

## ABSTRACTING REVIEW OF JOURNAL ARTICLES

### HEAD EDITOR PAGE

**Viktor ANDRUSHCHENKO**

EDUCATION WITHOUT VIOLENCE..... 7

The article explores philosophical meaning of “violence” and the peculiarities of its manifestation in education, the main forms of violence in the system of education and overcoming (eradication) of violence as a task of democratization of education. The author argues that for a long time education was carried out primarily as a spiritual violence against a person. The little children were forced to literally learn (“cram”) relevant knowledge, teachers were strictly controlling the process of mastering the norms of religion, morals and culture, the deviation of which was seen as arbitrariness and punished by a simple whipping or even by exclusion from the school. Education was mostly violent by its nature. The teacher acted as a representative of the public authority, which modeled behavior, dominated the student. Violence is a form of activity (behavior) of an individual whose purpose is to conquer or preserve his superiority and authority over another person. It manifests itself as the usurpation of freedom, subordination of personality to the subjective will of the abuser. In the educational system the violence is manifested in such basic forms as humiliation (negation, suppression) by the teacher of student subjectivity, forcing the latter to learn secondary educational material, the implementation of activities, not inherent in the educational process, etc. Eradication of violence is one of the main tasks in overcoming the repressive pedagogy of the past, and establishing the democratic relations in education.

**Keywords:** human, education, culture, upbringing, violence, repressive pedagogy.

### URGENT PROBLEM

**Oksana ZAKHAROVA, Zhanna GONCHAROVA**

TEMPORARILY DISPLACED UNIVERSITIES: THE MAIN PROBLEMS  
AND PRIORITY DIRECTIONS FOR THEIR SOLUTION ..... 13

The problems in the sphere of activity of temporarily relocated higher educational institutions from the zone of the antiterrorist operation are substantiated. Such problems include the provision of the university with personnel, material and technical base, as well as housing. The necessary measures have been developed to address the identified problems of displaced universities, which are an addition to the existing regulatory legal acts of Ukraine and the development of new documents. The effectiveness of the activity of the displaced university during its stay in the new territory has been analyzed. Possible scenarios of the effectiveness of the admission campaign of 2017-2018 academic year are forecasted on the example of DonNTU with the timely implementation of the proposed recommendations. ....

**Keywords:** temporarily relocated university, problems, state regulation, solutions, activity performance.

### EDUCATION PHILOSOPHY OF THE XXI CENTURY: SEARCH FOR PRIORITIES

**Lyudmyla GORBUNOVA**

THEORY OF TRANSFORMATIVE ADULT LEARNING: THE EVOLUTION  
OF CONCEPTS AND METHODOLOGIES..... 23

Modernity as an era of civilizational transition is characterized by global transformations in all spheres of social life. The individual, thrown out by the tectonic shifts of the systems from the safe and stable niches of his existence to the terminals of the "space of flows" and "timeless time", is forced to go on a nomadic journey of self-transformations in the length of his own life.

In this connection, the question arises, what should be modern education, in order to really be modern. In the dynamics of the landscape of education for adults, the dominant role passes to transformative learning. In this article, the Jack Mezirow's theory of transformative adult education is seen as a relevant approach to the formation of an individual who can become an autonomous communicative subject of civil society in the conditions of "Liquid Modernity". At the same time, the theory itself in the process of formation and development undergoes conceptual changes and implements a methodological turn from the rational-cognitive approach to enactivity, based on the principles of holism, corporality, affectivity, emotionality of cognitive processes and their self-organization as complex dynamic systems. This allowed us to look at the transformation of the personality as an integral body-affective-cognitive reframing and draw a conclusion about the important role in the transformative adult learning of all the extra-rational components of this process.

**Keywords:** the theory of transformative adult education, Jack Mezirow, system of value-meaning orientations, meaning schemes, meaning perspectives, disorienting dilemma, critical reflection, rational discourse, rational-cognitive approach, "holistic understanding" of human, enactivism, embodied cognition approach, affective framing.

#### **Inna KNYSH**

##### **CLASSICAL EDUCATION PARADIGM: SUBJECT-SUBJECT RELATIONS .....35**

The article proves that during the XVII–XIX centuries Ukraine became the state of the Second wave. At the same time, the pre-classical educational paradigm that existed before the seventeenth century no longer met the modern needs and had to give way to the classical one, in which four educational directions were distinguished: Latinophilic; Byzantine-Russian; Slavic-Greek-Latin and Old Believers. Author notes that the further development of the state, society and church in Ukraine has led to the fact that the traditional view of education (characteristic of the States of the First Wave) no longer met the needs of the New Time (the states of the Second Wave), but the organization of education in the Russian (Grecophilic) model for a long time kept Ukraine in a transitional stage. The article contains analysis of the subject-subject aspects of the formation of an educational paradigm in the classical period of the development of science in relations: "Teacher" – "Student", "Teacher" – "Teacher" and "Student" – "Student".

**Keywords:** classical education, subject-subject, "Teacher", "Student", education paradigm, Latinophilic, Byzantine-Russian, Slavic-Greek-Latin, Old Believers.

