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MODERN POSTGRADUATE EDUCATION (UNVARNISHED PORTRAIT)

Тема, що виноситься на обговорення, належить до фундаментальних проблем сучасної науки, філософії і соціальної практики. XXI ст., що розгортається, робить грандіозні виклики традиційному суспільству, національним державам і культурам, способам підготовки людини до життя, що здійснюється, насамперед, засобами освіти і виховання. Отже, мета та задача даної статті полягає в розгляді проблеми, пов'язаної з пошуком нової парадигми підготовки людини до життя, яка б забезпечила не лише адаптивне ставлення людини до дійсності, але й розвиток дійсності у відповідності до людських вимірів життя.

***Ключові слова:** академія, соціальний інститут, професіоналізм, педагог, особистість*

The topic, proposed for discussion, belongs to the fundamental problems of modern science, philosophy and social practice. Unfolding XXI century makes enormous challenges to traditional society, national states and cultures, the ways of preparing human life which are carried out primarily by means of education and training. In the late XX century the world became hardly recognizable again. It is difficult to reach a single glance, predict the main vector of development and offer preventive education and cultural innovation. However, the discernible trends of economic globalization and anti-globalization, the signs of the information society and interdependence of nations to strengthen democratic order and market reforms in a wider world space are seen quite clearly.

For Ukraine, moreover, there have been formed a number of threats, challenges associated with severe environmental and demographic situation, with recession, with the collapse to poverty, disease and crime and the strain of moral foundations of society and corruption. Despite more than ten years' experience transformation and national revival, Ukraine, seems to be left to "stand" on the border of two worlds - European and Eurasian (or just teetering on the brink of this), is not ready to respond fully and effectively to the current global challenges. Dramatic situation is also that during this time, Ukraine has experienced many redevelopment projects of its life with all the hallmarks of progress and has satisfied that now its progress doesn't hinder only the deficit of plans and theories of economic, political and cultural development, obsolete technology and the lack of funds, but the shortage of people with their necessarily intellectual and moral qualities.

The historic challenge for educated, culturally and morally developed person, able to assume responsibility for competent new areas of social development, has still remained without an appropriate response. Ukraine, as in fact the whole world, is awaiting a new era at the same time trying to look for social, economic and scientific-technological platform of survival, a new paradigm of training people for human life, which would ensure not only adaptive relationship to reality, but reality itself in the development according to the human dimension of life dictated by the ideals of the XXI century. The center of this paradigm is education developing as a response to the challenges of civilization and at the same time as a response to human needs to find its place and the possibility of self-realization in a new global environment. Current postgraduate education of teachers has developed an interdisciplinary theoretical base and a rich arsenal of means of practical implementation of ideas, concepts and attitudes. However, the claims of the society to the effectiveness of professional educators remain and cause the resistance to a "call" of post-graduate education - to strengthen its focus on the dramatic changes in the willingness of teachers to solve practical problems of modern schooling. As a current trend of postgraduate pedagogical education teacher training community declares the overcoming incomprehension between the results of postgraduate education, traditionally recorded in its process and outcome indicators, and expected success of teachers in subsequent careers.

Thus, **the purpose and goal** of this article is to consider the problem of finding a new paradigm of man preparation to a human life, which would ensure not only adaptive man's relation to reality, but the reality development in accordance with the human dimension of life.

Discussion of problem

Education practice focuses on holistic human development and individual support of its development to broadcast generations of experience in interpersonal dialogue, the institutionalisation of socio-cultural vectors in the activities of the subjects of formal and informal education. The modern concept of education as a subsystem in the metaworld of culture and society implies the understanding of life in education as a process from inside and outside - observing, recording, interpreting productive solution, thereby increasing the feasibility of created conditions for achieving success in future practice. Defining approaches to understanding the problems of education is based on the paradigms that focus the attention of researchers on a man as a subject of educational activities aimed at finding and getting his/her life guiding. In all dynamic changes and transformations the identity is at the forefront as a creator, as a carrier of new skills and roles in all dimensions of social and spiritual development. With the progress of human civilization the range of spirituality, education, cultural potential of countries and peoples is expanded, that affects the activity of educational institutions.

