

Solovyova Irina – Candidate of Philosophical Sciences, Associate Professor Odessa National Maritime University

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PROCESSES OF EUROPEAN INTEGRATION AND INFORMATIZATION IN MODERN UKRAINIAN EDUCATION

The article deals with the influence of transformation processes in the educational system of Ukraine. The consequences of the transformation of the institutional sphere, norms, values, mentality and other social and cultural sides of society are analyzed. As the example is taken academic mobility and distance learning.

Keywords: social transformation, the national education system, college students, mentality, values, academic mobility, virtualization, education, socio-cultural society informatization, the quality of distance education, information and communication technologies, virtual culture personality.

ПРОЦЕСИ ЄВРОІНТЕГРАЦІЇ ТА ІНФОРМАТИЗАЦІЇ В СУЧАСНІЙ УКРАЇНСЬКІЙ ОСВІТІ

Стаття присвячена розгляду впливу трансформаційних процесів на систему освіти України, аналізуються наслідки перетворення інституціональної сфери, норм, цінностей, менталітету та інших соціокультурних сторін суспільства на прикладі академічної мобільності та дистанційного навчання.

Ключові слова: соціальна трансформація, національна система освіти, студентська молодь, менталітет, ціннісні орієнтації, академічна мобільність, віртуалізація освіти, соціокультурна інформатизація суспільства, якість дистанційної освіти, інформаційно-комунікативні технології, віртуальна культура особистості.

ПРОЦЕССЫ ЕВРОИНТЕГРАЦИИ И ИНФОРМАТИЗАЦИИ В СОВРЕМЕННОМ УКРАИНСКОМ ОБРАЗОВАНИИ

Статья посвящена рассмотрению влияния трансформационных процессов на систему образования Украины, анализируются последствия преобразования институциональной сферы, норм, ценностей, менталитета и других социокультурных сторон общества на примере академической мобильности и дистанционного обучения.

Ключевые слова: социальная трансформация, национальная система образования, студенты, менталитет, ценностные ориентации, академическая мобильность, виртуализация образования, социокультурная информатизация общества, качество дистанционного образования, информационно-коммуникативные технологии, виртуальная культура личности.

Relevance. The current transformational society establishes a new paradigm of educational activities, new ideological priorities of socio-cultural environment.

Formulation of the problem. The negative influence of globalization ideology manifests itself in destructive changes in the quality of the educational process. Market mentality permeates the entire educational system, causes a large-scale restructuring of the values and motivation of both teachers and students, the reorientation of young people to meet utilitarian necessity, formed the cult of material well-being in connection with professional work enrichment and commercial success.

The aim of the article is to analyze the modern Ukrainian education system, its changes under the influence of European integration and information processes in the era of globalization.

The development of modern civilization is characterized by a number of fundamental trends that could form the society and functioning of its separate parts. Namely: the transformation process that

is a consequence of the phenomenon of globalization.

The process of social transformation concerns the presence of contradictory effects of the crisis and the progress, rise of traditionalism and modernization, the conflict of modern and traditional... It should be emphasized that social transformation processes do not provide a direction of change: they can be both progressive and regressive. The main thing in them is a transformation of the form and content of a social life, its institutional sphere, norms, values, mentality and other social and cultural sides of society.

In terms of methodology different structural dimensions of social transformation could be brought for measuring basic types: industrial, economic, social, political and cultural, each of them activates a range of issues. Namely, in industrial and economic type of measurements – market liberalization and the need to protect the strategic sectors from the economic inefficiency; in social – the dynamics of wealth and poverty, unemployment, uncontrolled migration and "brain drain", demographic parameters and man-made environmental problems; political – issue of transparency of frontiers, opposition to globalism and anti-globalism, the problem of the international terrorism; culturally – the problems of cultural, religious and national identity, the problem of virtualization, unification and its consequences such as "massovisation" and sociocultural templating [1, p.371-375; 2, p.133-138].

Globalization of the Education – the process of growing and adaptation of training systems to demands of the global market economy. The increasing dependence of market economy on knowledge generates the idea of creation of the uniform world educational system based on unified educational standards. Nowadays training activities of all social groups rapidly become the primary need and the demand for education increases.

Modern education is impossible without studying and training in the global network with using computer technology and the world's information resources. Informatization of modern society, its functioning at a decent level assumes such speed of the flow of information, which can only be provided by computer network, integrated into the global information space.

