

UDC 821.111

THE AXIOLOGICAL ASPECT OF UKRAINIAN EDUCATION

PhD., Professor, Olena Andriyenko

Academician of the Academy of Higher Education of Ukraine, Ukraine, Kiev

The article is devoted to the philosophical analysis of values of modern Ukrainian education. The subject-matter of our work is axiological dimension of modern Ukrainian education. The purpose of the article is to investigate the main values which influence on modern Ukrainian education. It was concluded that the synthesis of the elements of international and national pedagogical and administrative experience is the only rational way of development of the Ukrainian education on modern stage.

Key words: Science, Mentality, Worldview, Values, Ideology.

National Ukrainian system of education is in the process of deep and intensive changes now as well as Ukrainian state. The content and goals of educational programs of Ukrainian universities, economical problems, connections between education and industry and other questions have been analyzed in many works on pedagogics, sociology and theory of management. It's a pity, but Ukrainian investigators of educational sphere very often point out many sharp problems and negative trends which exist in this sphere reflexing in their papers completely objective situation. To find the way of overcoming these negative trends and changing them for the better one should apply to the system of values and other worldview peculiarities of the Ukrainian society because education is also embodiment of social values (in the aspect of content) and mechanism of their transmitting (in institutional and socializing aspects).

The goal of our work is the philosophical inquiry of axiological dimension of the Ukrainian education.

The question of values as the basis of Ukrainian society almost never was in the focus of philosophical analysis. But it should be stressed that this problem has been partly investigated in the works of T. Andrushshenko [1], M. Kazanjiyeva [2] and G. Lozko [3].

The values of Ukrainian society are based on the culture and mentality which have been formed during the long period of national history. They differ from the system of democratic values of Western civilization. These differences cause different systems of cultural values and norms, political, legal and others. Modern national education cannot be reduced only to the development of legal consciousness or political culture. Historical development of Ukrainian society proved the impotence of understanding of such human values as Rational Thinking, Morality, Patriotism, Love of Motherland, Mercy, Sympathy, Justice, Tolerance and Cultural Pluralism.

The following four groups of factors can be distinguished in the process of development of modern axiological system of Ukrainian society: a) Factors of conditionally autochthonous (the most ancient, basic) features of Ukrainian social values; b) Factors of Christian worldview in its Orthodox variant; c) Factors of communist ideology which have been firmly fixed in social consciousness of Ukrainians and still have ambiguous influence on the development of all spheres of Ukrainian society; d) Factors of modern western system of liberal democratic values which become more and more active in Ukrainian society and act through different social institutes including education (spread of informational and literature sources, programs of academic exchange, etc.). All these groups of factors of the axiological development of modern Ukrainian society are in complex and dynamic unity with each other. They make great help in social development but at the same time cause numerous conflicts of national consciousness and provoke inconsistent educational police of the state.

The main problems of axiological sphere of modern Ukrainian society are connected with state-building and axiological extremes which take place in this process. On the one hand, they include excessive accent on national origin and contrast with other national communities. On the other hand, they involve indifference toward everything which is connected with national and state values, accent on something singular, private and personal (for example, family, financial wellbeing, etc.). In accordance to the research of the priorities of development of Ukraine based on the analysis of values, aims and needs of Ukrainians which has been fulfilled in 2011 by the company “GfK Ukraine” was understood that the axiological hierarchy of Ukrainian people had the following structure: a family, health, financial stability, wellbeing and career, traditions, personal self-realization and political values [4]. These results obviously show that among the main values of Ukrainians is an individual material success. At the same time there is decrease of the role of family values and also physical, psychological and social health of citizens. Hard situation in family Ukrainians usually interpret as absolutely private and personal problem. They lack knowledge and skills how to cope with such problems and to harmonize personal relations. The state also lacks highly qualified psychologists which may help to change this situation for better.

The Ukrainian investigator G. Lozko made her own analysis of factors which cause the degradation of national mentality. Among them she names anti-Ukrainian policy of Moscow which took place during a long time, limitations of development of national culture inside Ukrainian community, displacement of accents from the problems of national consciousness to class and professional problems, urbanization and crisis of national values in Ukrainian country [3, p. 90]. Generally we can agree with the conclusions of G. Lozko. But it should be emphasized that overcoming of axiological crisis in modern Ukrainian society can be realized only through rational way. In particular – by analysis of modern circumstances, revival of national educational traditions and involvement of positive world trends.