The goals, objectives, functions of school, its purpose are being changed. Educational institutions, working for the future, have to take other priorities. And

in fact, in the sense they should not be substantive but personal, focused on the human personality, the highest culture of human relations. Such institutions need a different teacher, a different vision of his/her role in the restructuring of school life so a leading strategy of training teaching staff in the new situation has to become the creation of all necessary conditions for educators to rebuild their professional attitudes, rethinking former teaching values, finding the ways of forming bright creative individuals who can develop "their own criteria of formation in themselves and others new, more sophisticated forms of ... human life and human relations" [1]. Therefore, there is a problem today in need of deep study of new criteria and meanings by which the effectiveness of postgraduate education will be apparent. We believe that the basis of the transformed current postgraduate teacher education should rest on objective philosophy as a spiritual foundation, sealed attributive inherent ideological and methodological features. As the target task - motivation to self-cognition - cannot be done and accomplished in the way of abstraction of the human, especially children, subjectivity which is unreasonable in terms of academic science, but objective, so reasonable in terms of humanity of scientific and pedagogical educational findings that only and may be offered to the implementation of teaching practice.

The training of ability to creative self-orientation of innovation activity based on a thorough knowledge of advanced achievements of philosophical and socio-humanistic studies is the main task of forming a new model of professional education of teachers. For human the reason of being is constant and continuous process of searching and finding. That is why a man, with all his or her vital functions, has to create the foundation of his or her existence in the world and transform it and again affirm it. A man, even using the maximum of all his/her natural features, is not able to find a reasonable being in the world of things, she or he creates and constantly recreates this reason of his or her being artificially, basing on reflexive consciousness.

The process of individualization characterizes the content of the ontological arc – an individual life course of each individual. The main and most significant field of deployment of human individualization is associated with inner spiritual world, which in its full sense is a product of the ontological development of the individual teacher. For this reason, individual development by its very nature is potentially pluralistic and includes the possibility of different options. Neither its process nor its results are unidirectional, leading to the same state. A man is potentially open to development and capable of development, but the demand for the development affects primarily the relation of man to his/her needs, as a man in his individuality is not only the product but also the subject, the creator of his/her own development. The generic nature of man forms the boundaries of integrity and individualization process serves the integrity of the person. The framework of integrity forms the inclusion of a man within the boundaries of a system. For this reason, the human personality is a historical and dialectical unity of attributiveness and situational anthropological and socio genetic process.

The category of identity, related to individualization, is understood as the human dignity of the individual, as some of its quality. Individuality, according to H. - G. Gadamer, is an obstacle of the strange which must be overcome by our understanding of it. Only overcoming other, understanding the other person finds its accomplishment and specific individuality finds its justification in the common human. Within the culture the individualization of man finds its own limits (scope) [2]. Poststandardised mind sets other axioms of human development issues facing each individual: "How are you perfect?" The phenomenon of renewal of values within the information society is realized in the development of individualized world, referring to the deep essence of the whole man, that requires a belief in the possibility of imperfect beings come closer to a new level of excellence [3].

The features of the present stage of conceivable ontological individuation is the fact that spontaneity begins to be perceived and practiced primarily as personal - reflective individualism. As a result of creative activity new order parameters of human behavior appear as a complex nonlinear system, when to start something means to change constantly and find vectors for further development. Randomness being the way of self recovering is associated with spontaneity, the lack of planning emergence of new knowledge structures and properties. Wandering the field of possible development paths, chaotic motions of creative mind from time to time lead to "loss" for a particular structure-attractor, thereby defining the vector of creative activity, which leads to a breakthrough to a new one [3, 139]. The algorithm of the birth of the new is a consistent connection: a new cultural model appears along with the old one, in proportion to the growth of its resource replication emerging threats of the old is qualified as instability. The structure of self-belonging and self-identity is based on the different abilities and skills designed inherently to conquer spontaneous emotiveness of subjective "I" to self-determination of the "I". Thus, they are focused on the subordination of the individual subjectivity to transcendental force of personality that affects.

Spontaneity can be an indication of ability and virtue in some sense, but not primordial and formed as a result of a long process in other words as a result of working on himself/herself. As related to values, the integrating process of psyche improvement gradually leads to the fact that will, led by an excellent knowledge in relation to spontaneous emotions, in spontaneous attraction or repulsion, can learn and choose what is truly good. And just the same it can reject what is truly evil. The integration of personality in action - a task that stands before the man in the course of his/her life, which can be made on the basis of very special complexity of a personality. A new information space is a flow of life-world culture transformation, changing the activity-continuum due to the intensification of the exchange of symbolic environments. A man leaves the sphere of direct transformation of matter choosing the improvement of ideal areas as the measuring of value and development that support the movement of creative ideas and the search for new areas of images. In these circumstances, the problem of optimizing creative force of human labor is solved as an opportunity to express ideas more

freely and the implementation of new creative projects on their basis, creating new types of artistic imagery in the field.

