



E.V. LEVCHENIUK

The disclosure of modern education

PhD, assistant, Kiev National University by T. Shevchenko, Department of Humanitarian Science Philosophy, Ukraine

Abstract

In the article progress of humanities trends are considered in the conditions of development of globalization processes. The core principles of the organization of modern education must be the following: humanitarization, differentiation, integration and disclosure. The modern pedagogics is oriented to create such a preparation system that would use newest achievements in the field of informational technologies and would allow reflect the specifics of professional activity and form the ability to adapt in professional environment.

Key words: science, humanities, natural sciences, engineering sciences, globalization.

The issue of reality perception is actualizing greatly in the conditions of modern world development, which in its turn characterizes intensive roll out of global processes. The root changes of outer world are taking place and the human is changing as well. These global changes are happening for the first time and that is why the processes of reality perceptions demand corresponding level of generalization and systematization in order for the human to be able to assess the situation appropriately and make decisions regarding the organization of humans' life activity.

Human takes world as an entire unit in the aspect of perceivable, animated and tangible mind that the human carries. The principle of openness of education should be applicable with the necessity for the development of modern humans. The openness of education includes changes, caused by technification and informatization of society.

The modern tendencies of society development are caused by the virtualization of social connections, in other words they are replaced to the network. The networks are characterized by the disclosure, high level of dynamics, and still, the social connections do not lose their stability. This is conditioned first of all, by interactivity. The equally righted and independent partners get connected and that contributes to the common goal achievements.

We speak about the change of space perception, first of all, through the dynamics of social relations. The practice of “stream” space is formed beyond temporary borders around the streams of modern capital, information, technology, images, symbols, that dominate in the processes of economic and political life.

These new conditions of social relations and individuals development need transformation of educational system, to change it from the closed to the open. The closed educational system lost the ability of self-development in the conditions of world development. And, as a result, it is not capable to perform its role as the means to help humans perceive the world. The transience of modern world allows consider the educational system, that performs cyclic function, as such a process where both education and upbringing as well as selfeducation may substitute one another at any time. In other words, there is unbreakable transitive process is taking place, and it is available for everyone.

So, the cancelation of the closed nature of education gives educational process a creative character. Creative character in its turn causes the transfer to methodology of open educational model. This model includes such essential signs: the intensified attention to the talents of every separate individual and creation of the most optimal conditions to develop his/her physical and moral features; creation of new ways to perceive the world using the gifts of modern civilization, such as technical and informational capacities. Setting the studying person to self-consistent and creative thinking, and that, directs educational process to the search of new guidelines and goals. When this approach is applied the educational process is performed in free terms, and is not ruled by any directions or institutions, which are not functioning fully in modern conditions. It is worth mentioning that reorientation of the person who perceives something and who needs the change in of psychological settings. The person who teaches needs to set to co-production and cooperation, thus the educational process will turn into the dialogue.

Thus, the core principles of the organization of modern education must be the following: humanitarization, differentiation, integration and disclosure.

Humanitarization of education foresees the actualization of personal factor. In other words, there must be such conditions that would contribute to the development of all talents of the individual from physical to moral. Thanks to this principle, the education turns from practice of HR training (that did not take any care about individual’s spiritual life) to the perception and study of the whole image of the world, to the formation of systematic and creative thinking of people of young age.

The implementation of differentiation allows determine the sense of education, which enables the realization of different ways and approaches to form the meaning of subjects and various ways to organize its perception.

The principle of integration of education is directed to provide the entirety of the world perception by means of implementation of integrated knowledge and courses that unite knowledge around determined issues and topics.

The open nature as one of the main principles of modern education is linked with the point that the education is oriented to learn the world as an inseparable and entire unit. With the realization of priorities of universal human values above class groups, integration into world educational structures.

Ukrainian researcher S.F. Klepko considers open nature to stand as a condition for the individual's development. "The open nature of education is its ability to provide an open space for the individual's development, to perceive an open world free from ideological dogmas. The open nature of education is the ability to be friendly oriented to the society and the person in particular, to be open for collaboration between teacher and a student, society and educational institutions. The sociability of education is its readiness to meet and communicate with other educational systems and pedagogical cultures, until they realize the common sense of their affinity, their deepest humanistic values and inseparability of modern global world of education to be the growing interdependence of its shares. This is the basis for possible implementation of integration into the world educational community" [Klepko 1998: 360].

The disclosed education is implemented by means of distance education at current stage of society growth. We may characterize both as a process and as a system. The distance education unites students with various educational resources. The implementation of informational technologies makes the educational process accessible and causes the changes of traditional models of interactions between subjects of studies. Thus, the traditional educational model had three component structure: teacher – book – student, and today it changes into multi component one with tangibly changed multi component structure. The traditional compounds went through a lot of changes. Along with that the entire line of new technologies appeared, which are first of all connected with the principle change of technology of interaction between subjects of educational process. Concluding this, the distance education of disclosed studying process is thought of as the study with the application of computer informational technologies. The location factor is not notable and its focus is oriented to create inner attainment and educational products.

Yet indeed, the virtual educational process differs greatly from the traditional first of all, due to the fact that it is currently important, and functional only during the interaction. When the process is arranged this way, the traditional methodological manuals are not applicable at all, because this communicative and educational act has a specific individual and situational character. The implementation of technologies in educational process opens new possibilities to organize educational process. This makes informal education more up-to-date, as

far as it does not limit a person in his urge to perceive the world. The next positive aspect of distance education implementation is to provide broader access to the education, and the distance stops being so measurable.

The modern pedagogics is oriented to create such a preparation system that would use newest achievements in the field of informational technologies and would allow reflect the specifics of professional activity and form the ability to adapt in professional environment. Such an approach to the disclosed education will allow bring up qualified specialists that would master corresponding level of knowledge and professional skills to launch future activity. This approach would also assist to constantly enhance and improve one's qualification according to newest requirements. High dynamics of educational process will also demand corresponding maintenance and advancing of educational programs and courses that would meet the requirements of times.

The realization of disclosed education is possible through the implementation of the main imperatives, as Ukrainian researcher I. Utyuzh considers. Particularly: humanization of education, the cancelation of gap between scientific and humanitarian sciences, fundamentation of education, individual approach in education, the continuity of education, the outrun feature of education, the accessibility of education, high level of education [Utyuzh 2012: 356].

Concluding what was mentioned above, the main indicator to show the effectiveness of education is not the diploma with determined qualification is not the knowledge of total as the sign of obtained knowledge, but the ability to obtain and receive new skills and knowledge by oneself, to use the resources, to constantly enhance the level of education. It is the necessity to study the whole life, and, what is more important – to implement the obtained knowledge in real life.

Literature

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