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THE MAIN TENDENCIES OF DEVELOPMENT OF EDUCATIONAL WORK IN HIGHER EDUCATIONAL INSTITUTIONS

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Abstract. *The article defines the main trends of the system of educational work in higher pedagogical educational institutions. In view of the democratic development of Ukrainian society the main way, solving this problem, is in harmonization of personal and social interests that provide a package of conditions for efficient development of an integrated, creative, socially active, spiritually rich personality of a future teacher. The author emphasizes that education and culture, developing in collaboration, provide creative relationship of moral, artistic, intelligent personality traits required of future specialists. The article proves that modern society needs a new approach in the field of education to organize the process of identity formation specialists with higher education on the basis of the relationship of mutual penetration of all types of education, designed to create a common culture of personality in its spiritual aspect. The author concludes that the purpose of education in higher teacher education should be to promote the individual development of future teachers, the disclosure of its creative potential, the introduction to the cultural and spiritual development of civic consciousness.*

Keywords: *educational work, higher pedagogical education institution, system, trends of education, students.*

Introduction. The development of national education in the next decade causes the formation of Ukraine in the world community in the XXI century. In modern society education should serve not only as a factor in training future professionals for economic and spiritual spheres, but also as the foundation for restoration of national culture, the way of revival of Ukrainian consciousness among young generations. A key figure, that determines the state of education, is a personality of the future teacher - a teacher and educator. The results of social, economic and spiritual development of Ukrainian society depend directly on the level of professional training, moral and aesthetic culture, and the breadth of interests and social position of teachers.

Due to democratic development of Ukrainian society the main way in addressing this important issue is the harmonization of personal and social interests ensuring a package of conditions for efficient formation of an integrated, creative, socially active, spiritually rich personality of the future teacher. And this requires not only an objective assessment of the present state of affairs in training future teachers and a statement of the current state in higher education, but also the determination of effective mechanisms, effective ways of holistic and harmonious development of young professionals' personality in a single, holistic educational process of the university.

The urgency of the problems of students' education is caused by contradictory processes in the life of Ukrainian society, which have been taking place for many years; by the need to find a person's spiritual support during the time of difficult ideological relations in the country as well as by culturological situation in

Ukraine, which is characterized by a partial loss of national content, underestimation of its culture and its humiliated state in society; by necessity of radical renewal in education based on the priority of universal and national values; by developing spirituality and improving cultural, spiritual and educational work in higher education. Modern processes of updating the content of education in particular higher education allow for addressing these issues and overcoming the problems of spiritual impoverishment in society training highly educated, highly cultural specialists - future teachers.

Overview of publications. The problem of paradigm shift in the educational process is studied in many recent scientific works. In the works of E. Bondarevska, I. Bekh, S. Vitvytska, A. Gazman, N. Krylova, N. Lavrychenko, and at alias this problem is solved by humanization and humanitarisation of the educational process, creating conditions for individually oriented education. The conceptual principles of national education are grounded in the works of M. Evtukh, P. Ignatenko, V. Kuzia, A. Liubar, Y. Rudenko, M. Stelmakhovych, V. Sukhomlynsky and others. The argumentation of humanistic, person-centered approach to education were made by A. Makarenko, V. Sukhomlynsky, A. Aleksyuk, S. Amonashvili, Y. Babanskii, V. Bespalko, A. Vishnevsky, I. Ziazun. A large number of papers are devoted to various aspects of a systematic approach to educational phenomena and processes (A. Arseniev, V. Afanasiev, V. Ilyin, F. Korolev, B. Likhachov, V. Sadovsky, G. Serikova).

Some problems concerning the organization of educational work with students in high school are studied by many scientists, namely: analysis of teachers' educational work is revealed in the works of B. Bezpalko, O. Dubaseniuk, G. Trotsko; Zh. Petrochko, A. Stoliarenko; theoretical foundations of educational work and methods of educational work are presented in the works of A. Kapska, M. Stelmakhovych, V. Sukhomlynsky, N. Shchurkova; pedagogical conditions of the organization of extracurricular educational work in higher educational institutions are studied by I. Smyrnov, T. Stepura; the work of supervising professor in academic groups is highlighted in the works of N. Kosarev, L. Filinska, S. Sysoiev, I. Sokolov.

The aim of the article is to analyze the current state and to identify the main trends in the development of educational work in higher pedagogical educational institutions.

Materials and methods. During our research we based ourselves on theoretical methods, in particular, systematic analysis of philosophical, sociological, psychological and educational research literature in the field of education and we used materials of educational work in the municipal establishment "Kharkiv Humanitarian Pedagogical Academy" Kharkiv regional council.

Results and their discussion. Development of moral foundations, interest toward culture and art in the younger generation, spiritual potential of the youth is considered by political and state elite of our country as a priority in the field of education and culture. Ukraine's entry into a new period of making all the spheres of social, economic, political, spiritual development, when we observe the re-

establishment of our state, multifaceted revival of the Ukrainian people, intensification of national, patriotic, spiritual, moral and ethical education of students.

