

## PROBLEM OF STUDENTS' EDUCATIONAL REQUIREMENTS AND PERSONAL QUERIES HARMONIZATION BY MEANS OF INSTITUTE OF EDUCATION TRANSFORMATION

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### Annotations:

**Александров Денис.** Проблема гармонізації системи освітніх вимог та професійних запитів студентства за умов трансформації інституту освіти

Аналізуються суперечності, що виникли між системою вимог вищої школи і сукупністю професійних орієнтацій суб'єктів освітнього процесу. Проблема гармонізації розглядається в соціально-психологічному вимірі в контексті професійної життєтворчості, побудови особистісного смислу освітньої діяльності. Гармонізація розуміється не як штучна оптимізація системи освітніх практик (у метафізичному сенсі), а як усвідомлене входження суб'єкта до системи соціально-освітніх відносин (у діалектичному сенсі). Наголошується, що бажаний компроміс «суб'єкт – освітнє середовище» можливий за умов розв'язання ряду адаптаційних проблем і проблем професійного самовизначення студентства, набуття освітньою системою належного рівня самоорганізації як необхідного співвідношення показників, які злагоджено підтримуватимуть її за нових умов.

**Александров Денис.** Проблема гармонизации образовательных требований и личностных запросов студенчества в условиях трансформации института образования

Анализируются сложившиеся противоречия в системе требований высшей школы и совокупности профессиональных ориентаций субъектов образовательного процесса. Проблема гармонизации рассматривается в социально-психологическом измерении в контексте профессионального життєтворчєства, построения личного смысла образовательной деятельности. Гармонизация понимается не как искусственная оптимизация системы образовательных практик (в метафизическом смысле), а как осознанное входение субъекта в систему социально-образовательных отношений (в диалектическом смысле). Отмечается, что желаемый компромисс «субъект – образовательное пространство» возможный при условии преодоления ряда адаптационных проблем и проблем профессионального самоопределения студенчества, при условии приобретения образовательной системой надлежащего уровня самоорганизации как необходимого соотношения показателей, которые согласованно будут поддерживать её в новых условиях.

**Aleksandrov Denys.** Problem of students' educational requirements and personal queries harmonization by means of institute of education transformation

The author of the article analyses the contradictions which were formed in the system of higher school requirements and the whole of professional orientations of subjects of the educational process. The problem of harmonization is examined in the social-psychological measuring in the context of professional creative life, construction of the personal sense of educational activity. Harmonization is understood not as artificial optimization of the system of educational practices (in metaphysical sense), but as conscious inclusion of the subject in the system of social-educational relations (in dialectical sense). It is marked in the article that the desired compromise «subject-educational field» is possible on condition of overcoming a range of adaptation problems and problems of professional self-determination of students, on condition of acquisition by the educational system of the proper level of self-organization as necessary correlation of indices which will concertedly support it under new circumstances.

### Key words:

гармонізація, освітня система, самосвідомість, особистісний смисл, реформування, освітні мотиви, полісуб'єктна взаємодія.

гармонизация, личностный смысл, образовательное самосознание, реформирование, образовательные мотивы, полисубъектное взаимодействие.

harmonization, personality sense, educational self-consciousness, reformation, educational reasons, poly-subjective cooperation.

The renewed educational policy of Ukraine declares the necessity of highly professional specialists' training in order to join the international labour market, to develop an active life strategy and interest for professional self-development, to support the wide range of advanced ideas. Under such circumstances, on the one hand, one can follow the commercialization of education as the market and its short-term tendencies more and more determine the tasks and direction of academic courses. On the other hand, the state keeps to the position of the mixed common good as far as education is considered to be the public acquirement and cannot be identified with the market relations exclusively. Understanding of education not just as information-communicative means, mechanism of the knowledge translation and expanding but as the institute of personality's spiritual-ethic development, resource of national-cultural traditions and all European educational standards raises a question of students' development

harmonization amidst the educational field which is being renewed.

