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Oksana Kondur

Vasyl Stefanyk Precarpathian National University, Ukraine

THE MAIN TENDENCIES OF TRANSFORMATION OF EDUCATIONAL SYSTEMS IN THE CONTEXT OF IDEOLOGICAL FOUNDATIONS OF GLOBAL SOCIAL DEVELOPMENT

GŁÓWNE TENDENCJE W TRANSFORMACJI SYSTEMÓW EDUKACYJNYCH
W KONTEKŚCIE ŚWIATOPOGLĄDOWYCH PODSTAW GLOBALNEGO
SPOŁECZNEGO ROZWOJU

Abstract

The social changes that led to the transformation of the educational sphere are described in the article. The global social transformations and the educational and upbringing reform associated with them are intended to implement a certain homogenization of the systems of social education and management of education in the spirit of efforts to create a global cultural, economic, political, legal and socio-civil space are analyzed from the point of view of the methodology of education. The modernization of social, economic and political development and personality potential in the values and normative dimension of modern globalized societies of the world is explored. The modern conceptions of education and educational

Abstrakt

W artykule zostały opisane społeczne zmiany, które doprowadziły do transformacji dziedziny edukacyjnej. Zostało przeanalizowano z punktu widzenia metodologii wychowania i edukacji globalne transformacji oraz związane z nimi reformy edukacyjno-wychowawcze, celem których jest złączenie systemu społecznego wychowania i zarządzania edukacji w duchu wysiłków na rzecz stworzenia ogólnoswiatowej kulturowej, gospodarczej, politycznej, społecznej i obywatelskiej przestrzeni. Zbadano modernizację społecznego, gospodarczego i politycznego rozwoju oraz potencjału osobowości w wartościach i normatywnym wymiarze nowoczesnych zglobalizowanych społeczeństw świata. Również przeanalizowano współ-

management are examined. The prospects of humanization of educational systems, management and upbringing are examined.

It is mentioned that among the prerequisites of the existence of a developed civil society a successful formation and functioning of educational systems is necessary. The main task of modern education is the formation of literacy in the youth in according to the future (futures literacy) is described.

Key words: education, upbringing, transformation, educational systems, values, principles, educational management.

czesne koncepcje kształcenia i zarządzania edukacją. Dla współczesnych systemów edukacyjnych wymagane są takie charakteryzujące cechy jak humanizm, indywidualizacja edukacyjnej trajektorii, tworzenie skutecznego systemu zarządzania. Student bezpośrednio wpływa na organizacyjne elementy oraz treść procesu edukacyjnego. Analizowano perspektywy humanizacji systemów edukacyjnych, zarządzania, wychowania.

Zauważano, że wśród przesłanek istnienia rozwiniętego społeczeństwa obywatelskiego niezbędne skuteczne tworzenie i funkcjonowanie systemów edukacyjnych. Uzasadniono, że głównym zadaniem współczesnej edukacji jest rozwijanie wśród młodzieży futures literacy w przyszłości.

Słowa kluczowe: edukacja, wychowanie, transformacja, system edukacyjny, wartości, zasady, zarządzanie edukacyjne.

1. Introduction

Modern changes in the world educational systems are presented in the classic works of E. Durkheim, where the problems and the ways of their solution are described. Particularly important was his thesis: *The education can be reformed only if the society itself has already gone through reforms* [Turner, 1998]. He explained this with his position to the importance of social order. Though, in order that the society could exist, there should be functional necessary order. The educational transformations are possible when the primary and secondary levels of education are based on social traditions and ideals. The primary task of the school is to pass these traditions [Walford, 1998, s. 115]. It means that with the help of educational methods the next generation values created by society should be given to: ideas, ideals, norms of morality, religious values. E. Durkheim argues that education is a social phenomenon: *The highest point of the evolutionary process is the appearing of the individual. A person must be free to become the one who, as she thinks, can become. The education encourages the individual to come closer to this goal. But the point is that it can not be achieved outside of society* [Turner, 1998, s. 18]. The main task of education remains unchanged: to prepare an individual for life in society. Therefore, education should be tied to the current state of society and its requirements. It is also proclaimed in the *National Strategy for the Development of Education in Ukraine until 2021* :

The development strategy of the national education system should develop adequately according to the integration and globalization processes, the requirements for the transition to a post-industrial civilization that will ensure the persistent move-

ment and development of Ukraine in the first quarter of the XXI century, the integration of the national education system into the European and the world educational space [National Strategy for the Development of Education in Ukraine until 2021, 2013].