Education of young people is crucial for the whole society. The role of spiritual factor grows dramatically in crisis, extraordinary situations. True life orientations are essential for adaptation of young people in complicated modern world and development of their own life strategy. Only spiritual culture determines the possibility of understanding what is going on, interactive communication of social groups, reducing the probability of manipulation. Modern Ukrainian youth participate in our country modernization and conducting of reforms. Constantly changing conditions of life make young people adapt to new realities, search constantly for new forms of identity, find your own attitude to life and create your own spiritual world. By participating in this global process, national education must fulfill a crucial mission to lead the education of a person, civil society and adequate to this society spiritual cultural of personality oriented to the most advanced standards of social, cultural and universal values.

The lack of possibilities implementing value orientations leads to the disintegration of the spiritual heritage of young people. Inconsistency within the system of training and education leads to a combination of opposing values and trends in the public consciousness. As a rule the change of values are not taken into account by those who are engaged in the education of young people, they do not have the necessary forms and methods of education now; education is becoming more pragmatic nowadays and today's youth is distinguished by the rise of individualism. These processes also have their reasons. For over seventy years we have been witnessing the gradual destruction of the historic way of life, the separation from age-old cultural and spiritual traditions. During the era of socialism "the new man" of national history was gradually adopting a new sensation of the world, as well as he was changing and losing his own inner meaning of life. Excessive enthusiasm for scientific discoveries and advances in technology led him to seek the meaning of life only in the material sphere, in the achievement of the best result of your being. In modern conditions the main issue of higher education improvement is the revival of its cultural and creative mission, the transition to a culture and creative educational system at large. The need for this update is connected with the fact that the current system does not guarantee problem solving – education of students, development of their general culture which combines the professionalism and spiritual wealth. Today it is clear that education and culture, developing in interaction, provide creative relationship of moral, artistic, intelligent personality traits necessary for future specialists. The new approach in the field of education consists in organizing the process of personality development of specialists with higher education on the basis of interconnection, mutual penetration of all kinds of education designed to form a general culture of personality in its spiritual aspect.

At the present stage of formation of higher vocational education narrow professional training no longer meets the requirements of our time, general culture

of a graduating student is becoming an important component of professional education. Higher education is ceasing to be only professional one, it is becoming a part of general culture. Modeling an undivided image of a graduating student of higher pedagogical institution – an intellectual, scientists agree that a graduating student should be first of all a man of culture, i.e. a free, humane, spiritual personality, oriented to universal and national values, capable of creative self-realization in the world of cultural values, able to moral self-regulation and adaptation in the changing social and cultural environment [4].

Analyzing the main concepts of education we observe that tendency in conceptualization of education causes the changes of ideas about the nature and function of education that is gradually moving away from a narrow understanding of education as a "process", giving the one a suitable place in the understanding of education as a whole, moving away from understanding education as a management of personality development and it is developing into the understanding of education as a humanitarian practice where children receive training in individual creative work, life creative work, spiritual creative work, self-organization, strengthening of spiritual and moral foundations of personality [3]. In this regard education is replenished by the processes that have not been part of it before such as "pupil support", "assistance in solving his or her life problems", "support in his or her personal development" and so on. The result of the changes in the understanding of education is a new understanding of the nature and content for educational policy and as well as of strategy of its implementation.

In recent years in Ukraine, as elsewhere in the world, there have been discussions concerning the crisis in education. After all, education within itself reflects all the contradictions and all the social ills that pervade society being organically linked with the society itself. To take a worthy place in the evolution of the modern world, our country should put a lot of effort to overcome these contradictions both in economic and social policy as well as in the sphere of spiritual and moral life of people, education of younger generation. Education of students in Ukraine is complicated by a contradictory situation that exists now. On the one hand, it is carried out in an atmosphere of considerable easing of political and ideological influence, expansion of freedom speech, potential of social development, independence and initiative of personality. A student increasingly feels himself as a sovereign man; he is capable of choosing independently a type of behavior, a lifestyle according to his or her interests, mastering profession, his or her own life experience. Students generally demonstrate the breadth of their views, the ability to take into account the circumstances of modern changing life. There is a specific process of students' adaptation to the type of economy that is forming. Among students a new sociocultural type of young people is emerging that is able to participate actively in the revival of our country [1]. Students as a social group is different from other groups of young people that during this period we observe the choice of life values, acquirement of professional knowledge, aspiration for professional competence based on self-development, self-improvement, understanding the worth of spiritual values.