Modern changes in society and education contribute to the emergence of a new type of personality, which can be called a personality of globalization. In connection with the development of information and educational technology occurs acceleration in gaining knowledge, which entails an increase in the pace of changes, the instability of the economy, the gap usual social relationships, differentiation of society, expanding the boundaries of human freedom, etc.

The negative influence of globalization ideology manifests itself in destructive changes in the quality of the educational process. Market mentality permeates the entire educational system, causes a large-scale restructuring of the values and motivation of both teachers and students, the reorientation of young people to meet utilitarian necessity, formed the cult of material well-being in connection with professional work enrichment and commercial success. But as H. Marcuse showed that even slaves of developed industrial civilization become a sublimated slaves, remaining so because slavery does not measure by submissiveness or complexity of work, due to the status of being a simple instrument and turning people to the state of things... it causes the loss of spiritual sense, and the result is a type of "one-dimensional man" [3, p.118]. So, the problem of self-identity of the students is particularly vexed, because they are those, who potentially form the basis of economic, political and cultural elite of the nation and determines the direction of the evolution of socio-cultural environment in general.

The national system of education – is a system, which has been created by people for centuries, including the system of beliefs, convictions, ideas, ideals, traditions, and customs which form the ideological consciousness and system of values of young people, including its social experience and achievements of previous generations. Even K.D.Ushinskiy while creating his educational system, gave the exceptional importance to one of the most important principles of education and training – the principle of nationality. According to K.D.Ushinskiy, public education is an education that gets into character, behavior, and all the nations life... direction of public education is "the product of a long historical development of the nation, which can not be borrowed from other nations" [4].

According to A. Zapesotskiy, ignoring the spiritual grounds of national culture is a serious danger because of weakening spiritual potential of society leads to a loss of the ability to retain their vital parameters. It is about the implementation process of socio-cultural reproduction, transmission of basic social values and ideals to younger generations [5,p.45.].

Thus, the ideal to which education should seek, in terms of national interests – is a spiritual and moral man, a patriot, citizen, high qualified and competent specialist. Does the education system comply this “ideal” is a big question... The formation of the modern education system occurs in terms of radical correction of traditional values and values of Ukrainian society towards the formation of a consumer society and strengthen standards of individualism, in the formation of unified, devoid of national mentality features, which is usually associated with a specific slang - it is a result of a huge number of ways how the modern civilization is developing.

After finding of independence in 1991 the Ukrainian own policy in the field of the higher education directed to achievement of modern level of quality and availability began to be formed and realized. At the same time the higher education of Ukraine and many other CIS countries faced serious problems of the "Perestroika" period. It was connected with the fact that training mostly was guided by all-union requirements, and it resulted a disproportion in structure of the professional directions of training of specialists: the excessive number of specialists in the engineering directions and at the same time there were problems with such directions as the jurisprudence, economy, sociology, psychology, management. Almost twenty-year term of independence cardinally changed this disproportion: labor market of Ukraine was captivated by lawyers, economists, sociologists, managers who face an employment problem, and the Ukrainian economy is in a great need in highly qualified specialists, such as engineers, physics and mathematicians.

And, nevertheless, by recognition of the scientists having wide experience of work at universities of America, Europe, Japan, the Ukrainian education system surpasses foreign, and its main advantage is the emphasis on fundamental knowledge. Domestic higher education institutions teach not just specialty, but all-humanitarian disciplines, teach to be historians, philosophers, psychologists, mathematicians, physicists. Modern Ukrainian students are more prepared for perception of sciences, much better than foreign peers show creative independence. For this reason the European community is interested in intellectual potential of young specialists of the countries of the former Soviet Union.

Ukraine signed the Bologna declaration in 2005, and the cardinal reforms of an education system of the higher school began exactly from that time. Ukrainian people were thrown into the melting pot of a all-European, from which by the plan of architects of globalization, must come out the citizens of Europe, without national roots, without the native land, without its original and fundamental education.

