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EDUCATION AS THE MATRIX OF RELATIONSHIPS AND CONDITIONS

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Статья посвящена осмыслению новых проблемных полей, которые должна осмыслить социология высшего образования в связи с постсоветскими трансформациями и общецивилизационными сдвигами. Выявлены основные характеристики современного образования и его функции. Образование рассматривается как совокупность связей и отношений, состояний изменчивости и устойчивости. Характерными чертами динамики образовательного процесса являются их нелинейность и цикличность. Инновационность выступает условием устойчивости развития образовательной системы. Описаны особенности интерпретаций функций образования и прогнозирования их следствий для социальной практики. Выявлены функции современного образования и основные каналы взаимодействия образования с обществом. В статье раскрывается сущность непрерывного образования как главного исходного принципа функционирования образовательных систем в современном мире, обосновывается вывод о том, что новая образовательная парадигма имеет человекоцентристскую направленность, а это требует принципиально нового подхода к субъектам системы образования и их взаимоотношениям. Рассматриваются социальные последствия и социальные вызовы непрерывного образования, показано, что оно само порождает новые социальные требования, побуждающие общество к обновлению, к конструктивному прорыву во всех без исключения сферах социальной жизни. Определяются основные задачи мониторинга рынка образовательных услуг, формулируются принципы маркетинговой стратегии в сфере образования.

Ключевые слова: доступность образования, духовные ориентиры, европейский уровень качества образования, инновационность, приоритеты образования, универсальные константы, функциональный каркас образования.

Стаття присвячена осмисленню нових проблемних полів, які має освоїти соціологія вищої освіти у зв'язку із пострадянськими трансформаціями і загальноцивілізаційними зрушеннями. Виявлені основні характеристики сучасної освіти та її функції. Освіта розглядається як сукупність зв'язків і відносин, станів мінливості і стійкості. Характерними рисами динаміки освітнього процесу є їхня нелінійність і циклічність. Інноваційність виступає умовою стійкості розвитку освітньої системи. Описані особливості інтерпретацій функцій освіти і прогнозування їх наслідків для соціальної практики. Виявлені функції сучасної освіти і основні канали взаємодії освіти з суспільством. У статті розкривається сутність неперервної освіти як головного, початкового принципу функціонування освітніх систем в сучасному світі, обґрунтовується висновок про те, що нова освітня парадигма має людиноцентристську спрямованість, а це вимагає принципово нового підходу до суб'єктів системи освіти та їх взаємостосунків. Розглядаються соціальні наслідки і соціальні виклики безперервної освіти, показано, що вона сама породжує нові соціальні вимоги, змушуючи суціль до оновлення, до конструктивного прориву в усіх без винятку сферах соціального життя. Визначаються основні завдання моніторингу ринку освітніх послуг, формулюються принципи маркетингової стратегії у сфері освіти.

Ключові слова: доступність освіти, духовні орієнтири, європейський рівень якості освіти, інноваційність, пріоритети освіти, універсальні константи, функціональний каркас освіти,

The article looks into the new problem areas to be mastered by the Sociology of Higher Education with regard to the post-soviet transformations and general civilization changes. Basic characteristics of modern education and its functions are detected. Education is regarded as coalition of ties and relationships, states of changing and stability. The major characteristic features of educational process dynamic are their nonlinearity and rhythm. Innovation is regarded as the state of educational system stability and

development. Peculiarities of interpretation of functions of education and predictions of its consequences for social practice are described. Functions of modern education and basic channels of cooperation of education with the society are detected. The article regards a continuous as the fundamental principle of modern educational systems, gives grounds for the conclusion that modern anthropocentric educational paradigm requires a new approach to education subjects and their relationships. This approach is based upon humanizing education oriented towards the formation of a person able of realizing things rather than just knowing them. Social consequences and social challenges of continuous education are considered. It's pointed, that continuous education creates new social demands, which trigger society to renew itself, to the constructive breakthrough in all spheres of social life. The basic task of monitoring investigation of the educational market and services are analyzed and principles of marketing strategy in the sphere education are formulated.

