

Advantages of validation of previously obtained education are decrease of money, which should be spend on education obtaining; validation of previously obtained education is the basis of economic development; increase of localization of human capital at job market; transition from conception of final education to conception of continuous education.

Key words: *non-formal adult education, informal adult education, validation of results of previously obtained education, Canada, USA, portfolio, factor, method.*

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CRISIS OF GERMAN CLASSICAL UNIVERSITIES AND WAYS OF ITS OVERCOMING IN THE CONTEXT OF ACTUAL REFORMS IN GERMAN UNIVERSITY EDUCATION

The aim of the article is to analyse and generalize the situation in contemporary classical German universities and to express their vision of the further development of this educational sphere. To achieve the goal, general scientific, historical and pedagogical methods of research were used. The analysis of scientific works of foreign and domestic scientists has made it possible to draw conclusions that development of a network society increases the availability of knowledge and information for each individual and at the same time creates a threat of the classical university's death, which forces it to open itself for constant change and turn into a centre of educational and research network.

Key words: *research university, sustainable development, variety of social forms, contextualization, mercantilism, discoursiveness, humanization, perfection, rationalism*

Introduction. Over the past decades the modern society is identified in philosophical, sociological, and cultural reflections on its contemporary and future as informational, as a knowledge society and post-industrial society. This simple, at first glance, designation means very significant and radical social changes, which have impact on the modern university education and program changes in the tasks of this branch. The main tasks of the classical German university education are professional training of highly qualified specialists and pursuit of research on the basis of the unity and autonomy of studies. The introduction of market mechanisms in the activities of modern universities through implementation of a technocratic Bologna reform raises questions to these guidelines of German universities, changes the traditional nature of education through the so-called “mercantilism of knowledge”. If the new-humanistic educational concept defined the essence of education in the unselfish search for truth and self-improvement of scholars, and the socialist educational concept saw in education the means of liberating people from oppression, then actual postmodern conception of education completely

rejects these ideals, relying on hegemony of information technologies in modern university education, which cause the dominance of technological logic in all spheres of public life and its total technologizing as well (Lyotard, 1984).

The new logic of development of the educational sphere and society as a whole destroys the traditional notion that knowledge transforms an individual into a formed, that is, already changed personality. The new goal of education is to become “performative”, that means ability of students to practical application of knowledge acquired by them, but not so much acquired knowledge as the special qualifications (IT engineers, linguists, cybernetics, etc.) have priority nowadays. From now on, according to scientists, who are sceptical and critical of the Bologna process, the task of scientists, technicians and scientific and technical equipment is not to seek scientific truth, but to strengthen the power of corporations (systems) in the modern globalized world. Areas of knowledge, which are situated outside of the efficiency optimization field (for example teaching the so-called “orchid disciplines” in the German sense of this expression) do not receive adequate funding and disappear as “not performative” from the list of specialties demanded by students.

In addition, there is a danger that universities cease to focus on the formation of a fully developed, responsible personality (part of the intellectual elite), which is engaged in self-knowledge, but focused their activities on the preparation of effective executors of the will of corporations, who put pragmatic issues not on the truth of certain data, but on their market value (Lyotard, 1984). In modern universities there is a stratification of students for those who can be useful for the system, and for potential unemployed who study “not performative” specialties. All these considerations force us to think about defining the goals of not only teaching as part of professional training of specialists, but also about the goals of forming the personality of specialists in postmodern society. His goal may be to educate an IT service provider, adapted to the global market, or a fully-developed, self-sufficient personality capable of thinking on its own.

Thus, it is obvious that the modern classical German university is in the state of a certain cultural crisis, which requires implementation of an appropriate philosophical reflection on its reform and prospects for further development. The question arises about the possibility or even the expediency of confronting this new logic of the modern society and education development.