One of negative consequences of signing of the Bologna declaration by Ukraine is the aspiration to narrow specialization of graduates of universities, universal reduction of humanitarian disciplines and, as a result, a divergence and removal from each other of technical and humanitarian knowledge. Especially deficiency of humanitarian knowledge and humanitarian culture is swept up in activity of technical specialists. The technical and scientific expert prepares only to develop the equipment, production. Its intelligence, skills, psychology and attitude concentrate only on the sphere of the solution of technical tasks. Technicism is shown and when there is an absolutization of any professional activity, professional knowledge and approaches. But in modern conditions as a result of rapid changes and complications in public, political, spiritual and cultural life, the expert has to adequately and furthermore consciously to participate in the happening processes and to take out the correct value judgments, has to be well educated.

Student youth has always been the most conscious, active and promising part of any society, as the student's time is a time of personal formation and professional self-determination for the best youth in any country. Most students clearly understand that dynamism and violence of modern life requires manifestations of independent thinking, critical assessment of reality, responsibility for their decisions and actions, awareness of their rights and responsibilities, creative approach to any activity. Ukraine has actively taken part in European integration in the educational process, and still provides

many reforms without proper evaluation of risks and costs. And "re-oriented" educational activities of the ideals of cosmopolitan outlook make the student "a citizen of the planet". Foremost it comes to a process of academic mobility, which every year is gaining momentum, and young people who grew under the endless changes that were perceived as the norm, are easily included in this social phenomenon.

Senior students and graduates show interest in invitations from foreign universities, in information about various programs and competitions that make possible continuing their education beyond Ukraine. In most cases these authoritative European programs are: Erasmus Mundus, Tempus, Marie Curie Cection, the German program DAAD and others. It should be noted that the process of academic mobility usually takes in socially active students with a good level of general, vocational and language education and its high level is achieved due to the deep personalization of learning.

Of course, in the context of the strategic objectives of the national education policy of Ukraine, foreign student mobility can be seen as a substantial budget replenishment (by foreign students) and professional mobility of professors and administrative staff of the university should be seen as a mechanism to enhance national education system by studying foreign experience. Nevertheless such a social phenomena takes place as a strengthening of immigration sentiment, "brain drain" and the reduction of intellectual potential. It's a shame when members of academic mobility programs choose their life path to "beyond Ukraine" perspective.

Another aspect should be considered – a standardization and virtualization of education and its consequences such as massivization and teplateing of socio-cultural mentality of modern youth.

One of the current priorities of Ukraine is to build a "focused on people's interests, opened for everyone and development-oriented Information Society, in which everyone can create information and to have access to it, use and share ... increasing quality of life, based on the purposes and principles of the Charter of the United Nations and respecting fully and upholding the Universal declaration of human rights "[6].

The important trend of modern information society is the virtualization of human activities, primarily due to the expansion of the use of information and communication technologies. In everyday life the concept of "virtual" is often called as "fictional, not existing in reality." However, in modern scientific discourse "virtual" is perceived as a kind of reality. "Virtual reality - it's not another reality where we go from time to time, this is the reality in which we live. Virtual reality - a continuation of real reality " [7, p.78 - 84].

As the aim of the information society is "the creation of a hybrid integrated intelligence of civilization, able to anticipate and manage the development of mankind" [8], an important role in this process should be played by education.

Virtual education as a sociocultural institution creates personality and its mentality and identity, because of that accures a need for the formation of virtual cultural identity as a teacher and as a student; it is defined as using of software in teaching and testing knowledge with taking into account modern information technologies while forming methods and forms of teaching. Nowadays is actual psychological and pedagogical readiness of the use of computer technologies, understanding of methodological features of its application, the ability to specifically work with information, etc., according to this, virtual culture is a semantic basis for the development of distance education.

It is necessary to emphasize that electronic training in the form of virtual university provides several essential advantages over traditional, namely: training at individual speed - the speed of studying is established by the student depending on its personal circumstances and requirements; freedom and flexibility - the student can choose any of numerous courses, and also independently plan time, the place and duration of occupations; availability - independence of geographical and provisional regulations of the student and educational institution allows not to limit itself in educational requirements; mobility - effective realization of feedback between the teacher and trainees is one of the main requirements and the bases of success of process of training; technological effectiveness - use in educational process of achievements of information and telecommunication

technologies; social equality - equal opportunities of education irrespective of the place of residence, the states of health and material security of the trainee; creativity - comfortable conditions for creative self-expression of the trainee.

And at the same time, minuses of electronic training exist and are obvious: this lack of eye communication between students and the teacher, a lack of a practical training, need of continuous access to information sources, etc.