In the creative space of education the monologue forms of education give the place to dialogue communication, the principle of which - the "exceptional importance of the individual voice." Creativity is found in the teacher's ability to create new, as well as the ability to go beyond predictable, and this makes man behavior unpredictable. The formation of an individual as a spiritual feat of creativity is a value principle. The true nature of a teacher is directly associated with the creativity, without which the teacher does not exist. However, the current system of advance training, the retraining course in institutions is far from perfect. As it stands, it can stably exist only through mandatory implementation of plans, requirements of education management. Some difficulties lie in the fact that in the marketplace and the new globalized society the directions to update postgraduate teacher education haven't identified yet. There is no concept of "lifelong learning" on the principle of advancing development education.

Pedagogical ideas are so short-dated that they have become old long before they are published. In pedagogical universities, where there are faculties of advance training, there is a situation in which the majority of teachers received a doctoral certificate believe that they have entitled once and for all life to teach students – teachers equally that leads to disappointing, but logical result: the knowledge of students and most teachers who hold certain courses isn't compounded and updated. Now there is a huge distance between the goal and the objectives of the school, its contents and objectives of educational process in the system of advance training, caused by the mismatch of objectives, means and evaluation of these units. Aims have turned into the slogans of educational initiatives, means have ceased to be a professional value and results are measured by criteria that do not reflect the essence of educational process in the system of advance training. In most cases, the goals of professional development faculties exist without being updated for years.

There are also some cases where the overall goal of advance training is formed so widely that the idea of it is quite confusing for those who teach or for those for whom the system is set up. Thus, the problem of restructuring and upgrading of the system of advance training, and postgraduate teacher education in general has already escalated like many other social reforms. Scientists say that the current generation of children is a brand of new people who live and work on their previously unknown laws. The modern world requires "global student" who:

- must have relevant knowledge (basic, professional, economic, legal, environmental);
- has the necessary skills (communication, foreign language skills, new technologies, computer skills, healthy lifestyle, organization, the ability to find information and evaluate it critically, the ability to analyze and choose importantly, make quick decisions);
- has appropriate characteristics (flexibility, mobility, modernity, the ability to think positive and promising, creativity, a steady motivation to learn) [4].

Is it possible to form a "global student", if the teacher is not a "global student"? Clearly not! So to help current teachers to become "global students" is one of the most important tasks of postgraduate education. What social and philosophical foundations can we determine to prove the put forward thesis?

Modern education has entered a substantial contradiction not only with the present but also with the future. Not providing social services in the present, the global education system has developed in such a way that virtually ignores the future, finding its "comfortable" existence in "the memories of the past." Almost all educational institutions, processes and systems are not focused on the future, on the creation of its image that will ensure the survival and optimal development of the human race. This super conservative education, which is called modern, only because it is in the present, needs modernization. But modernization is a process that is catching up time. Present day becoming the future escapes and becomes the past and modernized education increasingly lags behind the real and the more "correct" present and is not able to contribute to solving the problems of the anthropogenic global crisis, which is deepening. However, education should in its modern development "anticipate" and encourage the creation of necessary conditions for the interests and needs of future generations, rather than continue to focus on drawing in resources for "above-needs" of rich minority of current generations.

But it's not just about humanity and its current and future generations. It is necessary to take into account the "interests" of nature, especially biota. Everything that has been said about the current and future generations in terms of the global education fully applies to the nature of the human environment, used and potential natural resources. That's why all above mentioned socio-temporal contradictions of the educational process have not just social but socio-natural character. We can say that current world system of education is not satisfied either society or nature, it deepens the systemic crisis of civilization and contributes to the degradation of the biosphere. Specialized education activity following its own internal mechanisms and the logic of self-conscious efforts of many generations of teachers has established traditions and rules according to which education is fundamentally doomed to information lag behind the being. Having schematized we can say that the role of a teacher rather than enhance creativity of students and give them examples of thinking in most cases reduced to a kind of a rallying point, to a repeater of outdated educational information. Those enrolled at the same time acted as recipients of the information they had to basically memorize and then play on control modes of study [5].