Keywords: availability of education, innovation, spiritual reference points, European quality of education, priorities of education, universal constants, functional frame of education.

The most principal features of an educational system in XXI century become an education fundamentalization, a highest possible development of creativity of each person, an applying of innovative technologies in the process of selection and saving, systematization and a knowledge transfer. However, assistance to education, a recurrent education of labor services and a transfer of cultural values and in personal development are the most important expectations of a society. That is why there is an urgent necessity in a correcting of basic educational aims, in an elaboration of innovative new approaches to researches and a reforming of new paradigms in reply to time challenges.

At all times the aim of education is considered to be: a development of humanity principle which is a part of an essence of human existence (J.Maritain); an assistance to individual in achieving of pure moral life (I.Kant, V. Solovjov); a self-development of sense (G.W.F. Hegel); a teaching of methods of problems resolving by experience (A. Comte, J. Dewey, W. Humboldt); a personality formation, which is bottom-lined realities of physical world (S. Strong, R.W. Sellars, B.F. Skinners); «ignorance level reduction» (J. Chorsan, W. Belldrod); social reality changes (K.H. Marx, F. Engels, V.I. Lenin, E. Berstein); an ambience «domain» of socio-cultural capital accumulating (L. Bernstein, P. Bourdieu, M. Foucault, M. Young) etc. All of them considered life to be education as a leading and assigned beginning, an inception of socialization, a principle tool of cultural intergenerational continuity. Furthermore all the researchers emphasized that the education is in dynamic cooperation with developed person (considering achievement age and restrictions) and processes of its elemental socialization. As far as personality socialization is a continuous and permanent process, a person should constantly assimilate this knowledge, skills and attains, which a person needs for its cultural, earthy and spiritual successful realization of exigencies. But if the socialization is continuous, then the education is subsequently should become continuous, appealed for help and facilitation of person advancement.

In the beginning of XXI century a person can't already ensure his competitive ability during the whole life, based on an education got in the university. As noted in report of M. Drencourt at World Congress on Higher Education in Paris (2009), «the main aim of any university is a growth of its foster children an efficiency to insight; their object is to prepare a person, capable of thinking, ambitious to knowledge» [2, p. 34]. A modern person should be embedded in the process of life-long learning. Literally, a term «life-long learning» is translated as life-long education that evokes the evident allusion with the expression «life sentence». But this case it reinforced a meaning of the expression: a person is sentenced for a life-long learning, provided that he wants to be active and successful member of a society. For this purpose this process is estimated not as a fashion, not as an advocacy, but as the objective consequence of society transformation in whole and conditions of functioning of its institutes in particular. [8, p. 57].

According to real global movement, today the educational system is transforming from an acquisition of knowledge system to an adaptation system of pupils and students to the status of manager of their future during the studying process. As late as in the process of school studying, the youth should just not form world view, but develop qualities, which allow estimating their individual potential, provided rivalry, tenders, a search of their own way of life success in the context of active participation in the democratization of social life, a development of market relations. They should get used to idea that success of their further life run over a search of their high-status state, a rating of social profile in personality social requests.

In the system of continuous education emphasis is made not on information transfer, but on a reinforcement of target search mechanism, an efficiency to transform study information in practical tasks solution, managing of own idea «on a turnkey basis», an efficiency to work in team and to find actively solutions of creative problems, to present results of activity. The education should form a citizen, useful for a society and capable of maintaining a social activity during the whole period of active labor work. It follows thence that in the modern quick changing

society the main thing is not an extent of knowledge, got into educational system of knowledge, but the development of an efficiency of its renewing and generating [8, p. 60].