Here, we can agree with the opinion of some education methodologists of the 90ies of the 20<sup>th</sup> century that the innovative theories which have been unknown to the broad pedagogic community before, must demonstrate their effectiveness and be positively assessed, especially in conditions of the uniform type education system. At that time it seemed that the higher school could be qualitatively changed on condition of explaining the essence of the subject-subject study and introducing “fashionable” pedagogic technologies. However, today it is getting evident that borrowing the best from the modern pedagogical practice and conglomerate-like union of separate innovative elements are unable to improve the present situation fundamentally. First, it is due to the fact that the innovations deal with the form of education organization on the level of educational

goals declaration while the latter are not sustained by a certain methodological ground.

As far as the basis of modern educational reforms are European cultural values, the idea of their adaptation to the local conditions can be grounded not just on the methodological platform in pedagogy but on the methodological base of the “dialogue of cultures” developed by S. Hessen (“The Basics of Pedagogy. The Introduction to the Applied Philosophy”, 1923). Using these philosophic approaches we will try to determine the principles which give a chance to move towards harmonization of relations in the higher school educational space.

Under harmonization we will understand a coordinated work, agreement of various actions which must provide a productive educational result. Determination of educational coordinates that will highlight the possibilities for education to change its focus from the system of facts to the system of search and critical analysis of information, establishment of the applied character of education (owing to which a student will later be able to solve his own life problems), learning the actual system of values and basic ethic categories are to become the constituent parts of the harmonization process in educational relations. The major harmonization principles of the “subject – educational environment” system development are to be:

1. The principle of pluralism (it foresees recognition of equal, partnership-like coexistence of various pedagogical practices, traditional and innovative models of development).

2. The principle of one-sidedness overcoming (it supposes that one should be aware of the faults of narrow following a certain educational strategy).

3. The principle of mutual supplement (at every stage of personality development the optimal combination of approaches should be different, but it should be thoroughly pondered over and technologically provided).

4. The principle of points of coincidence determination (gives a chance, on the one hand, to see general problems of the development harmonization and ways to solve them, and, on the other hand, to define correctly the significance of every problem in the process of a certain pedagogical task fulfillment).

5. The principle of hierarchy foresees establishment of priority tasks for the harmonious development both in continuous educational process in general and at its certain stages.

Having defined the principles of harmonization we will point out the conditions without which it is impossible. In any society oriented at humanistic and democratic values the highest good is social and psychological adaptability of human. Renewing the process of teachers’ professional training is possible only under conditions of common spatiotemporal

and personal-conceptual activity field of all the participants of educational process.

The statutory and regulatory documents adopted in the higher education system provided relative independence to educational institutions as for the formation of content and organization of educational process that gave a possibility of overcoming the contradiction between insufficient mobility and flexibility of the education content and dynamic demands to the personal professional mobility. The analysis of contemporary theoretical-methodological approaches and experience of teachers’ practical activity gave a possibility to realize lack of prospects for the higher education reforming without having a harmonious union of educational demands, requirements, standards, needs and students’ abilities. Back in 1967 Head of the International conference on the issues of the world crisis in education J. Perkins said: “It is necessary to warn against enthusiasm about professionally oriented teaching. There is a certain minimum of analytical means that every student has to learn and certain minimum of general knowledge he has to acquire in order to be an intelligent and educated person and have a clear idea of himself and society”[1, p. 9].

Methodological search of the ways to harmonize the educational process in order to improve its effectiveness favoured the emergence of algorithmization in educational practice, programmed study and optimization of the higher education. The problem study from the positions of personal-activity and system-activity approaches was implemented with enthusiasm. In the 80-ies of the 20<sup>th</sup> century scientific research was enriched with the results of dialogue-like and culturological paradigms. In early 90-ies of the 20<sup>th</sup> century the problem of educational relations harmonization got its development in humanistic pedagogy in the context of different environment interaction: information-sociogenic, social-psychological, professional-activity. Leuven (2009) and Bucharest communiqué (2012) openly raised a question about intensification of measures that are to favour the harmonization of studentship person-oriented development [2, p. 12].

It should be pointed out, that realization of the raised tasks and attempt to harmonize educational relations on the micro-level has run across difficulties of didactic and organizational character. First, faults in new systems of grading, control and stimulation of the educational process quality began to emerge. Second, high demand for students’ staff under conditions of demographic crisis resulted in the necessity of students’ academic inadequacy elimination. Third, the “endowment” strategy (from English “endowment” – providing a regular income for a school, college etc.) in search of new beneficent sources of education financing and in the process of its realization routinely shifted the responsibility for educational results onto the non-government sector.