Analysis of relevant research. However, Germany, as an engine of the European integration process, does not require any confirmation of its national identity by preserving the national character of its university. It strives for European and world leadership in this field and aims to change the structure and content of university education, to build an efficient and self-sufficient branch. However, these aspirations proved to be difficult tasks, since the search for optimal ways was complicated by the dissatisfaction of the German academic community with the results of the Bologna process. This is evidenced by the

scholarly works which refer to the problem of the internationalization of the German university education (Hüttner & Krücken, 2018), to the modern requirements of professional training of specialists and their competitiveness in the labour market (Konietzka, 2010), to the structural differentiation of German universities as a way of improving the quality of selection of university entrants (Kreckel, 2010), to the need of differentiation between mass and elite higher education (Stock, 2011), to the domination of structural transformations in the field of university education over its content (Teichler, 2005), to higher education expansion and the need of structural reforms in the field (Wolter, 2017) and to procedural aspects of quality assurance internationalization in the European higher education area (Yeremenko, 2018). There are calls for the creation of perfect universities in Germany, which must be transformed from “the ideological apparatus of a national state into a relatively independent bureaucratic system” (Riddings, 1997, p. 30) and become the locomotives for the development of this branch. However, the very concept of “perfection” (or “Exzellenz”), which is used to characterize an efficient, successful and competitive university, does not have a clearly positive semantic load. In modern conditions, university education is fully oriented towards market principles in its activities, and “perfection” is perceived as an assessment of the successful application of marketing mechanisms in the university activities. Thus, these works touch upon the decisions of specific structural and substantive problems of university education, and their authors do without a philosophical reflection on the university education content, which the modern information society needs.

The aim of the study is to generalize the situation that has arisen in contemporary classical German universities in the context of the Bologna process and to express the vision of the further development of this educational sphere. This study is based on the analysis of the works of modern foreign and domestic scientists who carry out the diagnosis of the current state of universities and forecasting the dominant tendencies of their transformations in the near and distant future in the context of a globalized information society.

Materials and methods of the study. To achieve this goal the following research methods are used: a) general scientific research methods (analysis, synthesis, comparison, generalization, systematization); b) pedagogical history methods (retrospective, logical-system, chronological-structural, comparative analysis of scientific-pedagogical literature); generalization of the processed materials in the process of formulation of conclusions, recommendations and determination of ways of using the scientist’s application in modern conditions.

Research results. University education as a socio-cultural phenomenon performs in any country the function of preservation and translation of national culture and academic culture in particular. As for German academic culture, this culture is a logical result of the evolution of the Enlightenment Epoch University, which embodies the idea of autonomy of the individuals and

the idea of the universality of knowledge gained through reason. If we proceed from the model of the classical university, then the ideas of free study and the self-worth of human beings that this model represents are based on the principle of human dignity and respect for the integrity of the human person. It is the synthesis of rationality and culture as the guiding principle of the Humboldt education model that allowed classical university education and science to get rid of church care and to limit interference in their affairs by the absolutist state. It was the very university education model that served as a model for many universities in continental Europe.

In the context of modern social transformations, the University of Humboldt is compared in the German academic discourse with the “ivory tower”, which symbolizes seclusion from the society life and rejects mercantilism or utilitarianism in science and education. However, in reality, the neo-humanist modernization of the university idea was based entirely on rationalism and on the relationship with state structures that control its activities within “the civilized Prussian state”. For its part, the university provided for the formation of the German national identity, assisted the state in the performance of its functions, while the state provided autonomy to the university.

According to the concept of B. Readings, globalization places the idea of “text” on the background of the global “textualism” of the world instead of the idea of “culture”. The manifestations of such textualism are perception of social political phenomena or institutions as references and hyperlinks. In other words, the cognition object is blurred by the text. It means the blurring of meanings, national culture and especially the academic culture produced by the universities. At the same time, in the process of globalization of meaning, the so called “intangible capital”, based on the West or in this case on Anglo-Saxon values, is spreading now. Such globalized meanings are very difficult to reconcile with national ones and the both often contradict each other.

In the conditions of the information society, the historical and social mission of the classical university, which is rooting into the national culture, loses its relevance and is perceived as a kind of anachronism. The crisis of the classical German university is caused not only by the crisis of the national state, but also by contradictions in the modern civilization development. On the one hand, multinational structures are gaining weight. On the other hand, there are growing tendencies towards preservation of the national identity (for example, Brexit, the spread of nationalist ideas in Austria and Italy, the desire for greater sovereignty in Hungary and Poland), which greatly complicates implementation of modern multinational and supranational projects. In the field of education, there is a complication in implementing the most ambitious supranational project – creation of a common European educational space within the Bologna process.

The contradictions in the field of modern university education are seen, on the one hand, in creating space for the coexistence and competition of

various projects. On the one hand, modern European and, in particular, German universities are increasingly transformed into multinational corporations, what happens under the influence of certain globalization factors, including the Bologna process. On the other hand, the importance of the university as a higher education institution varies under the influence of information technologies. So there is a problem of institutional self-identification of the university, which has both positive and negative consequences for higher education. The proliferation of productivity logic contributes to the establishment of new economic relations in the field of university education, i.e. “cognitive capitalism”. At the same time, the university loses its autonomy through orientation of its activities to profit, without which it is not able to overcome a chronic underfunding of its activities by the state – a specific phenomenon of German universities.

