

Вознюк О. (Alexander Voznyuk) Trends in the development of world education // Збірник тез доповідей наукової конференції викладачів та молодих науковців Житомирського державного університету імені Івана Франка з нагоди Днів науки : збірник тез доповідей (електронне видання), 19 – 20 травня 2023 р. Житомир : Житомирський державний університет імені Івана Франка, 2023. С. 12-21.

**Alexander Voznyuk,**  
Doctor of pedagogical sciences, professor

### **TRENDS IN THE DEVELOPMENT OF WORLD EDUCATION**

The transition of our planet to a qualitatively new state of civilization presupposes a radical change in all spheres of human existence. The nature of these changes is understood through *the universal paradigm of development*, which demonstrates the three stages of development of any phenomenon (thesis – antithesis – synthesis):

1) a holistic symmetrical state of society, characterized by a high level of social synergy and operating with a mythological worldview; such type of society is characterized by equal distribution of social wealth and power, the unity of leisure and labour, production and consumption;

2) the gradually unfolding state of socio-economic stratification, the polarization of wealth and power, leisure and labour, production and consumption, there is a significant decrease in the level of social synergy;

3) restoring the state of social symmetry, the process of increasing social synergy, there is an even distribution of power and wealth at a new stage of development.

This content of human development allows us to conceptualize *the model of development of educational strategies*, which involves three stages:

1) in primitive communities education prevailed, the subject-subject paradigm of the educational process dominated, the learning was implemented in the mystical

form of technologies of social initiation;

2) in modern communities the subject-object paradigm is realized, specialized/profile learning technologies are developed;

3) in the society of the near future education (or rather – the synthesis of education and training) again prevails, the subject-subject educational paradigm is implemented, while learning due to the development of suggestive-resonant educational technologies loses its position [1; 2].

The transition to the third stage of development of modern civilization, which we all witness, is realized as a double process: on the one hand, there is an exacerbation and development to the logical conclusion of the second stage, which is a critical decline in social synergy manifested in global/systemic crisis – the process of its moral decline, when the activities of social institutions undergo some distortion, when the extremely uneven distribution of wealth and power leads to critical socio-economic and geoclimatic problems.

On the other hand, the end of the second stage of human development creates the conditions for humanity to enter the third stage of its development, and this reveals positive changes in all spheres of public life, which affects the education sector.

Thus, in the field of world education we can state *two groups of trends – positive and negative*, which not only contradict, but in some way complement each other, creating a paradoxical picture of educational changes. Thus, the trend associated with the digitalization of the world educational space (extensive computerization of education, the rapid development of the Internet, ICT technologies, their expansion into all spheres of social life, etc.), involves not only positive changes in this space (resulting from significant increase in educational and developmental resources of the educational process), but also known to scientists and practitioners negative changes that threaten the transformation of man into a "*digital being*".

The negative trends in education associated with the entry of mankind into a systemic crisis are in some ways illustrated by the many phenomena of social life:

today it is no longer possible to say that adults in all times have criticized young people in much the same way. Today's young people are very different from their young predecessors of the past. Power, wealth, intellectual and spiritual potential in the world are significantly polarized, when on the one hand there is an unheard of phenomenon – "indigo children", "crystal children", and on the other – the moral principles of young people have changed radically. If 50 years ago such words as "bribe-taker", "dishonest man", etc. were perceived by young people as an insult, but now such words as "sucker", "freak", "fool" are perceived as an insult. The journal *US Today* has described some of the main concerns of the *American Pedagogical Society* in the 1940s (classroom conversations, chewing gum, noise, running down corridors, poor line-up, inappropriate clothing, dirt) versus the 1980s (drug addiction, alcoholism, pregnancy, suicide, rape, robbery, hooliganism) of the last century.

A radical transformation of person's communicative, being realized against the background of globalization processes, is characterized with rapid development of digital technologies and the phenomenon of information boom when various information and technologies are transformed much faster than the growth of generations. All this results in the problem of the "*half-life of specialist's competence*" when annual growth rate in new knowledge is 4-6%, therefore, a specialist should receive about 50% of professional knowledge after graduating from relevant educational institution. At the same time, the amount of time required to update professional knowledge for specialists with higher education is 28% of the total amount of time that an employee has at his disposal during the entire working period [3].