The purpose of the article is to explore the impact of global social transformation on the reform of educational and upbringing processes. Some aspects of this problem were considered by myself [Kondur, 2017].

2. The global social changes and their influence on the educational and upbringing sphere

Modern models of educational and scientific management are based on the understanding of the place and role of a person in the world. According to the mind of most scholars [Durkheim, 1961; 1992; Gershunsky, 1998; Turnure, Buim and Thurlow, 2006; Flitner, 2013] our century can be considered to be a turning point. This leads to changes in the basic pedagogical concepts, categories, patterns and relationships, and, consequently, changes in pedagogy and philosophy of education as the science in general.

In Ukraine, the tendencies of development often differ from those worldwide. Therefore, let's consider the worldwide, general civilization tendencies. Let's characterize their orientation and peculiarities of manifestation in our conditions.

In recent years, intensive processes of globalization have taken place. Earlier, a person could live all his or her life in a limited territorial space. Today's technical opportunities allow being anywhere in the world and it is really just for a few hours, and virtually almost instantly. The globalizing nature of the economies needs the expansion of communications that have already received multicultural coloration. According to the statement of UNESCO, the world has become a "global village". It also led to the intensive development of world integration processes. The expression "citizen of the world" has become the reality. The best example of integration processes is the unification of Europe. World integration is positive, because it encourages consensus especially in solving global world problems. Among those problems there are still the ones of wars, terrorism, but there also appeared the important environmental problems and the existence of mankind in general. However, the integration also leads to the disappearing of national, cultural, linguistic traditions. These problems are investigated in the article of O. Budnyk [2016, s. 13]: *At the same time the values system, which the process of education is directed toward, has cultural-historic character. Therefore globalization and intergovernmental integration into modern world community are to be realized taking into consideration educational traditions of every country as formation and development of a person are inseparable from social medium of the people.*

However, the results of the global and integration world processes is a change in the socio-political situation in the world. Such changes encourage the transformation of the priorities in the upbringing of the younger generation and the principles of interaction and relationships between adults and children in general. It means that the theory of upbringing and social communication needs to be changed.

There have been significant changes in everyday conditions with a transition to a qualitatively new level. After all, modern home appliances gave time for rest and communication of family members. However, the same technique, especially modern gadgets, caused the distortion of communication processes, their gradual movement from real communication into the virtual one. Social networks sometimes replace real friends and relatives. As a result, the problem of increasing the sense of loneliness and isolation is developed. First of all, it is mostly related to family members who are not included in public relations: children and old people who do not go to work.

Moreover, earlier there was a relationship between family members and first of all it was economic (wife from husband, children from parents). Now there are visible changes in the relationship between family members: the transition from patriarchal and authoritarian relations of dependence of family members from one another to egalitarian (equal or so called partnership) [Durkheim, 1992, s. 32]. However, such equality is concerned to the relationships on the level between “adult and child”.

Thus, there have been changes in the socio-economic conditions of people’s lives. There are positive changes in family relations, but there also exist new problems in family communications. It determines the tendencies of humanization of educational relations.

