



**Vasyl
KREMEN'**

Президент Національної академії педагогічних наук України, академік НАН України, академік НАПН України, доктор філософських наук, професор. Заслужений діяч науки і техніки України, іноземний член Російської академії освіти, член ряду інших академій, багатьох наукових товариств, президент Товариства "Знання" України.

Видатний український вчений у галузі соціальної філософії, політології, філософії освіти, педагогіки, розвитку людської особистості.

Автор багатьох фундаментальних досліджень.

President of National Academy of Pedagogical Sciences of Ukraine, academician of National Academy of Sciences of Ukraine, academician of National Academy of Pedagogical Sciences of Ukraine, PhD, professor. Honored statesman of science and technique of Ukraine, a foreign member of Russian Academy of Education, a member of several other academies and many scientific societies, president of the Society "Knowledge" of Ukraine.

Outstanding Ukrainian scientist in the field of social philosophy, political science, philosophy of education, pedagogy, human development.

Author of many fundamental researches.

Changes taking place in education under the influence of transformations of civilization namely globalized and informative challenges are analyzed. The first of it is the active formation of global Education Area; the second one is the international influences of the educational area, which means the process of entering of national educational institutions into the global educational area. This process is one of the forms in which the higher education responds on the possibilities and problems of globalization. The internationalization comprises a lot of questions. Among them there are educational programmes, the process of teaching and education, researches, institutional agreements, the mobility of tutors and students, various forms of cooperation and many others. The next change in the system of education is the innovational character of the educational establishments' activity defined by the meaning of knowledge for the economic, social, cultural and other realia of the XXI century. The transformations of civilization brought to life new educational structures, namely "The University of World Level". It generalizes and implements the experience of the activity of the best higher educational establishments, which comprises high quality of knowledge, alumni, the ability to conduct the scientific research of the contemporary level, to participate in the technologies' transference. The New Type Universities have to become the centres of mutual cooperation and correlation of talented tutors and students, providing substantial financial possibilities which allow to form an effective educational surrounding and conduct the most contemporary scientific researches. The innovative universities also have to fulfill the optimal governing pattern which includes the vision of strategic aim, innovative approaches and flexibility, which give the chance to make decisions and to conduct governing activity without bureaucratic obstacles.

EDUCATION IN THE STRUCTURE OF CIVILIZATION CHANGES

Civilized changes that take place in the modern society are closely connected with the system of education. Take into consideration the main three issues. First, in what way do these changes influence the place of education in society. Second, what are the requirements put forward before a

person and what kind of improvements should be introduced into education in order to prepare a person to competitive life. And third, what kind of changes are taking place in the educational area itself under the influence of civilization processes.

As for the **place of education in society**. Civilized changes define increase of the educational importance in the social life and the fate of the person because the new civilization, the life and activity of a person are becoming more and more noticeable and educationally oriented. It is sufficient to refer to the transition of mankind from industrial manufacturing to scientific and informational technologies, where intellectual property plays a more and more prominent role, where the scientific technology success depends on the intellectual potential of the nation, on the level of personality development.

Today as never before the progressiveness of any society is determined by the level of personality development. This factor is the main impulse for further progress, while the personality development, in its turn, is determined by education. For societies that want to be competitive, future-oriented, education along with science are becoming the most prior areas of life stock, because in conditions of globalization the competitiveness of countries both in the economic and in other spheres is increasing and the place of each country in this competition will be determined by science as a field that produces new knowledge and education that humanizes knowledge, making them active. It is the state of science, education as well as technologies connected with them that will determine in which of the three groups of countries Ukraine will occur: among those that produce new technologies, among those that can use new technologies or to be on the verge of human progress, that is beyond the spheres of modern technologies.

In these conditions Ukraine takes a controversial position. Education hasn't become a priority yet. And its influence,

as well as the influence of science on social development is insufficient. Without eliminating the guilt from the educational and scientific plot we have to mark about the undemanded results of their activity on behalf of society and our state.