These facts are true for the transitional critical phenomena occurring in modern education, which has entered a state of systemic crisis. And this affects the development of postmodern (post-classical) areas of modern pedagogical theory and practice. Thus, in the late twentieth century the book was published: *The End of Education: A Critique of the Pedagogical Reception of Postmodern Thinking* (G.R. Müller), where the author denied the existence of pedagogical reality and pedagogical theory, because contemporary man no longer reveals the difference between true and

false knowledge, while creating "hyperreality". Even earlier, the book by German thinker B. Brownmüll *Antipedagogy* was published, where one can find ideas according to which modern education and upbringing is totalitarian and hostile to children, being "animal training" and "brainwashing", acting as a "purely bureaucratic subsystem of modern society".

Under such conditions, the teaching profession is undergoing serious critical changes, what we can find in the book by B. Farber *Crisis in Education: Stress and Burnout in the American Teacher*, which deals with "despair syndrome as a stressful state", due to a number of factors (constant public criticism, overcrowded classes, administrative pressure, bureaucratic incompetence, inadequate low wages, routine work, etc.), resulting in a new generation of teachers, differentiated into three groups: "exhausted teachers", "crazy teachers", "indifferent teachers" [4].

In the best-selling book, *Education and Jobs; the Great Training Robbery*, Ivor Berg, a U.S. scientist, cites research convincing us that advances in modern education do not lead to greater efficiency when the reasons that affect the workflow are to be found in other aspects of the human personality and its environment [5].

Modern educational crisis is revealed in the anniversary report (2017) of *the Club of Rome* (a nonprofit, informal organization of intellectuals and business leaders whose goal is a critical discussion of pressing global issues), where we can find a conclusion about the inevitability of a radical change in the paradigm of human civilization. Harsh criticism of capitalism, rejection of financial speculation, rejection of materialism and simplistic understanding of the world, call for an alternative economy, a "new Enlightenment", a spiritual and moral worldview, a single planetary harmonious civilization – such are the dominants of human development proposed by the Club of Rome being a platform that formulates the agenda of the principle of "responsible globalism" and sustainable development of mankind, and becomes a reference point for the world's elite.

The jubilee report reflects the opinion of members of the Club of Rome, who believe that one of the main tasks of modern education is the formation of "*literacy*

*for the future*" in young people, and education that can achieve this should focus on certain educational values and has such principles:

- to be based on "connectedness": the relationships have been and will be the essence of learning; the use of information technology is "valuable and effective only when it promotes communication between people"; therefore, education should "arouse interest, release energy and actively use each student's ability to learn for himself and help others learn";

- to have a value character, be rooted in universal values and respect for cultural differences; "values are the quintessence of human wisdom that accumulates over the centuries", at the present stage they are embodied in the well-being of all living beings and the world as a whole;

- to focus on sustainability since much of the knowledge about ecology, systems interconnection and sustainable development has emerged recently and has not yet become part of the overall cultural baggage; therefore, the training of new generations in relevant disciplines and the formation of relevant skills is of fundamental importance;

- to cultivate integrated thinking, not limited to analytical thinking, when the teaching of systems thinking is insufficient, because "systems thinking tends to consider reality in rather mechanistic categories, unable to capture its organic integrity" whereas integrated thinking is able to "perceive, organize, coordinate and connect individual fragments and achieve a true understanding of fundamental reality"; it differs from systems thinking in the same way as integration differs from aggregation;

- to proceed from the pluralism of content, since many universities implement specific schools of thought, instead of "giving young minds a full range of conflicting and complementary perspectives"; today's students need inclusive and comprehensive, interdisciplinary education, in which some forms of knowledge should complement others, not exclude and reject them; while cultural diversity is also necessary for social evolution, just as the genetic is necessary for the biological, and the material for the ideal.