In the domestic policy of developed countries, one of the main principles is human self-centeredness. Because in the modern world, those states that have enormous controlled territories and powerful army are not considered progressive. The criterion of a powerful country is the quantitative and qualitative possession of new technologies, the speed of their development. That is connected with the level of development of science, with the presence of scientists capable of producing innovative technologies. Therefore, the main wealth of any country is a person, and the main means of improving the country’s well-being is the improving people’s living standards, developing their creative abilities. The main struggle between countries is conducted not for the territory, but for the “intellectual potential”. Therefore, there exists such an actual statement “outflow of brains”. Thus, new thinking is formed with the change of the place and role of a person in the state. At the cutting edge of progressive development there are countries that have understood the importance of investment in education, that bring a good economic effect. There are especially the eastern countries such as Japan, South Korea [Tovkach and Zinchenko, 2016, s. 237]. However, our educational reform, unfortunately, gradually turns the state’s attention to the current needs of support and development of education and science. We can be glad only because of the doubling of funds for scientific projects of young scientists and the increase of salaries for teachers, which will soon be insignificant in the conditions of growing inflation.

Many scientists from different countries are exploring the causes of youth acceleration and its impact, especially on the educational process. [Turnure, Buim and Thurlow 2006; Truzzi, 2014]. This process first of all affects the change of sexual norms. The youth “grows up” quickly and in a visual way. According to M. Truzzi [Truzzi, 2014, s. 49], appearance of teenagers does not differ from adults now, which leads to problems

of authority in schools and families, the loss of leadership and social benefits of adults, changes the concept of “authority” in relations between parents and children, teachers and pupils. There is a transition to a more polyphonic phenomenon of authority. This is the evidence of the civilized growth of human freedom, the recognition of the rights of the person, the rights of the child. However, such changes are not acquired immediately by everyone, especially for adults.

The transformation of social conditions of life, which results in changes in the human phenotype, leads to the changes in the educational and upbringing sphere. First of all, those changes are experienced by the relationship between children and adults. In practice, this is already realized even in the organization of lessons, especially in the primary step of education. When the teacher does not take a lesson near the board, but “dissolves” between the pupils who are located around him. Whether such a transformation of the authority of a teacher will have a positive impact on the quality of learning can be evaluated in a few years.

In the current economic conditions, there is a strong division of society into the poor and the rich. The need for a young generation to break through the path leads to a certain stratification of educational systems, to the increase in the competitive environment in obtaining the education. The competition in various spheres of life gives rise to outbreaks of aggression and cruelty in the environment of teenagers, youth and adults in relation to children. It is very often a kind of psychological protection of the population from the impacts of negative changes in socio-economic conditions.

At the same time, there is increase in tolerance to the manifestation of extraordinary thoughts, in the behavior and the appearance of individuals. Moreover, the tolerance is manifested not only in relation to politics, ideology, religion, but also in the issues of norm, pathology in psychiatry, behavioral reactions, appearance and others. The boundaries between “norm” and “pathology” are erased, those between what is right and what is bad. Such positive socio-behavioral changes actually lead to the complication of the goals of pedagogical activity. The lack of a clear distinction between “good” and “bad” causes a change in the methods of education that are decisive in the educational process.

Even in the last century, the knowledge received during studying was enough for a person for the whole life. The necessary professionally oriented information needs a quick update nowadays. The 21st century is the century of information explosion. The information is getting old, having no time to reach its customer. A person under such conditions becomes burdened with outdated knowledge, skills and abilities. There “survives” one who can quickly “clear” his or her intellectual file from useless, “dead” knowledge and download the latest one. The slogan “education throughout the whole life” is a slogan of existence and not only professional. Because there was a significant disagreement between the cycle of human life and the cycles of life of their professional occupations. And *this all is a symptom of a quiet revolution that took place in the field of pedagogy* [Shchedrovetskiy, 2004].

In addition, the methods of communication in the educational process have changed too. Instead of heavy textbooks and long lectures, contact classes with brief, key information were offered. The usual printed textbooks are increasingly replacing the latest gadgets. The training focuses on practical aspects. The most popular learning methods are: the one interactive with the using of modern technologies; the method of “trials and errors”; method of business game. High importance was possessed by the communication when it was working in a group, close contact, “guaranteed sympathy” of teachers like the parents. The last one was the manifestation of the transformation of the concept of “authority”, which was discussed above.