The Next. What **new requirements** caused by civilization changes are put forward before the person, and in what way the education should act. We may figure out several approaches in this connection. .

The First. Modern civilization has introduced a new type of progress – the innovative one. That is the one including high dynamism, rapid change in knowledge, information and technologies. Changeability is not the exception in human life and society, but an everyday characteristic feature. Therefore, we should form a person capable either psychologically or professionally to live and act in a constantly changing environment. It is necessary to change the very direction of the educational process. Not only the creative mastering of basic knowledge, but also the realization of other functions. In particular, we must teach people to learn throughout life, producing abilities, skills and the necessity to do this and besides it teaches how to use the obtained knowledge in practice: professional, social, civic and everyday life, that is to form a knowledge oriented person for whom knowledge is the methodological basis of life and activity. Only in this way we will be able to establish the society of knowledge in Ukraine.

The Second. Modern civilization is considerably expanding and complicating the communicative environment in which the person lives. Nowadays the person constantly comes into various contacts: personal,

informational. These contacts have a broad geography, even up to global character. And in order to become an independent subject of these relations, and even more, in the situations of competition, we need to facilitate the formation of a self-assured developed personality. And here a number of tasks are put forward before education. And the main of them is to leave behind the authoritative, repressive pedagogy and turn to the pedagogy of tolerance. To stabilize the atmosphere of mutual respect and evaluation for both those who teach and those who study in the higher education establishments. To switch from subjective-objective relations between the teacher and the pupil, between the professor and the student, to subjective-subjective ones, where both sides are supposed to be active and inventive. Without these movements we shall never change the society and the state. Because democracy is not where the democratic president works and the government and the parliament work though it's an important issue. It is where the critical thinking citizens, who are able to live under democratic circumstances and unable to stay in the authorized surrounding. A human formed by authorized pedagogy remains the carrier of the same views in the adult life.

The Third. In the contemporary civilization education and upbringing must be humanistic by their character. That means the maximum meeting the needs of a particular personality of a child, its abilities and essence by the education and upbringing, because only under these conditions the talents of a person may be maximally revealed, the opportunity to self-realize in the full scope may be given, and it means – to make the social development effective and noncontradictory.

And here it is reasonable to doubt about an extremely human motto: an all-round harmonious development of a person as the aim of education and upbringing. Maybe, we bring up an all-round underdeveloped personality while following blindly this motto? Because every person has a particular talent as well as a certain type of abilities. So, the task is to form a person focused on this core component, but not in contradiction with it, ignoring the talent for the sake of invented harmonious cliché. That is why – diversely and harmoniously to that extent, to which it is reasonable, taking into account the inner world of the child, its abilities and talents.

In the given context we should change the secondary education. The High School should become a profile one, where the children would realize their education in the context of their talents and plans. For this purpose the High School should be, as a rule, separated from the basic school and at the same time it should be a specialized one.

The Fourth. Civilized changes cause the necessity of preparation of a person to new, often principally different technologies. First of all we deal with informatization and computerization. The Computer in educational process ensures at least several functions:

- it is the way to computer literacy, without which it is now impossible to be competitive;
- it is a powerful tool for individualization and intensification of the educational activity;
- it is the way to obtain information from the whole world;
- it is a new type of education – distant education, which is an organic supplement to the traditional methods of education.

In our country there are certain shifts in spreading the implementation of information technologies, but they are not sufficient.

Take, for example, the number of personal computers per 100 pupils of secondary educational establishments in Denmark – 27,3 including those with the access to the Internet – 26,3; in Norway – respectively 24,2 and 22,7; in Netherlands – 21,0 and 20,0; in Great Britain – 19,8 and 18,5; in Ukraine – 1,3 and ≈ 1 (but 70% of them – outdated).

As for informational technologies use in educational process, the situation is as follows. The number of the teachers using Personal Computer in the classrooms during the year (among the total number of the teachers) in Great Britain – 96,4; in Denmark – 94,6; in Netherlands – 90,0; in Norway – 89,4; in Ukraine we have no data at all, but these indexes would be much less and worse. That is why we should approve the decision of the President of Ukraine V.F. Yanukovych concerning the declaration of the current year to be the year of education and informational society.