Education, according to V. Soloviov, due to the necessity has to be both revolutionary and conservative [3]. Out of doubt, the desired compromise “subject – educational environment” is not to be achieved by the way of trials and mistakes and involve risks and education expenses. The process of practical harmonization of educational relations is possible, firstly, at the expense of grasping philosophic and methodological grounds for such cooperation. It means a search of strategy which allows coordination of students’ individual indices (interests, hopes, professional preferences, plans which motivate studying) and educational directives connected with ordering, management and organization of educational relations.

In this context the ideological core of harmonization is seen in the problem of the students’ motivation, its educational socialization and educational directives through which personality is developed in education. Forms of the intra-psychic determinants connection with educational processes can be revealed by the way of analyzing the problems of academic performance, dissatisfaction with education, professional identity and awareness of educational prospects etc. They either directly or indirectly are connected with the expectation climate as far as students require assurance for their future professional career and ability of the education system to have positive influence and dynamics.

Under conditions of democratization and adaptation to Western European values students’ educational expectations are of specific content which is mostly concentrated on reproduction of a stereotype model of “successful life” (that has been formed in public conscience), i.e. being of mostly generalized character. Without having quite clear ideas of the goal and sense of educational activity, education and further pedagogical activity a student often finds himself in the state of uncertainty and sometimes anxiety that can result in educational inefficiency.

Philosophic apprehension of the situation in professional pedagogical education and socio-cultural situation’s contemporary demands calls for pedagogical training improvement. According to C. Rogers, “to define the life goal and sense in order to know exactly where to go and what for is something infinite that exceeds any learning, even the one having a great deal of special knowledge in store” [4, p. 68]. In this context the concept of educational self-awareness is of great importance. It implies the process and result of elaborating steady and realized system of ideas of the subject of educational relations about himself, on the ground of which he intentionally builds relationships with other subjects and objects both inside the educational system and beyond it. It is the awareness of himself as an independent doer, integral assessment of one’s

own educational goals, interests, ideals and behavior motives.

Taking the subjective factor into consideration one should attend to either student’s steady interest in academic subjects or its absence, to students’ auto-evaluation of the basic and professional skills development level; their assessment of the social significance of the subjects which are studied and future professional activity prestige; to students’ assessment of the educational institution prestige; auto-evaluation of the subjects significance for one’s own prospects realization; students’ auto-evaluation of the level of professional readiness for pedagogical activity; their assessment of the emotional comfort in the classroom. All the above prompts to search possibilities for harmonizing educational demands and professional interests, to achieve a higher level of training through the formation of students’ personal sense of pedagogical activity. We face the necessity of activating the personal abilities for the development of a future teacher who has a professionally personalized position, defines his value orienting points and demands, and strives for active self-realization.

Students’ personalized sense of pedagogical activity can be characterized as an integral dynamic structure which is composed of cognitive, emotional and praxeological elements. This personalized structure reflects conscious and positive attitude to professional values of pedagogical activity, it shows itself in conscious and responsible educational and professional activity, necessity for professional and personal self-development. Development of the personalized sense of educational activity is a part of professional training which is expressed by students’ professionally important values of pedagogical activity, subjective understanding of pedagogical knowledge and reflection of their own experience of educational activity.

The formative process of the personalized sense of educational activity by pedagogical universities students represents development of the objective, content-organizational and evaluative-effective blocks the realization of which foresees consistent passing through sense-search, sense-determination and sense-realization of educational activity. In the process of these stages realization conditions for educational relations harmonization and their successful inclusion into educational field are created [4, p. 96]. In this context of significant interest are research works about implementing pedagogical technologies into educational process which are based on personalized (S. Kul’nevytch, I. Yakyman’s’ka), subjective-activity (S. Hodnyk, I. Zymnya) and competence (A. Markova, L. Mitina) approaches.

Harmonization by the way of personalized sense of pedagogical activity forming in pedagogical universities students will be successful under such

conditions: 1) teachers' readiness to form students' personalized sense of pedagogical activity; 2) interrelation of theoretical and practical, visual and spiritual components of students' pedagogical training; 3) realization of the poly-subjective interaction of students and teachers; 4) pedagogical support of the processes of sense-search, sense-determination in students; 5) students' development of professional motives, value orienting points and directives [6, p. 12].