However, the possibility of improving the material conditions of universities through introducing market mechanisms into their activities is accompanied by the alienation of the teacher from the teaching process and the student – from the learning process, since the first becomes a service provider, and the second – its consumer or even product in the labour market. The interpersonal contact between the two sides of the educational process collapses. The university itself is also transformed into a supplier of educational products, a kind of factory that produces scientific knowledge, specialists, educational services, which have their market value and must bring the university profits. This leads to the elimination of the so-called “Orchid subjects” from the educational process at the universities. It concerns those of mostly humanitarian subject that are considered to be not very profitable or totally unprofitable for universities, but should be considered to be important for meeting the individual needs of scientists and students, as well as for society as a whole.

Changing priorities in university education causes changes in the nature of the learning process, which is simplified in favour of various training to the detriment of traditional lectures and seminars. In addition, the priority of the academic activities of universities is the formation of the competitiveness of young professionals through providing them with a set of key qualifications. However, the rapid aging of skills acquired by specialists is not taken into account at the initial stage of their professional activity after undergraduate studies. As a result of implementing marketing concepts, university education undergoes significant transformations through introduction of new educational strategies that focus on the development of professional competence and contribute to limiting and losing the link between the learning process and the development of fundamental knowledge.

The second problem of modern higher education and university education in particular lies in the ideological plane, namely, in the domination of the educational space of neoliberal technocratic educational ideology, which

makes university education dependent on the will of corporations and thus deprives the university of broad institutional autonomy as an educational policy participant. To acquire broad autonomy, the university must pursue its own policy based on moral ideas such as freedom, truth, serving to humanity and humanization of society.

The third problem of German education is systematic by its nature, which is deduced from the German experience of implementing the programmatic provisions of the Bologna Process. The emergence of this problem is due to the dominance of formal changes over the essential, which are reflected in the successful implementation of structural changes and the lack of significant changes in the content of training. The reform, which should lead to improved quality of studies and research at German universities, has not yet succeeded. This is caused by the lack of a consolidated position of university professors, by an increase in academic workload of scientists, by the attempts to impose on universities a model of reform that is inappropriate in terms of their practical implementation and unacceptable for a conservative German academic culture that does not perceive the idea of educational mercantilism. The German state itself seeks to introduce foreign models into higher education, which is accompanied by increasing university bureaucratization, the lack of adapting innovations to German conditions and by the lack of motivation of scholars for the disclosure of their internal capacities.

The solution of the above mentioned problems is a task for university education at the current stage of its reform, but does not abolish reforming and does not call into question the need for qualitative changes in the field of university education. The transformation (or reformation) of university education is influenced by the growth of the role of information through a range of interconnected revolutionary advances in the field of information technology, microelectronics and software. As a result, there is the emergence of a new way of civilization development, which is referred to as "informationalism" (Castells, 2004a). Its main feature is availability and rapid development of information and communication networks, which in particular are characterized by: 1) their ability to expand its volume independently, to regulate the complexity of the structure and speed of their operating; 2) the ability to re-recombine the components of the networks through digitalization; 3) their flexibility of data distribution over an interactive digital network (Castells, 2004a, p. 9). The informationalism of modern society leads to the formation of a new social structure (the so-called network society), a new economic structure (global network of e-commerce) and a new common culture (culture of virtual reality).

This network society is organized within the pan chronic time and in the space of streams, in which new technologies and communication networks destroy the usual logic of time and space as they reduce the distance between objects. The information society, as they say, is a society that independently

defines its configuration, constantly programs and reprograms itself (Predborska & Shevchuk, 2014). The changes in society cause simultaneously changes in the configuration of social processes, institutions and needs and desires of people themselves as members of society. The network society constantly updates the composition of its actors, is characterized by the absence of permanent boundaries, constant actors, permanent structures and permanent values and the space limits of self-expression freedom of the individuals; its operation methods are constantly expanding. Thanks to new technical capabilities (Internet, mobile telephony, etc.), a network of interactive communication will be developed.