#### **Serhiy KAPUSTIN**

##### **CONCEPT OF WORLDVIEW IN CONTEXT OF MODERN PHILOSOPHICAL AND PEDAGOGICAL DISCOURSE ..... 43**

As noted in the recently published "New Ukrainian School", conceptual framework of the reform of the secondary school, the formation of a person as an individual, preparing person for life in a real society is the immediate task of the school as the main institution of socialization. The school must equip students with knowledge, form the necessary competences, raise values, and most importantly – form a holistic worldview of the individual, which will ensure the orientation in the natural and social environment, the ability to use knowledge, communicate with people. The realization of this task in the modern school is problematic. As practice shows, quite often the graduates of the school do not know the real life, and therefore they enter life with extremely scattered orientations. Formation of a holistic worldview in this context appears to be one of the main tasks of modernizing (upgrading) the school.

**Keywords:** human, consciousness, worldview, education, science, culture.

## INNOVATIVE SCIENCE AND MODERN EDUCATION

Svitlana SHCHUDLO, Oksana ZABOLOTNA

### TRANSFORMATIONAL POTENTIAL OF EMPIRICAL RESEARCH FOR HIGHER EDUCATION: MYTH OR REALITY? .....50

In the light of current tendencies, the university is viewed as an institution the functions of which are constantly shifting towards research. For satisfying the needs of a research university, the academics should be aware of the procedures and interpretation of the evidence based research which goes far beyond the scope of work of an individual researcher and even a particular university. At this stage, the role of non-governmental organizations uniting academics from different universities is evidently growing. This gives a possibility for the synergy gained by cooperation in interdisciplinary research teams. The article demonstrates the work of such a team within Ukrainian Educational Research Association in the Teacher Programme related Research based on TALIS methodology. The developmental prospects of the research are presented in two ways: on the one hand, as a potential of learning-by-doing in research for developing individual researchers and thus contributing to transforming universities; on the other hand, as a potential for transforming teacher pre-service education based on the data-supported outcomes of the international comparisons.

**Keywords:** research university, TALIS, international study of learning and teaching, empirical research of education, UARE, teacher.

## PERIOD OF CHANGE: EDUCATION PROCESS METHODOLOGY AND METHOD

William KOVALENKO

### SMART TECHNOLOGIES IN THE FIELD OF HIGHER PROFESSIONAL EDUCATION: THEORETICAL-METHODOLOGICAL AND METHODOLOGICAL-TECHNOLOGICAL BASES .....57

The article considers smart technologies, the subject area of which is the idea, types of ideas, their theoretical and methodological substantiation, its methodological and technological bases are outlined in the form of formal and informative logics: transcendental, deontetic, modal, logistics, as well as the main types of signs: words, terms, concepts and mathematical symbols that present ideas, types of ideas in scientific texts as the main means of theoretical and practical training of professional mind and professional understanding of future specialists in higher education institutions.

**Keywords:** smart technologies, ideas, types of ideas, universal types of activities, their results: things, money, ideas, formal and informative types of logic, types of ideas: scientific, political, national, trade union, legal.

Olga GONCHAROVA

### THE NATURE OF THE PEDAGOGICAL TALENT IN THE ASPECT OF POST-NON CLASSICS AND THINKING IN COMPLEXITY .....64

The task of the practical philosophy of education in the aspect of post-non-classical methodologies and thinking in complexity is the creation of conditions for the self-organization of the student as a subject of education, which is now understood as self-education. The key problem of education is not the transfer of knowledge, but the innovative qualities of person, the ability to create and perceive everything new. In this aspect the teacher's talent is in *managing without managing*, in little resonant impact to push the system to one of its own favorable ways for development, in ensuring self-controlled and self-sustaining development. To effectively solve this problem, it is extremely important to change the style of thinking. To

replace dividing thinking, which forms a one-dimensional vision of the world, there must come the thinking of linking – of different knowledge, parts with the whole, and the whole with parts, comprehending the unity of global and local. It establishes the priority of thinking over the assimilation of knowledge, personal self-adjustment, educational motivation, the ability to work in a team and to recognize the positive in a different perspective over achievements and skills. Education can meet the needs of the time and implement the reform of thinking, if it offers the society new forms of organization of knowledge through changing the content of educational disciplines, individual methods of presentation of knowledge, understanding of education as a person's ability to intellectual search.

**Keywords:** teach learning, formation, self-development, self-organization, self-education, change of thinking style, thinking in complexity, cognitive-creative potential, self-influence, self-transformation, intellectual search

## **HUMANIZATION OF EDUCATION AND TRAINING**

**Ivan SYLADIY**

### **THE MAIN FACTORS IN THE FORMATION OF DEMOCRATIC VALUES OF STUDENT YOUTH .....76**

Modern student youth is predominantly a supporter of democratic transformations, and hence of democratic values. However, the contradictory nature of the values of the modern age and the heterogeneity of the student community determine the need to strengthen the targeted influence on the process of generating democratic values for student youth. First of all, the formation of such values should take place in the context of the deployment of freedom as a universal factor in the development of personality. At the same time factors of social and political environment, the influence of close surroundings, media, culture, education and self-education of the individual are traditionally distinguished among the elements of the formation of democratic values of student youth. In this view, special attention is also paid to the non-university activity of educational institution, which covers union, leisure and other activities of student youth.

**Keywords:** human, youth, values, democratic values, education system, democratic education.

## **INFORMATION. REVIEW. MESSAGE**