The distant form of higher education has become widespread, especially for the advanced training or retraining, which is now in high demand. Since studying lasts 15-18 years, when a person acquires a certain type of activity this activity may no longer be socially significant. There is a phenomenon when the cycles of life of educational programs diverge from those of social and labor functions. Under those conditions, the need to prepare for the implementation of complex activities turned into an independent problem for each [Shchedrovetskiy, 2004].

In our century the organization of labor has changed. In the professional activities it is necessary more and more to manage new technologies and build communication. Therefore, it is necessary to navigate in the space of knowledge, be able to refuse stereotypes in behavior and thinking. Thus, in the field of professional training, the transition from the principle of stability to the principle of mobility took place.

In the most civilized countries of the world, the educational level of the population has increased significantly and so have the educational qualifications (compulsory level of education) [Turnure, Buim and Thurlow, 2006; Truzzi, 2014]. It is natural that the increasing in the number of educated people leads to a change in the educational strategy as a whole. Especially in the work of Batista S. [Batista, 2014] the analysis of similarities and differences in the evolution of the five European educational systems (Portuguese, Italian, French community of Belgium, Danish, English) due to their special history and institutional features is made.

As can be seen, the change in socio-political conditions and the achievement of technological progress have affected the physiological, psychological, and intellectual development of mankind. Our ideas about human possibilities are changing especially those concerning resources, hidden and potential. This leads to changes in the purpose, content and means of education and human rights [Turnure, Buim and Thurlow, 2006, s. 51]. Therefore, our present time determines the development of the human sciences: philosophy, psychology, pedagogy, humanitarian and other social sciences. Even in the late 19th century thanks to the works of E. Durkheim [Durkheim, 1961], within the framework of the Western scientific school, the philosophy of education as well as sociology of education were identified as independent industry. Since then, the problems of philosophical comprehension of the role and place of man in the world, its nature and essence have been developed. From these positions different approaches to the education and upbringing of a person were distinguished.

3. The transformation of the educational paradigm

Since the beginning of the 20th century, the rapid growth of new technologies has had significant impact on the younger generation, and thus on its teaching style. Today, we have a new generation of students, called the Y generation, also known as Millennials [Joyner, 2016]. This is a generation born in the 80's and 90's of the last century. According to the definition of the representative of Harvard Medical School (USA) D. Roberts [Roberts, Newman and Schwartzstein, 2012], the generation is formed because of the same age group of individuals, their experience and environment, they have common values, ideas, positions, lifestyles and challenges. The greatest value for Millennials is to control their own lives, time and work. They prefer to work in a team, they are good communicators, emit self-confidence and naturally combine optimism with realism. Another approach is generation Z born in this century.

The deep understanding of the current generation will let us improve the learning process and optimize the interaction between teachers and educators. Successful studying requires the understanding of the needs, expected academic achievements, interests, modernization of learning styles. The difference in age between teachers from generation X (1965-80) or even the generation of Baby Boomers (1946-64)) and those who are studying, increases the possibility of growing the tension between them and misunderstanding [Roberts, Newman and Schwartzstein, 2012].

Thus, over the past decades, the notion of education about human possibilities has transformed radically. According to the traditional pedagogical paradigm that exists from Yan Amos Komenskiy, education is understood as the process of transferring social experience, culture, accumulated knowledge to new generations from the previous ones. Briefly: education is a broadcast machine while teachers are repeaters. The basic principles of that paradigm are optimization, intensification, unification of the educational process, which were implemented through the same type of training programs and the mass of learning. As a result, the life cycle of a person was clearly spelled out: studying (mastering the experience of previous generations) → work (enriching the gained experience) → studying of others (transferring of an increased experience to the next generation).