A *continuity* of education means that all of its levels, including the system of higher education, must not be secluded and isolated from each other. The reason of this is that technological revolution has led a person to the constant need of knowledge extension as due to self-development, so and by periodic further (changing) training. For another thing, implementation of resource-serving technologies has inspired an evolution of field of expertise by human and made actual a necessity of education renewal during whole life. Main features of continuous education are: a life-long education, self-development, self-concept, self-improvement, individualization, interdisciplinary of knowledge, ability to get this knowledge independently and effectively use them. «From knowing of due, we lengthen to the realizing of accomplishing, to the knowledge from life and for life. [2, p. 38].

Ability to the continuous education during whole life determines a competitiveness of a person and a society in whole. Therefore besides traditional definition of continuous education as «life-long learning» there is a less spread wording – «life-wide education», emphasizing on formation of those educational field which gives a possibility to wide range of people who can get a continuous education «life-long and life-wide» [5, p. 53-54]. The continuous education becomes a process, which lasts whole life and where individual and social personality aspects and activity are integrated.

Life-long education becomes a process which lasts the whole life and where individual and social aspects of a personality, his activity are integrated.

Today the stream of growing information, increasing list of professions and specialties make a human search acceptable ways of adaptation in the headlong changing world. In the situation when informatizational and intellectual society has put in the forefront personality as the most important factor of the self-preservation and society changes, attention must be accented not only at how to teach a person his profession but how to form and develop social necessary skills and qualities. The formation of motivation to constant and life-long education during the whole life, the acquisition of new specialties and qualifications are the most important tasks. To date we need more specialists who have not only some set of certain skills and knowledge, but also great potential of personal characteristics and qualities capable to empathy, self-appraisal, reflection, value and valuable orientation formation, self-actualization and self-education in the process of further professional activity.

Humanistic educational paradigm accepting the human value supposes the perception of a student along with society and state as the source of definition of objectives. The consistent target coalition of the higher education formulating by society, production, state and student him-self has great importance in the methodological aspect. The formation of value-significant «core», the acquisition of the quality of education subject, professional and vital activities on the whole are the value of each person because they create conditions for self-realization and achievement of any life targets. That is why the humanistic educational paradigm is in the base of life-long education conception which is the principle of the educational systems functioning in the conditions of the globalization. The organization and the realization of the education on the basis of sequence and continuity in the knowledge mastering, their future improvement and renovation are the essence of life-long education.

The educational establishment which must evolve in the direction of realization of the life-long education ideology based on the principle «education through the whole life» is the subject of life-long education. The fulfillment of university mission is possible if the university established itself as multifunctional model in the conditions of the life-long professional education. Meanwhile the university multifunctionality is expressed in career guidance, research, cultural and compensatory activities of its structures at the presence of its leading educational function (life-long education with a purpose of the personality development).

The university target as multifunctional modal is to form professionally and develop student personality as a subject of his vital activity. The result of student development in the case of professional education stays open largely determined with the logic of personal development, the degree of awareness of its inner needs, targets. But if the target of professional education system consists in personality development of a future specialist, its sense is in condition creation for effective development, self-education, training, self-training, teaching, self-teaching. In this correlation the dominant of personal development of a future specialist, the educational system of the university, according to our point of view, changes into the basic which fulfills the function of «axial line» and leading condition in the formation at a student value attitude to the world, professional activity. Exactly in this case the professional mentality is formed [9, p. 18]. Accepting a formulae «education=training + teaching» we regard training first of all as the formation of constant motivation to education at all its subsystems and forms. In this case all traditional elements of the «educational work» are as informal supplementary general education which can be productively realized through students' councils, clubs, and different forms of students' self-government.

Dominating factor in the modeling of educational systems that exist nowadays is a social functional approach. On its basis the models of socialization and adaptation of the personality to society are formed. Under it

the development of a person is carried out in accordance with functional role-playing activity communicative destination (a person as a citizen, family man, toiler, consumer, subject of generalization, cognition, etc.).