This new way of civilization development changes the nature and quality of university education. The modern network society increases the availability of knowledge and information for each individual, stimulates development of his individual and creative abilities, tries to meet his educational needs; stimulates collaboration of network society members in the process of exchanging knowledge and information, etc. In the field of education and university education in particular, appear new forms of learning, which are built on a person-oriented approach; the means and possibilities of distance learning and information provision are actively employed through the use of modern information education systems.

Contemporary philosophical concepts view a person as a complex phenomenon, which has physical, biological, psychological, cultural, social, historical and other manifestations. That is why science should not study an individual in any isolated aspect, but in the context of his social relations. Such an approach to the study of individuals calls for a revision of the higher education tasks. One of its main tasks should be to overcome the knowledge fragmentation. That will allow an individual to perceive the problems of the modern world comprehensively and to solve them effectively. Scientific research has also to carry out the transition from the study of the outer world to the study of the inner world of an individual. The studies have to promote development of technologies that can be used to improve people's lives, as well as formation of a rational world outlook in society. At the same time the modern university science has to apply the ideas of humanism in all spheres of society that recognizes human dignity and the human life values.

The scientific work of the representatives of "transformative anthropology", which proceeds from the idea of a constant transformation of individuals under the influence of changes in society, can be used in the future to develop the theory of transformational education of individuals, which actively moves in the virtual network of space and time. This approach is based on the concept of transformational learning, aimed at disposing of an individual from the institutional and social pressure of the learning environment in which he learns and is taught. It means avoiding reproductive learning and mastering the advanced knowledge, organizing a flexible and creative cognitive process

based on variability of learning. This pedagogical approach takes into account the intellectual, physiological and mental characteristics of students.

In these conditions, the university should be open to constant changes, turning into a centre of educational and research networks. Education ceases to tie the student to a certain place of education, profession, specialty, etc. (Predborska & Shevchuk, 2014). Network society requires a reorientation of the way of thinking, a departure from relationships based on the constancy and hierarchy principles and requires a lifelong learning. For these reasons the so called “finished knowledge” loses its value, namely, its versatility, changes its quality and creates significant problems for teaching. In these conditions, a classical university faces the threat of its death as an institution or, at least, its transformation into an already irrelevant and fragmented knowledge translator. In addition, under the influence of the rapid development of information technology, the nature of the university science and education varies, since the development of science is increasingly influenced by the interaction of the methodology of natural sciences and of this one of the humanities. It causes certain philosophical and ideological problems. Against this background, the transdisciplinary of science is intensified, and transhumanism becomes a new paradigm of the humanities and education (Predborska & Shevchuk, 2014, p. 35). This affects the changes in the character of rationality in science, education and culture as a whole and requires reviewing ideas about the limits of scientific knowledge.

The character of modern classical university education and science is increasingly changing under the influence of processes of pluralization, antifundamentalism, inter- and transdisciplinary of scientific knowledge. This is accompanied by the destruction of the classical science ideals and by radically changing the university knowledge nature, which have to overcome its disciplinary fragmentation. In the new conditions of the science development, the task of university education is to inculcate students the skills, of contextualization, analysis and synthesis of scientific data. Acquiring such skills and abilities should help individuals with academic education to clarify the complexity and diversity of the surrounding world. The restoration of the unity of science and knowledge, according to the university idea of W. von Humboldt, through the interaction of natural sciences and the humanities, will contribute to the formation of more systematic knowledge of the world around us. In the conditions of the complication of the world the process of its cognition is complicated as well, which requires the application of new approaches to the organization of university education on the basis of anthropologism and discursiveness of knowledge, the main characteristics of which is its variability, fluidity, contradiction, heterogeneity. Rejection of linearity and reproduction of knowledge in education also implies a waiver of “ready” knowledge. On the contrary, the task of the educational process participants, of the student and the teachers as its subjects,

becomes its consistent search and co-creation, which in no way contradicts the neo-humanistic conception of education, elaborated by W. von Humboldt. It concerns their participation as subjects in acquiring knowledge, which becomes knowledge in the process of finding the truth. The main task of modern education should be to combine and organize accumulated knowledge, awareness and knowledge of the global problems and the reform of thinking (Castells, 2004b). An important philosophic-anthropological orientation of university education is a new humanitarian paradigm aimed at redefining the concept of humanism and the role of individuals in the modern globalized world.

University education should become basically transphenomenal, transdisciplinary and transdiscursive. These characteristics of education require a redefinition of the basic didactic principles, the transition from controlled learning as a transfer of the finished knowledge to developing of an open, transdisciplinary organized educational process.