However, the social changes described by us have led to the transformation of the pedagogical sphere. According to B. Gershunskiy, the formation of new educational systems implies: 1) the development of social and personal awareness of education as a value. It means, *the formation of educational and value orientations, when the individual and personal values of education in all their diversity are projected onto the plane of integrative state and public educational values and ideals* [Gershunsky, 1998, s. 37]; 2) the functioning and the development of education as a system of educational (state and non-state) establishments which have different parameters, but first of all - in terms of the level and profile of training. In this case, education acquires invariant qualities that characterize it as a whole system. *Among these qualities can be the following: flexibility, dynamism, variability, adaptability, stability, predictability, continuity, integrity*

[Gershunsky, 1998, s. 39]; 3) the progressive development of education as a process. It means the moving from goals to results through the interaction of the teacher and those who are studying. At the same time there is improvement as a student, and the person and the activity of the teacher; 4) the improvement of the level of education as a result, which includes raising the level of education, professional competence of specialists of different profile and the general cultural level of different categories of the population.

Nowadays, it is strategically important to search for a flexible model of the educational system, which would include both the general components of a public educational system with a vertical hierarchy (from pre-school to adult education) and specific territorial components of horizontal interconnection. Those components are determined by the geographical and national-ethnic features of the region, its traditions, socio-economic needs and capabilities [Kellner, 2013, s. 165].

Even the hypothetical possibility of the simultaneous existence of theological, anthropological, existential, communitarian and other views on the meaning and value of human existence leads to the possibility of the functioning of various pedagogical methodologies within different paradigms.

The traditional paradigm of education is a triad of governance, education and studying. The newest paradigm of education is to teach socially and to act responsibly, selfmanage, develop and study. Yet, the necessary change of the educational roles of agents is in the managerial, educational and teaching process. For those who study, a significant part of responsibility for their social, ideological, educational and moral development, value creation, learning is put. In this case, the managerial, educational system, managers-administrators, managers, teachers should create active organizational, educational and upbringing environment, but they themselves should not be present in separate forms of this activity. The main thing is to form a relation and creative attitude towards goals, norms, knowledge, values, morals, learning, to create the appropriate conditions for it. The manager, teacher, tutor does not appear as a mentor, but rather as a coach, a moderator who develops a coherent strategy of social development, managerial, social, educational and upbringing»game», gives advice and coordinates the activity of team members.

There are many modern concepts of educational paradigm. The model of humanistic and active educational paradigm of the 21st century is worth attention [Walford, 1998]. *The modernization of an educational strategy for the preparation of a viable in all spheres of social life of a modern person is proposed.* The author determines the consciousness and self-awareness of their needs, their activities, their capabilities. That creates the high educational and life potential of the individual, innovative creativity of the younger generation in solving national socio-economic problems.

One of the manifestations of a modern educational paradigm in a high school is the concept of student centrist. Student-centered learning is the typical characteristic of the Bologna Process and the European area of higher education. Through the implementation of structural educational reforms through the Bologna Process, the European Credit Transfer and Accumulation System (ECTS) has become a leading tool for inte-

grating of modern European educational systems. There was a change in the paradigm of the approach to teaching from the teacher-oriented to student-centered learning. .

As Edwards [Edwards, 2001] points out, the value of student-centered learning is that it: 1) places the student in the center of the learning process, satisfies its needs; 2) allows the student to learn what he needs in the way that suits him. Reducing the extra costs of human and educational resources, as the student no longer needs to learn what he or she already knows or can do, or that he or she is not interested in.

The European Students' Union (ESU) interprets student-centered learning as an approach which is characterized by innovative teaching methods aimed at improving learning in the process of interaction between teachers and students, and sees students as important active participants in their own learning, the formation of portable skills, for example, the solution problems, critical and reflective thinking [European Commission, ECTS Users' Guide, 2015].

The student-centered model is the standard in European higher educational establishments. According to it, the student is an active participant in the educational process, namely: participates in the formation of his individual educational trajectory and is responsible for its successful implementation [Mykhailyshyn, Kondur and Chervinska, 2017]. Such an organizational approach in higher education allows us to move from the traditional technology of learning, which lies in the transferring of knowledge, to the problem technology. It is aimed at deepening practical knowledge of students, strengthening the competence component of training. From the practical point of view, the main purpose of such a model is to provide students with the best possible way to implement them in the labor market, increase their "value" from employers, and, besides, meet the current needs of the latter [Rashkevich, 2014, s. 16]. In the words of professor Wawak T. *in this particular case universities are "givers" and companies are "takers" of knowledge brought in by the graduate students. Consequently, there should be a close relation between universities and companies. In fact, such a relation does not exist* [www4].