The Fifth. Globalization makes the progress of any country more dependent on the universal progress, than before. The dynamic development may be provided only by those countries, which closely cooperate with the whole world. For this purpose several conditions are necessary. Among them there are: the country should be in the same type of social conditions with other countries (market economy, democratic political system, diversity of spiritual life), and also – the citizens' readiness to live and act in a global area.

In other words, education should train a globalistic person who will be able to live and act successfully in a global area. And here a great number of

tasks arise: from proper worldview preparation giving an adequate idea about the world, where the person lives, to the knowledge of English as the most widely spread language of international communication along with the official state language and the languages of national minorities, Russian in particular. It would be worth thinking about compulsory and effective learning of English by all the pupils of Ukraine.

The Sixth. And modern civilization undoubtedly makes amendments in the system of values, which should be formed in a person. Even eternal values, such as good and evil acquire new shades. Anyway, it is important in the Post-Soviet Area. Honestly earned wealth – is it good or evil? I'm convinced, it is good. For it indicates the contribution of a person to social development. Let's take Bill Gates as an example. Which is, certainly, unlike the origin of wealth of the majority of rich people in Ukraine. That is why teaching a child to be successful owing to his future work is a great stimulus for studying, whose mission is to help in eradication the authoritarian pedagogy, as the means of improvement of pupils' progress in studies.

As an example we can mention such phenomena as patriotism and national reunification. In the conditions of globalization their significance is not only decreasing, but also increasing. Because globalization is not only the process that unites different countries, but the phenomenon that leads to the sharpening of competition, particularly in economic sphere. That is why only a country, citizens of which are united by their national interests will be able to stand up for its national rights and create suitable conditions for better life. That is why patriotic feelings should be valued as they are the key factors of better life.

And one more aspect of the problem is – ***changes taking place in education under the influence of civilization transformations.*** I'll name some of them.

The First. An active formation of global education area. In Phillip Albakh's, Professor of Boston University, opinion, , the key factors influencing the global Education Area today are as follows: "The appearance of global system of knowledge, where communication becomes transparent, and the results of research and other information easily spread all over the world; the use of English as the major world language of scientific communication, the information technologies' expansion" (The Tendencies of Global Higher Education:

Main Trends of Academic Revolution, 2009).

The Second. The internationalization, that is, the process of national educational institutions' entrance into the global Education Area. According to UNESCO, "Internationalization is one of the forms, where higher education meets the possibilities and problems of globalization. Internationalization covers many issues, among which curriculums, the process of teaching and learning, investigations, institutional agreements, mobility of teachers and students, diverse forms of cooperation etc. are found" ("Higher Education under the Circumstances of Global Society", 2004). Bologna Process, in particular, is a response to the processes of internationalization.



The problems are solved!

From left to right: Vasyl Kremen', President of the National Academy of Pedagogical Sciences of Ukraine, Borys Zhebrovsky, Deputy Minister of Education and Science, Youth and Sports of Ukraine, Volodymyr Bekh, First Vice-rector of the National Pedagogical University named after M. P. Dragomanov Victor Andrushchenko, Rector (President) of the National Pedagogical University named after M. P. Dragomanov

The Third. The innovative character of the educational institutions' activities, determined by the significance of knowledge for economical, social, cultural and other realia of the XXI century. "Nowadays sociologists tell us about the intellectual society, the economists analyze the economy of scholarship, educators debate about the educational methodology. In somewhat simplified and generalized way it is possible to say, that innovation in modern society is a total openness to the new trends – in technical, technological, psychological, social and other meanings. The existential imperative of an innovative person is the orientation for the future as a fundamental worldview value.