At the heart of life-long education functioning underlie the following principles that determine its specificity: the principles of humanism, generality, system, mobility, advancing, openness, succession, continuity [7]. *The principle of humanism* indicates the appealing of education to the person, the freedom of personality's choice of forms, terms, types of education, professional development, self-education. *The principle of generality* of education presupposes availability of education at any age due to the variety of educational forms in accordance with interests, possibilities and demands. *The principle of system* means that all the components of the life-long education system are in interconnection and interaction with each other. *The principle of mobility* is expressed in the variety of means, methods, organizational forms of life-long education system, their flexibility and readiness for fast rearrangement according to the changing demands of production, society, person. *The principle of advancing*, relying on scientific prognostication, demands a faster and more flexible development, reorganization of educational establishments and institutions of the life-long education system with respect to demands of public practice, mobile renovation of their activity.

The principle of openness of the life-long education system requires from educational establishments the extension of activity by attracting non-traditional audience, auditors to education and professional development. At the same time there is a need to work with different age layers and groups of people that differ with the level of education and vocational training, relation to education, life aspirations that demands creation of additional faculties, universities, departments, professional development and education courses, arranging of seminars, club classes on a day off, not only at the educational establishment, but also outside it, and also arranging TV and video programs. Openness of educational establishments and education systems is provided with existence of various education and educational programs that have various levels, content and directivity. Developing in line with tendencies of globalization, informatization, democratization, the system of modern education uses the principle of open information networks, modifying the known forms of education by means of communication and telecommunication technologies. With the help of this it is provided: firstly, freedom of access to education; secondly, universality of educational services; thirdly, convenience and easiness of work with educational information [4, p. 21-22]. *The principle of succession* of education provides close connection between all its levels so that pupils and students could pass without excess expenses of time from the lowest education levels to the highest ones. The principle of continuity of education according to which all its levels, including the higher school, shouldn't be closed and isolated from each other, acts as the systematizing principle in the system of principles. In the conditions of acceleration of information updating one needs to deepen constantly the knowledge both due to self-education, and by periodic professional development.

For the purpose of effectiveness increase of continuous education it is necessary to determine the main criteria of estimation of its performance success of social functions and opportunities of satisfaction of educational needs of people of various age and social statuses.

1. The situation that develops in many countries of the world and particularly in Ukraine, under the influence of change of system of civilization values, demands in the course of realization of the educational policy principles not only sequence, but also considerable flexibility. The ability precisely and adequately to react to the influence of changeable social practice, to changes in structure and criteria of the social order is, in our opinion, the new principle of educational system development that can be defined as an *institutional reflection* [7].

2. The principles of continuity and succession of education can't be limited today only with structural interrelation of the public educational establishments: they have to be supplemented with organic parallels from innovative educational establishments that are created on the off-budget basis. *The formation of «free educational environment»* acts as a new social principle of development of the educational system. Parallel continuity and communications that are shown here, comprise truly democratic principles: strengthen opportunities of the choice of a young person (or an expert) of desirable profession, mobile requalification, profile expansion on the profession, make social guarantees of employment more reliable.

3. The unity of educational and educative work taking into account calls of the present provides *coordination of actions through educational structures* of all humanitarian and mass organizations, mass media, family, macro - and microenvironment concerning their influence on formation of psychological, moral and civil maturity of the personality.

4. *The principles of innovative pedagogics* that are introduced into the educational environment are directed on the development by the subjects of educational process of abilities and motivation to mastering methodology of scientific analysis and «perspective determination» future. At the heart of model of «innovative training» there is an essentially new philosophy of education that has to correspond to the new type of the post-industrial civilization and postmodern «information» society [7].

Modern educational environment is a set of equally important successive systems such as the pre-primary education, primary general education; primary professional education with a number of levels (primary, secondary, higher, post-graduate), additional professional education. Periods of studying in primary, secondary and complete secondary school rather precisely coincide with childhood, adolescence and youth. Each level of education on the one hand allows solving a specific problem of formation of knowledge and skills, and on the other hand it prepares the human to the next stage. Higher education is the fourth level of this «educational ladder». It helps to become an intelligent, acting and responsible adult. The higher education system brings out the most comprehensive proper procedure of higher education that allows reaching the highest qualification level [3, p. 8].

