стає необхідним і все більш значущим елементом сучасних освітніх систем, де все більшу роль відіграє позаакадемічна освіта, що реалізується здебільшого за рахунок самоосвіти громадян. Позаакадемічна освіта визначається організацією системних досліджень природи сучасного знання як специфічного типу філософської рефлексії, що можна означити категоріями

діяльності в освіті. Під ними розуміють поліпшення якості професійної підготовки тих, хто навчається, на підставі широкого використання інформаційно-комунікаційних технологій, формування в них умінь і навичок електронного моделювання. Сформовані ефективні стереотипи мислення й поведінки вимагають осмислення суті освіти та приведення її до відповідного ефективного шаблону, який є адаптованим до освітньої галузі. Освоєння позаакадемічних знань, на відміну від академічних, відбувається на особистісному рівні й формує потребу реалізації особистості в суспільному житті, підвищення рівня масової свідомості, перетворення абстрактного знання на практичне. Воно стосується тих навчальних програм, які знаходяться поза академічною формальною освітньою системою. Тобто позаакадемічна освіта є незалежною від державних програм освітою, допомагає людині за короткий термін перевести мрію у професійну площину.

Ключові слова: позаакадемічна освіта, академічна освіта, феномен, процес навчання.

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СОВРЕМЕННЫЕ ПРОБЛЕМЫ ФИЛОСОФИИ ОБРАЗОВАНИЯ

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В статье рассматривается необходимость определения внеакадемического образования как необычного явления современного образовательного мира. Запросы человека учиться в течение жизни становятся все более актуальными и изображают не только потребность, но и отражение стабильности страны, поскольку образование является магистральной составляющей общественной, профессиональной и социальной отраслей. Специалист может соответствовать скоротечным требованиям рынка труда только в том случае, когда он в состоянии постоянно учиться и оптимально использовать накопленный образовательный капитал. В системе образования должны быть заложены возможности непрерывного образования, которые могут оправдать новейшие потребности экономики. Обучение в течение жизни становится необходимым и все более значимым элементом современных образовательных систем, где все большую роль играет внеакадемическое образование, реализуемое, в большинстве случаев, за счет самообразования граждан. Внеакадемическое образование определяется организацией системных исследований природы современного знания как специфического типа философской рефлексии, его можно обозначить категориями деятельности в образовании. Под ними подразумевается улучшение качества профессиональной подготовки обучающихся на основании широкого использования информационно-коммуникационных технологий, формирование у них умений и навыков электронного моделирования. Сформированные эффективные стереотипы мышления и поведения требуют осмысления сути образования и приведения ее к соответствующему эффективному шаблону, который является адаптированным к образовательной отрасли. Освоение внеакадемических знаний, в отличие от академических, происходит на личностном уровне и формирует потребность реализации личности в общественной жизни, повышение уровня массового сознания, превращение абстрактного знания в практическое. Оно касается тех учебных программ, которые находятся вне академической формальной образовательной системы. То есть внеакадемическое образование является независимым от государственных программ образованием, оно помогает человеку за короткий срок перевести мечту в профессиональную плоскость.

Ключевые слова: внеакадемическое образование, академическое образование, феномен, процесс обучения.

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