The transformations of civilization brought to life new educational structures namely the so-called "University of the World Level". According to their conception persuading results of the best educational institutions' activity, which can be defined by high quality of knowledge of the alumni, the ability to conduct the most contemporary research and take part in the technologies' transferring. In fact, it may be defined by three groups of instructions: a) by the high level talents' concentration among the tutors and the students; b) by the substantial financial possibilities which give the chance to create the effective educational surrounding and conduct, the most contemporary scientific researches and c) an optimal model of guiding which includes the vision of the strategic aim, innovational approaches and flexibility which allow to make the decisions and to fulfill the conducting activity at utmost without bureaucratic obstacles (Dzhemil' Salmi "Organization of the Universities

of the World Level", 2009). Our Universities should create the same conditions too.

Within the context of our theme our contemporary Ukrainian realia are as follows. According to the assessment of the World Bank, the indication of the intellectual economy which is calculated from the indexes of the development of innovation system, education, human resources, information and communicative technologies, economic regime and the state governing in Ukraine shows in 2009 6,00 and according to this index, our state occupies the 51 place in the world. In the leading states of the world it exceeds 8,00. For instance, Denmark is the leader of rate with the index of 9,52, Sweden – 9,51 and Finland – 9,37. The part of Ukraine in the World Market of the scientifically contained products is less than 0,1 per cent, the volume of the fulfilled scientific and technical works is nearly 1 per cent of the Ukrainian GDP. Consequently, according to the data of the global index of the competitiveness in 2009-2010 Ukraine with the index of 3,95 occupied only the 82 place. Among 133 states (for comparison the 81 place is occupied by Gambia, and the 83 place is occupied by Algeria). It is necessary to point out that by the quality of the educational system Ukraine has much more better results with the index of 3,9 and it occupies the 49 place (Nigeria is on the 48 place, and the Philippines is on the 50 place).

Thus, Ukraine faces extremely important tasks as to bringing the educational system in accordance with the contemporary demands which are defined by the transformations of the civilization. The future of the state, nation and every citizen depends on solving these tasks.

**КРЕМЕНЬ ВАСИЛЬ ГРИГОРОВИЧ.
ОСВІТА В СТРУКТУРІ
ЦИВІЛІЗАЦІЙНИХ ЗМІН**

Аналізуються зміни, що відбуваються в освіті під впливом цивілізаційних трансформацій, зокрема, глобалізаційних та інформаційних викликів. Першою з них є активне формування глобального освітнього простору; другою – інтернаціоналізація освітнього простору, тобто процес входження національних освітніх інституцій в глобальний освітній простір. Цивілізаційні трансформації викликали до життя нові освітні структури, зокрема, так звані "університет світового класу". В ньому узагальнюється і впроваджується досвід діяльності кращих освітніх інститутів, які полягають в високій якості знань випускників, здатності проводити наукові дослідження сучасного рівня, брати участь в трансфері технологій. Новітні університети мають стати центрами взаємодії і співпраці талановитих викладачів та студентів, забезпечені значними фінансовими можливостями, які дозволяють створити ефективне освітнє середовище та проводити найсучасніші наукові дослідження.

**КРЕМЕНЬ ВАСИЛИЙ ГРИГОРЬЕВИЧ.
ОБРАЗОВАНИЕ В СТРУКТУРЕ
ЦИВИЛИЗАЦИОННЫХ ИЗМЕНЕНИЙ**

Анализируются изменения, происходящие в образовании под влиянием цивилизационных трансформаций, в частности, глобализационных и информационных вызовов. Первым из них является активное формирование глобального образовательного пространства; вторым – интернационализация образовательного пространства, т.е. процесс вхождения национальных образовательных учреждений в глобальное образовательное пространство. Цивилизационные трансформации способствовали появлению новых образовательных структур, в частности, так называемого "университета мирового класса". В нем обобщается и внедряется опыт деятельности лучших образовательных институтов, которые заключаются в высоком качестве знаний выпускников, способности проводить научные исследования современного уровня, участвовать в трансфере технологий. Новейшие университеты должны стать центрами взаимодействия и сотрудничества талантливых преподавателей и студентов, обеспеченные значительными финансовыми возможностями, которые позволяют создать эффективную образовательную среду и проводить современные научные исследования.