Conclusions. So, in order to determine the concrete ways to overcome the current crisis of the classical German university, one should proceed from the requirements for its qualities, which will help to overcome an existential crisis against the backdrop of further development of the information society. The leading university education model in Germany should remain the research and teaching university as the most relevant form of higher education institution (HEI) in the modern global space of higher education. However, based on the fact that sustainable development of any sphere of society is ensured by the diversity of social forms, development of German university education should allow the parallel existence of other higher education models (applied university, university, multidisciplinary HEI, etc.). One way or another in modern conditions, the German classical university has to make certain transformations. The foundation for them should be understanding of the university as a special phenomenon, which performs its social functions in a rapidly changing information society, and therefore should be: 1) transformative (capable of changing under the influence of changes in society); 2) globular (capable of solving both global and local problems); 3) transcultural (capable of providing an opportunity for intercultural communication); 4) transdisciplinary (able to overcome the narrow boundaries of individual scientific disciplines); 5) a network (open, mainly non-hierarchical, decentralized in management, diversified in financing, etc.); 6) socially integrative (able to ensure development of individual freedom and human rights and personal formation of the individual), and 7) autonomous.

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АНОТАЦІЯ

Черкашин Сергій. Криза класичного німецького університету та шляхи її подолання в контексті актуальних реформ у сфері університетської освіти.

Мета статті полягає у спробі узагальнити ситуацію, що виникла в сучасних класичних німецьких університетах у контексті Болонського процесу, і висловити своє бачення подальшого розвитку цієї освітньої сфери, спираючись на аналіз праць сучасних зарубіжних і вітчизняних науковців, які здійснюють діагностування актуального стану університетів і прогнозування домінуючих тенденцій їх трансформацій у найближчій і далекій перспективі в умовах глобалізованого інформаційного суспільства. Для досягнення поставленої мети використовуються загальнонаукові методи дослідження; історико-педагогічні (ретроспективний, зіставно-порівняльний аналіз праць учених-педагогів та наукової літератури) і

метод узагальнення опрацьованих матеріалів. Аналіз наукових праць зарубіжних та вітчизняних науковців дозволив зробити висновки про те, що сучасне людство знаходиться на новому етапі цивілізаційного розвитку, який докорінно змінює характер університетської освіти. В умовах мережевого суспільства збільшується доступність знань та інформації для кожного індивіда, отже створюються умови для розвитку його індивідуальних і творчих здібностей, для задоволення його індивідуальних освітніх потреб, до співпраці з іншими учасниками мережі з метою обміну знаннями та інформацією тощо. У сфері освіти й університетської освіти зокрема виникають нові форми навчання, активно застосовуються засоби і можливості дистанційного навчання та інформаційного забезпечення через використання сучасних інформаційних систем освіти. Мережеве суспільство вимагає переорієнтації способу мислення, передбачає відхід від взаємостосунків, що побудовані на принципах сталості та ієрархічності, а також закладає потребу людей у навчанні впродовж життя. У цих умовах перед класичним університетом виникає загроза його загибелі як інституції або принаймні його перетворення на транслятора вже застарілих та фрагментованих знань. І тому він має відкритися до постійних змін, перетворитись у центр освітньої і дослідницької мережі.

***Ключові слова:** дослідницько-навчальний університет, сталий розвиток, різноманіття соціальних форм, контекстуалізація, антропологізація, дискурсивність, гуманітаризація, досконалість, раціоналізм.*

РЕЗЮМЕ

Черкашин Сергей. Кризис классического немецкого университета и пути его преодоления в контексте актуальных реформ в сфере университетского образования.

Цель статьи заключается в попытке проанализировать и обобщить ситуацию в современных классических немецких университетах и высказать своё видение дальнейшего развития этой образовательной сферы. Для достижения поставленной цели были использованы общенаучные, историко-педагогические методы исследования. Анализ научных трудов зарубежных и отечественных учёных позволил сделать выводы о том, что развитие сетевого общества увеличивает доступность знаний и информации для каждого индивида и одновременно создаёт перед классическим университетом угрозу его гибели, что вынуждает его открыться для постоянных изменений и превратиться в центр образовательной и исследовательской сети.

***Ключевые слова:** исследовательско-учебный университет, устойчивое развитие, многообразие социальных форм, контекстуализация, антропологизация, дискурсивность, гуманитаризация, совершенство, рационализм*