According to the analysis of psychological-pedagogical literature, formation of the personalized sense to receive educational services has a range of directions:

- traditional educational motives prove the usual reflection of common educational practices;

- the motive of education attraction justifies students' interest in education as in the sphere of knowledge, process and self-realization sphere;

- cognitive motives (educational system offers systematized world view and being the explanatory system it inevitably attracts inquisitive students);

- ideological motives are based on coincidence of students' own values, their ideological positions with values of educational;

- motives of professionalization are connected with understanding the importance of professional knowledge and persistent desire to gain it;

- materialistic motives (education as other spheres of professional activity is payable, therefore, some students are going to work in its plane).

The correlation of the "mobile" (active) and "immobile" (passive) forms of education participation can serve as the indicator of harmonization of the system of students' educational demands and professional requirements under conditions of the institute of education transformation. The mobile participation is understood as students' reaction to impulses produced by educational system and connected with the necessity of high personal activity (which is expressed through participation in educational projects, disputes, scientific-practical conferences) [8, p. 45].

Among the "immobile" (passive) forms of students' educational participation the following ones stand out: partial exclusion from educational relations determined by the low level of personal interest, exclusion as a result of unnecessary formalization of educational system, low efficiency of the feedback between the educational system and students' collective, disappointment in educational services. In the worst forms it is educational apathy as a form of rejection of the educational system imposed from outside, specific "educational boycott" as an expression of active animosity to the system which is being imposed.

Contemporary educational situation is characterized by presence of contradictions between

the social procurement and traditional practice of professional training in higher educational institutions. Possible actions for educational relations harmonization can serve for:

- systematic renewal of the professional training process by the vertical line (from the conception of professional training to educational situations in the process of study);

- including the subjects the main aim of which is the student's personality development into the elective part of the curricula;

- instructing students on more efficient strategies of problem situations immediate solution;

- engaging specialists for whom teaching is not a principal occupation into the training process;

- providing students' support by means of organizing interaction in various kinds of activities, participation in trainings, individual consulting on studies;

- scientific-practical and creative collaboration with pedagogical and students' collectives of higher educational institutions on the local and all-Ukrainian levels [9, p. 25].

It should be noted, that the idea of harmonious connection of students' educational demands and professional interests in the pedagogical process works in the system paradigm emphasizing the personal component (development of cognitive interests, formation of axiological attitude to education, health, morality, recognition of the world and natural cultural treasures, beauty etc.) It is always connected with re-evaluation of the social value of education and its correlation with the student's own professional interest, also with projecting the conceptual model of professional training for secondary educational institutions specialists on this ground.

Generally accepted priority of the social and personalized orientation of education does not guarantee its actual life implementation as it is impossible to alter the existing traditions of upbringing and regulated studies immediately. Besides, to solve the problem of training the students who are capable of productive professional activity, aimed at health preserving and improving, competitive and socially stable is practically impossible on the level of a separate academic subject. In this sense creation of common spatiotemporal and personal and sense bearing field of the mutual activity of all the participants of educational process demands that the teachers should use elements of different technologies (depending on the content of educational material, fulfilled tasks and students' initial abilities).

Thus, the harmonization process is connected with overcoming a range of existential, adaptive problems and problems of students' professional self-determination which is introduced into numerous information flows, experience of inherent value,

actual personal self-determination. Contemporary reformation processes occur by leaps and bounds; as a result students face the necessity to build new relations in the system of education. Formation of harmonious relations appears to be quite a difficult task as harmony has the modus of “measure” and the modus of “leap”. The harmony of “measure” is subdued to principles of order, symmetry, and proportionality. In the context of our research it characterizes a circle of students’ relations with the environment which is in the boundaries of “measure”. The harmony of “leap” is subdued to the principle of continuity and characterizes relations between the initial and further state after the qualitative leap, and the state of students in the renewed environment. Under any conditions educational system requires obtaining the proper level of self-organization, i.e. necessary correlation of indices which will consistently support it under the new conditions.

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