In the context of crisis of Ukrainian education the results of research of the axiological portrait of a Ukrainian student made by M. Razandjiyeva [2] look rather logical. She points out the process of amorphousation of young people's axiological system and decline of deep cultural senses. According to students' views education in Ukraine has only utilitarian sense. It cannot produce "creators". Instead of that many universities form "narrow specialist". It makes national cultural development slower. Growth of civil uncertainty and ignorance is the result of the problems in development of institutions and traditions of civil society and the state. One more factor which causes these difficulties is illogical state policy in the field of maintaining of national consciousness and lack of mechanisms of spread of knowledge.

The main purposes of Ukrainian education are creation of conditions for the development and self-realization of every person, every member of Ukrainian society, up-bringing generations which are able to study during the lifetime and development of civil social values [5]. The practical realization of these purposes needs transition from the standard educational and up-bringing methods to professional management of the processes of civil education. And of course the reformation of the education content is impossible without establishment of new system of values.

In the National Doctrine of Educational Development [5] and Ukrainian laws about education the methodology and practice of analysis of modern educational paradigms with the accent on values are fully described. For instance, in the National Doctrine of Educational Development stressed the necessity of constant renovation of educational content, organization of educational process according to democratic values, up-bringing of generation of people who are able to preserve and to develop national cultural values. Special attention is paid to forming of national and human values, to innovations, new informational technologies and enrichment of Ukrainian cultural and historical traditions, development of creativity and self-realization. In the Law of Ukraine "About Education" the accent has been

made on the main branches of education such as equality of conditions for every person in the sphere of realization of abilities, personal development, priority of human spiritual values, deep connections between national history, culture and education [6]. Values guide and orientate personal behavior. They also determine personal senses and life aims, goals of activity. Every person understands the world through the system of values which determine its behavior during all period of life.

According to the humanistic aspect of modern education it is based on the general human values which are coordinated with the particular values of separate cultures. The increasing role of axiological background of pedagogics during last few years looks logically under the conditions of rapid growth of the role of education in all spheres of social life and actualization of questions about life sense and axiological perspectives. These trends found their expression in the new sphere of knowledge – pedagogical axiology.

The process of modernization of national education in Ukraine is directed among other goals on the reinforcement of efficiency of educational institutions. The following principles of modernization of higher education can be distinguished on the basis of the National Doctrine of Educational Development and the Law of Ukraine “About Education”: continuity, sequence, democratization, humanization, principles of quality, innovation and personal oriented education, differentiation and individualization, unity, variability and national direction.

Educational progress is a basis of successful state building and development of the process of democratization of Ukrainian society. All principles of educational modernization are united system which must be realized on every educational level. Its practical realization will help Ukraine to become a competent member of the world educational community.

In the 21st century a lot of new features of international life have appeared. They are connected, for example, with development of national doctrines, conceptions and programs of stable and safe state development, which produce new trends in higher education: growth of its scale, diversification and

internationalization. The requirements to graduates, their professional skills and knowledge of foreign languages and informational technologies grow very fast.

Now in the European educational space rather intensive processes of changes take place. They have been initiated by famous universities and organs of educational management (for instance, conferences in Sorbonne (1998), Bologna (1999), Salamanca (2001) and Berlin (2003)).

It is obvious that in spite of numerous problems and lacks exactly due to Bologna Convention the first in the world history united European educational space has been formed. In this context activity of national system of higher education (national universities) have to be realized on the basis of general strategy, policy and principles of united models of educational and scientific work, free students' and teachers' exchange, transformation of national universities into European scientific and educational centers which will be able to provide European labor market with highly qualified specialists.

The development of European system of higher education in the context of Bologna Convention can be reduced to a number of core ideas and values: introduction of two-cycle study system; credit based modular learning; increasing of mobility; constant control over the quality of education; providing of job placement of graduates; forming of social attractiveness of European educational system. Integrative educational processes in modern Europe influence directly on axiological background of modern Ukrainian education. In this context there are two main trends can be distinguished. On the one hand, it is integration and standardization of national systems into united scientific and educational space. And on the other hand, it is development of cooperation with the main European universities. The documental basis of this is The Magna Carta of Universities. The value of quality of education means rational and harmonic combination of traditions and innovations, effective educational management, progressive reforms and realization of the principle of unity of education and science. The value of correspondence should be understood as the correspondence of educational content

to needs of the world and European labor market. Correspondence of education is closely connected with practical realization of a number of other values – flexibility of study programs, transverse skills and habits (ability of quick mobilization of knowledge if the occasion calls for it, ability of communication in different languages, of team work, etc.). As to mobility as a value of modern education should be mentioned that it may be horizontal and vertical, may involve only students or also teachers and scientists. Attractiveness of modern European education is provided due to support of the most talented and creative students and specialists in different fields of knowledge through numerous programs of academic exchange, competitions and other events. In Ukraine it is important to resolve some problems to realize this value more effective. Among them are lacks of Ukrainian labor market, migration processes, financial and informational problems.