Thus, the conclusions of the Club of Rome reveal the paradigmatic aspect of education, expressed in the idea of the "new Enlightenment" as a fundamental transformation of thinking, which should result in a holistic worldview – humanistic but free from anthropocentrism, as well as open development, but one that values sustainable development and care for the future.

*These findings embody **the positive trends in world education** and are related to the entry of humanity into the third stage of evolution [6; 7].*

In this regard, let us consider the positive trends in modern education, which are manifested in the works of scientists and teachers, and are mainly declarative in their essence, since they express the need of scientists to actualize a perfect educational field aimed at forming a highly spiritual harmonious personality.

1. Humanization and humanization of the educational sphere, which consists in the establishment of man as the highest social value. Education is designed to form the spirituality, culture of the personality, planetary thinking, a holistic picture of the world, when conditions are created for self-affirmation, self-realization and self-determination of the personality, which is the result of his/her self-organization. Under such conditions, the inseparability of education and upbringing is revealed, which consists in their organic combination, subordination of the content of education and upbringing to the formation of a holistic and harmoniously developed personality.

2. Democratization of education, which is based on the following principles: self-organization of educational activities of pupils and students; cooperation of teachers and students; openness of educational institutions; diversity of educational systems; regionalization of education; equal opportunities in education; public administration. This involves the transformation of the position of the teacher and the position of the student into the personality equal ones being the position of partners. This reveals the openness of the education system, when the definition of educational goals is not limited to public procurement, but is a consequence of the general context of human civilization.

3. National orientation of education, which consists in the inseparability of education from the national basis, in the organic combination of the education system with history and folk traditions, societal features of peoples, their deep socio-cultural essence.

4. Globalization of education. The beginning of the XXI century is characterized by the intensification of globalization processes in all spheres of life of the world community and our country. In encyclopedic publications, globalization is defined as the current stage of internationalization of international relations, economic, political and socio-cultural processes. The most obvious manifestations of globalization are the consolidation of the single world market, the active development of interstate, financial, trade, industrial relations, expanding monetary, trade and human flows, accelerated adaptation of social structures to dynamic economic processes, cultural universalization, the formation of common information space on the basis of computer technology.

5. The creative nature of education, the transfer of emphasis from the educational activities of the teacher to productive educational and cognitive, labor, artistic and other activities of all participants in the educational process. Transition from mostly informative forms, methods, technologies of teaching to learning with the use of elements of problems, scientific research, which involves the implementation of reserves of independent work, cooperative interaction of students. The creative orientation of the educational process involves the formation of a man-creator, able to free from the limitations of current facts and pragmatic attitudes to life in the field of self-development, self-improvement, self-realization. Under such conditions, there is a transition from strictly regulated and controlled ways of organizing the pedagogical process to developmental, which activates and stimulates the organization of creative, independent activities of all subjects of the educational process.

6. Fundamentalization of education. In a market economy and information boom, which reveals the phenomenon of "*half-life of specialist's competence*", education becomes the main aspect of social capital. In order to dispose of it

profitably, it is necessary that it be "convertible", that is, to find application in the lab or market. Hence the need for fundamentalization of education, the main conditions for which are: reducing the core content of education; teaching pupils and students to basic qualifications; strengthening general education components in professional educational programs; strengthening the scientific potential of educational institutions. Under such conditions, continuity of education becomes important, which opens the possibility for continuous deepening of general education, achieving integrity and continuity in education and upbringing, when the assessment of the outcome of the education system becomes relevant, determined by certain requirements (standards), unified and independent on the forms of teaching.

In this respect we should mention the book *Range: Why Generalists Triumph in a Specialized World* by David Epstein. Here is one citation taken from this book, covering its main idea: "In *Range*, author and journalist David Epstein exposes the fallacy behind the specialization myth and how society benefits more when people are generalists. It is those who seek broad experience in diverse fields that become innovative and creative problem-solvers, ready to tackle problems that seem unfamiliar and complex. David Epstein challenges the well-known concept that in order to perform at the highest level, you must find your niche at an early age and train for hours. While it is true that some of the best athletes and musicians began learning their craft at an early age, for example, Tiger Woods, the majority of these great individuals were actually generalists. They started out in one field, dabbled in a bunch of others, and finally settled on their true calling. Epstein states that people shouldn't be afraid of becoming generalists because the exposure will make them better abstract thinkers than narrow-minded specialists" [8].