The mentioned temporal discrepancies weren't attached much value so far the vast majority of philosophers believe (and teach students) that consciousness runs behind existence all the time. And until recently, it was come down the rank of one of the patterns of social philosophy. But if education that shapes the human mind is behind, then, following this "logic" only old knowledge, ability and skills will circulate. At this time one can seek the aim to gain sustainable and proven truths and facts that exist only in the past and that there are, but are not yet, in the

future. Although the continued existence and development of the individual now requires continuing education, especially vocational training, re-training and advance training, but "lifelong learning" as a natural and continuous process plays a great role as in a number of areas of people activity a man mainly self-educates and is formed by the life that surrounds him/her by social and natural environment. "Enlightenment" of a person occurs by adapting to what is happening in the life and the environment [3].

But what is happening today generates personal (and especially social) consciousness that basically "lags behind" of life. The formation of consciousness, the consciousness that can facilitate the transition to sustainable development as the most optimal path of the survival of civilization, has turned out to be under threat. Consciousness that is behind being is the fate of man and of all society in the model of social life, which has got the name of unsustainable development. There is no way of transition to more sustainable development except "ahead through consciousness". It is necessary to create awareness that is ahead of the "critical number" of the world population, especially in the people who make decisions. The transition to sustainable development of society is impossible without that. It is possible and should be done only through education that will gradually return human consciousness toward the future, especially in its regulatory stable form. So, with the current education system, which forms the consciousness of people (meaning the general features of the global education system), which is far behind the social life, humanity will not get into its sustainable future. You must create not just one kind of new model of education, and a number of evolutionary models, which could satisfy the relevant needs of present and future generations of all mankind. The main contours of these new models of public (civilization) development and its most important subsystems - education, in our opinion, should be formed in the coming decades.

Therefore the system of postgraduate education should be anticipatory, predicative oriented to fully enhance of personal and professional status of teachers, the accumulation of skills, philosophical and pedagogical knowledge and scientific forces. Therefore Postgraduate Education Universities have to take additional commitment to training new specialists that are urgently needed, until the processing of individual applications and experimental courses. They have to create and expand research and teaching laboratories with targeted funding to attract teachers to scientific and publishing work and buy their manuscripts and publish them.

We believe that the involvement of teachers in the experimental work is the main feature of the transformation of the existing system of postgraduate education which performs the following functions:

- offer the necessary minimum of tutorials for all;
- hold re-training of specialists with varying degrees of skill level: from the teacher, who confirmed his/her qualification to the teacher - researcher;
- offer a choice of a large number of courses of varying lengths in order to obtain a new profession and meet personal professional interests;

- help by giving advice and expert assessments to improve professional skills of various specific areas of the school (eg, academic support of implementation of perspective teaching experience);

- the organization of advance training of all teaching staff of a school on the job for the pilot experimental program, taking into account the characteristics of schools and the creative agreement between the school and the Academy of Postgraduate Education, etc.

Thus, the essence of the changes that continue to take place in the system of postgraduate education is that it will increasingly take on not only scientific and methodological features, but also philosophical and vocational and spiritual ones. It is the only system in which research and development of teachers are directly and seamlessly combined with distinguishing challenges of educators that promotes and encourages purposeful self-development and continuous spiritual self-development of teachers, which is measured by the work culture performing by the teachers of postgraduate education.

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Modern postgraduate education (unvarnished portrait)

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Key words: *academy, a social institution, professionalism, teacher, personality*

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СОВРЕМЕННОЕ ПОСЛЕДИПЛОМНОЕ ПЕДАГОГИЧЕСКОЕ ОБРАЗОВАНИЕ (ПОРТРЕТ БЕЗ УКРАШЕНИЙ)

Тема, которая выносится на обсуждение, принадлежит к фундаментальным проблемам современной науки, философии и социальной практики. XXI ст., которое разворачивается, делает грандиозные вызовы традиционному обществу, национальным государствам и культурам, способам подготовки человека к жизни, данные социальные

тенденции осуществляются, в первую очередь, средствами образования и воспитания. Следовательно, цель и задача данной статьи заключается в рассмотрении проблемы, связанной с поиском новой парадигмы подготовки человека к жизни, которая бы обеспечила не только адаптивное отношение человека к действительности, но и развитие действительности в соответствии с человеческими измерениями жизни.

Ключевые слова: академия, социальный институт, профессионализм, педагог, личность.