Axiological basis of creation of united European educational space is quality of education. It is the main ground of trust to it, its relevance, mobility, attractiveness, and compatibility. Quality control in education is determined first of all by knowledge, skills and habits of graduates. One of the most important demands of The Bologna Declaration is introduction of European Credit Transfer and Accumulation System into Ukrainian higher education [7].

One more important problem which is closely connected with axiological background of modern Ukrainian education is the problem of university autonomy. It helps in the process of forming of educational policy and national system of values in educational sphere which reflects both values and needs of a region and maintains national and international values.

It is important to understand that university autonomy and realization of academic freedoms is not an end itself. It is a method of increasing of competitiveness of Ukrainian specialists and solution of different problems in Ukrainian education (qualitative and quantitative misbalance of universities; high level of corruption; inflation of educational standards; low payments of teachers;

isolation from international intellectual community; gap between education and modern science; slow speed and low efficiency of introduction of Bologna principles: potential dangers of increasing of autonomy) [8].

European integration of Ukrainian education is objective and irreversible process. The Bologna process is western model of development. That is why it is important to pay attention to differences between values of Ukraine and Western World. This question has been carefully analyzed in T. Andrushshenko's work [1]. The author said that Ukrainian system of social values has its specific features. Among them are: personal identification in family; interests of family and friends are understood as more important than one's own values; self-identification and self-realization are closely connected with a social group; avoiding from open conflicts; great care of children for a long time after their adulthood, etc.

Therefore, values of Ukrainian society and Ukrainian education differ much from values of Western Europe (which can be characterized by the features of personal identification through individualism, priority of individual interests, accent on individual self-realization, free expression of thoughts, family care for children lasts up their adulthood). Because of existence of such deep differences in values it is hardly possible to wait for quick change of axiological orientations of Ukrainian people. Such a change is not only irrational but may ruin Ukrainian society. Development of the state educational system seems much more realistic and useful in the context of synthesis of national Ukrainian and the best European elements.

References:

1. *Andrushshenko T. Education of Ukraine in the System of Values of the "Split World" / T. Andrushshenko // Vyshsha osvita v Ukraine. – 2009. – Vol. 2. – S. 31–37.*
2. *Kazandjiyeva M. S. Values as a Factor of Life Sense Orientations of Ukrainian Students / M. S. Kazandjiyeva // Materialy Vseukrainskoyi naukovoyi konferentsiyi vkladachiv, aspirantiv i studentiv fakultetu*

- inozemnoyi ailologiyi ta sotsialnih komunikaziy “Sotsialno-gumanitarny aspekty rozvitku suchasnogo suspilstva” (Sumy, 19–20 kvitnya 2012), In 2 Vol. – Sumy, 2012. – Vol. 1. – S. 134–135.*
3. *Lozko G. S. Ukrainian Ethnology / G. S. Lozko. – K.: Zodiak-EKO, 1995. – 368 s.*
 4. *Life Sense values, Priorities and Problems of Ukrainians. Ukrainsky Fond Demokratiyi “Snachala ludi”. – [Electronic resource]. – Access regime: https://peoplefirst.org.ua/img/PDF/LIFE_VALUES_PRIORITIES_AND_PROBLEMS_OF_UKRAINIANS_RU.pdf*
 5. *The National Doctrine of Educational Development. – [Electronic resource]. – Access regime: <http://zakon2.rada.gov.ua/laws/show/347/2002>*
 6. *The Law of Ukraine about Education. – [Electronic resource]. – Access regime: <http://zakon2.rada.gov.ua/laws/show/1060-12>*
 7. *The Bologna Declaration of 19 June 1999. The European Higher Education Area. – [Electronic Resource]. – Access Regime: http://www.bologna-bergen2005.no/Docs/00-Main_doc/99071BOLOGNA_DECLARATION.PDF*
 8. *Universities’ Autonomy as a Part of Higher Education Reform in Ukraine. Analytical Review // Sait Natsionalnogo Institutu strategichnih dosligen pri Presidenty Ukrainy. – [Electronic resource]. – Access regime: <http://www.niss.gov.ua/articles/895/>*