Higher education provides training for those groups of people whose mentality, knowledge and skills determine the higher possibilities of society. Educational institutions of higher education through its main functions (research, training and educational services), carried out within the established autonomy and academic freedom, should strengthen interdisciplinary training, develop critical thinking and active citizenship. All this will support the steady development of the world, the human rights, including gender equality [1, p. 53-54].

Life-long education as a leading trend of the modern educational system involves solving problems of continuity not only between school and university, but between the university and future activity of students. The task of improving the training of students should be taken into account. Life-long education in Ukraine is realized through the coordination of educational activities at different levels and preparing for the possible change to higher levels of education, formation of the necessity and ability to self-education, optimization of staff retraining system, creation of integrated curricula and programs, connection between establishments of secondary, vocational, higher and post-graduate education.

Post-graduate education is a particularized improvement of education and training by deepening, expanding and updating professional knowledge, skills or getting another specialty based on previously obtained educational qualification level and experience. It creates conditions for life-long and stepwise education, development of specialist's potential, meeting the requirements of the economic system in the qualifying staff. It also includes: 1) training is getting a specialty based on the previous level of educational qualification and experience, 2) specialization is acquisition by a person the abilities to perform individual tasks and responsibilities that have features within the specialty, and 3) expansion of the profile is acquisition by a person the abilities to perform additional tasks and responsibilities within the specialty (this is focused on the education market and increasing of quality requirements of professional development due to the necessary solution of society problems in conditions of competitive environment and growing expansion of educational services), 4) training is acquisition by a person of experience in performing tasks and responsibilities of determined specialty.

Essentially, post-graduate education is the most striking reflection of the society needs in educational services demanded by the market. The purpose of training is to increase professionalism, which can be reached in the following tasks: self-motivation, self-education, professional growth, career; raising of competence (such as social, economic, legal, special, environmental competence etc.); development of psychological properties, professionally important qualities, correction of professional kinds of behavior; formation of social, professional and personal competence; ensuring conditions of self-development, self-education and self-realization.

The important function of training is the professional self-preservation of specialist as professionalism provides social security and improves competitiveness.

Dynamic connection between individual stages and levels of education and within them is provided by such a pedagogical principle as *continuity*. Because of its introduction to the educational process it is possible to broaden and to deepen the knowledge acquired at the previous stages of studying. Individual ideas and students' concepts are transformed into a well-composed system of knowledge and skills. Educational programs are considered continuity if they assist in the formation of intellectual, personal, behavioral qualities, knowledge and skills of students, creation of potential for further development of the personality. Thus, continuity in the broad sense is the basis of life-long education when each previous level of education is considered as the source for all subsequent levels [6, p. 3-4].

In our opinion there are possible mechanisms for interfacing educational programs and continuity of educational technology in life-long education. We can recommend the following: 1) the organization of special academic institutions in order to expand the interaction between secondary and higher education; 2) the development of school educational programs at for personal development and invariant to different forms of socialization; 3) creation of the infrastructure to ensure the rational use of resources for the implementation of school and university programs; 4) collecting data on the results of the development of students' educational programs at various levels; 5) monitoring the views of graduates and students [6, p. 7].

The continuity between the educational programs of undergraduates and graduates is at the top of the contemporary higher education. Besides this continuity concerns both content and educational purposes. Post-graduate and graduate courses are created to solve the problem of reproduction not only academic staff but also

high school teachers on the basis of scientific, psychological, educational, cultural and educational training [6, p. 9]. In general, the modern education system allows obtaining the basic guidelines, which helps to find the life position by means of adaptation to certain social environment by preparing for life and activity in a specific profession.

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