A thorough and profound characteristic of students as a social group is represented in the works of many scientists [2; 5; 6] who define it as a group of young people who are united in performance of the most potentially significant, special educational and socially preparatory functions that are temporarily not involved in socially productive labor, who have common life, psychology, the system of values who are preparing to perform social roles of the intellectuals in society. In particular A.Komarova [6, p.10] emphasized that students as a community of young people with determined socially significant aspirations and objectives has all the qualities that are natural for youth, and at the same time this community has its own inherent characteristics. These features are connected with specific nature of education in universities, with aspiration for self-affirmation and imitation, preparation for performing the function of an intellectual [6, pp.64, 67].

The special features of modern students can also include: awareness of their individuality, uniqueness, formation and development of "I-image", which includes cognitive, emotional and behavioral components; need for achievement and successful self-assertion. The system of educational work in higher school must take into account the specific of student groups: homogeneous age structure, certain uniformity of interests, psychological characteristics; availability of collective experiences and sentiments, of public opinion, presence of imitation and conformism. Thus education is a key factor in general cultural policy pursued by state in close cooperation with society. This policy is aimed at updating rules of moral behavior in the public consciousness, increasing trust of citizens to each other, to their own future and the future of their country, developing the ability of people to collective action in different social spheres to resolve personally, professionally and socially important problems. Converting startup human capital, obtained during education, to real human capital is possible under the terms of a person's cultural and social maturity when the person has a stable system of moral values, consciously shares constructive social priorities and ideals and can act practically to achieve them.

Modern educational systems must create favorable conditions for training and education of the most talented and active part of the students.

The essential features of the educational system of pedagogical educational institutions should be the support young people during their entering into the globalized and multipolar world, into open information community. Therefore, the most important place in the education of future teachers should be given to such personal qualities as sociability, understanding of different cultures, psychology, conditions of development of nations and nationalities. Summarizing the formulated provisions we can identify the main tendencies of development in the system of education in higher educational institutions: development and implementation of differentiated models of educational system; improvement of forms, methods and ways of educational work: (development of effective models of educational work; working out the system

of methodological support); organization of research work: preparation and implementation of effective scientific, pedagogical and methodological developments; development of criteria, indicators of quality for educational activities at different stages of its implementation; improvement of legislation and legal security of education: creating conditions for development of education in a single legal framework; information support of education: designing the content and information support for learning and development of educational processes; designing the ways of propagation for innovative technologies in mass media sphere; the development of a system of continuous education and socialization (through succession), improving the quality of professional competence of teachers at all levels of education through the system of training: developing the system that is provided with programs heightening skills for organizers of education at all levels; improving the system of management for development of education: creating the conditions for prediction of development of education and organization of expertise in a single educational space; development of the system of methodological designing for educational content: implementing designing in education, as a condition for its effective development; raising of social status and professional level of organizers of education: formation of scientific, pedagogical and methodological approaches; development of the state program of social support and vocational skills training for organizers of education; creating regulatory and legal framework and a system monitoring the realization of educational process in the work of professional who are responsible for education of children and young people; establishing a system and mechanisms of interaction of all educational institutions: family, public organizations; creating a system of promotion and dissemination of advanced scientific and practice-oriented innovative technologies in the field of education; development of social partnership among organizations, institutions and public associations in the matter of education; creating a system of project work, public and creative self-realization for younger generation.

Conclusions. Based on the general idea of the international community on the human form in the XXI century, the aim of education in the system of higher pedagogical education should be promotion of individual development of future teachers that can reveal his or her creative potential, join to spiritual culture and help to develop civic consciousness. Just that very high cultural level of future teacher's personality becomes a determinant factor in the system of higher pedagogical education and characterizes the personality of a student, a future teacher, an educator and a social pedagogue. In this regard, spiritual and cultural development of an individual is particularly valuable because it determines not only personal formation, but it also influences on spiritual state of society in whole, educational content in general and content of higher education in particular. This influence caused by the fact that in the system of education it is formed a spiritual space from where a future specialist learns spiritual values, fills them with specific content, enriches his or her spiritual

experience and in the form of spiritually renewed position he or she returns it to educational institutions and society. Because only an integrated harmonious personality, possessing high spiritual culture, is able to achieve that level of social and cultural development, which will allow him or her not only to enter into the space of culture, but also to go beyond the limits that is already known, mastered, created at the level of professional and personal growth.

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SPECIFIC FEATURES OF EDUCATIONAL SPACE OF FREE SELF DETERMINATION OF A PERSONALITY IN THE CONTEXT OF PEDAGOGY OF FREEDOM

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Abstract. *The article concerns fundamental principles of pedagogy of freedom as a multidimensional socio-pedagogic phenomenon. It also examines basic structural components (dimensional and objective, socio-psychologic, organizational and pedagogical) of the newly designed by us educational space for free self-determination of a personality, as well as conditions of its functioning in temporary pedagogic practice.*

Keywords: *pedagogy of freedom, educational space of self-determination, personality freedom, teaching process, subjective activity*