7. Informatization, computerization, technologization of education. The emergence of information technology civilization has led to the process of informatization and computerization of education. The very concept of learning is being changed, since the productive learning is now impossible without the ability to use information. This, in turn, leads to the technologization of education, when

technological training is considered as an integral element of general education and is the main component of vocational education.

**Conclusions.** The analysis allows us to talk about a number of positive paradigmatic educational transformations and trends that we conceptualize [9]:

- changing the paradigm of learning (from the reproductive “school of memory” to the creative-productive “school of thought”);
- a change in the paradigm of cognition (from orientation to the external socio-pedagogical reality and the disciplinary model of education - to the orientation in the depth of one's self through reflection, critical thinking, self-awareness);
- changing the mission of education (from preparing the younger generation for life – to providing conditions for the formation of an individual who is in the process of self-improvement and shapes the social conditions of his life);
- changing the purpose of education (from learning as a knowledge-centered goal of education to education as a humanistic-human-centered goal of education);
- changing the paradigm of pedagogical influence (from the formative paradigm of pedagogical influence to the developmental paradigm);
- changing the paradigm of the subject of influence (from the pupil as an object of pedagogical influence – to the pupil as a subject that transforms external influence and exerts self-influence);
- changing the paradigm of the educational process (from learning motivated by external circumstances to self-learning realized through the internal motivation of participants in the educational process);
- changing the model of human existence (from adaptive to non-adaptive model, from regulation of the environment to self-regulation, self-actualization, self-realization, self-realization, self-reflection, self-development, self-improvement, self-belief);
- changing the view of man (from understanding of man as a biosocial being – to understanding him as being noospheric, cosmoplanetary, divine);
- changing the educational route (from lifelong education to lifelong education and lifelong learning);

- changing the relations of participants in the educational process (from subject-object relations as a mechanism of knowledge transfer – to subject-subject collaborative / partnership relations as a mechanism of joint / cooperative acquisition / generation of knowledge through creativity);

changing the motives of pedagogical activity (from the actual pragmatic installation of pedagogical work as a means of providing life to the potential spiritual installation of pedagogical work as a meaning of life, directed to eternity, orientation to the development of a highly spiritual harmonious personality).

## References

1. Voznyuk Alexander. Some regularities of the development of human being's ethical consciousness // Międzynarodowa Konferencja Naukowa. Zmiany podczas pandemii Covid-19. Prawo i teologia. 25 września 2021 roku.

2. Voznyuk Alexander, Manolov Manol. On the problem of human consciousness: from facts to theoretical speculations // Diogenes. 2019. Volume 27. Issue 1. P. 48-62. Veliko Tarnovo, Bulgaria. URL <http://journals.uni-vt.bg/diogen/eng/>

3. Maryam A., Leidner E.D. Review: Knowledge Management and Knowledge Management Systems: Conceptual Foundations and Research Issues. MIS Quarterly. 2001. Vol. 25. № 1. P. 107-136.

4. Farber B. A. Crisis in Education: Stress and Burnout in the American Teacher New York: Jossey-Bass. 1991. 351 p.

5. Berg Ivor. Education and Jobs: The Great Training Robbery. New York: Eliot Werner Publication. 2003. 266 p.

6. Ball S. Global trends in educational reform and the struggle for the soul of teacher! Papers of the British Educational Research Association Annual Conference. Brighton: University of Sussex at Brighton, September 2 – 5, 1999. 18 p.

7. Bhola H.S. World Trends and Issues in Adult Education. Paris: UNESCO, 1988. 117 p.

8. Epstein D. Range: Why Generalists Triumph in a Specialized World. New York: Riverheads Books, 2019. 368 p.

9. Voznyuk A.V. The main aspects of the universal paradigm of development: from the universe to a creative personality // Creative pedagogy. Scientific methodological Journal / Academy of International Cooperation in Creative Pedagogy. Vinnytsia, 2014. Issue. 8. pp. 127-141.