It should be noted that introduction of system of virtual universities in Ukraine considerably will reduce the price of receiving educational services, however along with its responsibility for educational process and its quality will depend on students that can cause certain risks. Virtual form of education will demand from young people of self-organization, ability to use time and knowledge to predict consequences of their acts.

Certainly, social and cultural forms of society informatization identify new areas of youth, attract students to the ranks of the information society, taking part in Web communities; expanding opportunities for self-realization in the information sector; promoting socialization that meets the needs of the information society; creating new rules in cyberspace relations and values related to IT culture; increasing the level of computer literacy; creating a different level of mental preparedness for the use of modern information technology and others.

The modern information environment and virtual education have different courses of development: it comes to the quality of distance education, and the proof is the phenomenon of copying and not creating intellectual product, the transferring of information through publications, television, lectures and seminars within the general education system and the Internet. At present, the word "information" means a communication process, but not knowledge. And a modern man - is not one that knows more, but one that is involved in more communications. As pointed D. Ivanov, "... Students are driven not by the desire to know the truth, but by the need of the beneficial knowledge. Science is separating from the truth. In the work of scientists and students more time and effort is given to creating the presentation image which is necessary for success in competitions for grants, scholarships to study abroad, orders for consulting services, etc. Due to that - flourishing in recent decades those social technologies that simulate competence in research funds, grants, consulting, conferences, academic exchanges, permanent education ... " [9, p. 33].

Aspects of information technology in education and its quality was strongly emphasized by the representatives of Microsoft, as they said that in the first place should be learning, and then it is advisable to think about the instruments and equipment. The corporation provides studying by a variety of technologies, but considers that devices should help students to rebuild educational system, rather than forcing them to adapt to new technologies.

So, the current transformational society establishes a new paradigm of educational activities, new ideological priorities of socio-cultural environment, leads to a gradual destruction of national identity, to integration and even to unification of all forms of life, it is going to the loss of the spiritual component of personality. Interaction of mentality of students youth with social dynamics due to the that fact the mentality of the young man appears embedded in a number of objective factors of determination of modern Ukrainian society that can be viewed on the example of the information environment, where is taking part the sociocultural templament of mentality, it is forming a new type of the of intelligence, spirituality, and contemporary youth culture.

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Цибра Микола Федорович – доктор філософських наук, професор кафедри філософії, соціології та менеджменту соціокультурної діяльності Державного закладу «Південноукраїнський національний педагогічний університет імені К. Д. Ушинського»

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СУБСТАНЦІЯ ГІДНОСТІ

Публікація викликана необхідністю субстанціонального аналізу філософської концепції гідності у структурі особистості. Розглядаються основні риси поняття гідності у соціально-філософському аспекті з точки зору соціального удосконалення і зрілості особистості.

Ключові слова: субстанція, гідність, честь, справедливість, добро, зло, свобода, істина, незалежність.

СУБСТАНЦІЯ ДОСТОИНСТВА

Публикация вызвана необходимостью анализа субстанциальной концепции достоинства личности. Рассматриваются основные черты понятия достоинства в социально-философском аспекте, с точки зрения социального совершенствования и зрелости личности.

Ключевые слова: субстанция, достоинство, честь, справедливость, добро, зло, свобода, истина, независимость.

SUBSTANCE OF DIGNITY

A publication is caused by the necessity of analysis of substanceconception of dignity of personality. The basic lines of concept of dignity are examined in a socially-philosophical aspect, from the point of view of social perfection and maturity of personality.

Key words: substance, dignity, honour, justice, good, evil, freedom, truth, independence.

Апріорі, ключову роль у житті окремої людини, і суспільства у цілому, відіграють моральні орієнтири. На підставі моральних чинників кожна особистість формує свій власний моральний скарб, як опору і важіль повсякденного життя і відносин у суспільстві. Субстанція гідності займає головну позицію у моральній структурі особистості. Ця настанова, це почуття мають суттєвий вплив на направленність поведінки людини, зміст її соціальної активності, вчинки, громадянську і громадську позиції, на загальне відношення до світу. Втрата людиною спокою, рівноваги, впевненості у майбутті і, навіть, певною мірою, сенсу життя – є завжди наслідком руйнування та переосмислення старої системи моральних чинників. Щоб «відремонтуватись, відродитись», набутти сенс існування знову, у нових суспільних вимогах і обставинах, особистості необхідно опанувати нову запропоновану систему, ґрунтуючись на