4. Conclusions

Flitner W. stated: *According to the way we understand a person, we will comprehend the phenomenon of education - and vice versa, we will not create the doctrine of a person unless we present in this doctrine the picture of education as an aspect of the person itself* [Flitner, 2013, s. 178]. Thus, he tried to show the relationship of pedagogical, philosophical and managerial knowledge:

The strategy of development of modern world pedagogy, systems of upbringing and education as well as management is one of the key in the field of pedagogy, social management and global social development. Indeed, on what we mean by upbringing, education and science, or which paradigm of upbringing and education is dominant at a certain socio-historical stage, the way of organization and functioning of the civil community in the present and future depends to a large extent.

The analysis of tendencies in social development under the conditions of globalization substantiates the necessity of a flexible model of the educational system. The

transformations require: learning technologies, principles of professional training; the theory of upbringing, methods of upbringing; relations between children and adults; methods of communication in the educational process; interaction between lecturers and students of education; authority of the teacher; the role of participants in the managerial, upbringing and educational process; the awareness of the importance of education at the individual and social levels, the importance of investments in education. The characteristics of the modern educational system should be humanics, individualization, academic mobility, effective management.

The modern system theory of individualization of education is the methodological basis of the humanization of the educational process. The personality of each student in it is perceived as the highest social value. The components of the humanization process of education are: the national focus of education; openness of the education system; transferring the emphasis from the academic activity of the teacher to the student's activity; transition from reproductive learning to productive; self-assertiveness of the person under the conditions of pedagogical support; transformation of the teacher's and student's positions in personally equal; creative orientation of the educational process; the transition from regulatedly controlled ways of organizing the educational process to actively developing; succession and continuity of education.

Humanist-oriented higher education allows each participant in the educational process to reveal its potential, apply its knowledge effectively, develop skills of adaptation to new situations.

The jubilee report of the Rome Club [Weizsaecker and Wijkman, 2018] is proclaimed in the idea of "new Enlightenment" with the following main subject: fundamental transformation of thinking, the formation of a holistic worldview, humanistic development of society. According to the club's presidents, the main task of modern education is the formation of "literacy for the future" in the youth (futures literacy). Such education has:

- - to be based on "coherence": relationships between people were and are the essence of learning. The using of IT technologies is *valuable and effective only when they promote communication between people. Education should create an interest, to release the energy and to intensify the student's education, and to help others to learn* [Weizsaecker and Wijkman, 2018];
- - to have universal values and, at the same time, the respect for cultural differences. *Values are the quintessence of human wisdom that is storing over the ages* [Weizsaecker and Wijkman, 2018]. To date, values are embodied in the emphasis on the well-being of all living beings and the world in general;
- - to proceed from the plurality of content. The universities should not only promote specific scientific currents, but *give the young minds the whole spectrum of contradictory and complementary perspectives* [Weizsaecker and Wijkman, 2018]. Current students need inclusive education in which some forms of knowledge would complement others but not exclude or reject them. Cultural diversity is necessary for social evolution, as a genetic for biological;

- - to pass the ecological knowledge to the new generation, the understanding of the interconnection of systems and the importance of constant development;
- - to cultivate the integral thinking, not limited analytical thinking. System thinking is already inadequate, because it *keeps the tendency to consider reality in mechanistic categories*. Integral thinking can *perceive, organize, coordinate, and unite individual fragments and achieve a true understanding of reality* [Weizsaecker and Wijkman, 2018]. Integral thinking differs from the system, as integration from aggregation;

In the *National Strategy for the Development of Education in Ukraine until 2021*, it is also declared that

the key challenge for education in the 21st century is the development of thinking oriented towards the future. The modern labor market requires the graduate not only profound theoretical knowledge, but also the ability to apply them independently in non-standard, constantly changing life situations, the transition from a knowledge society to a society of competent citizens. [National Strategy for the Development of Education in Ukraine until 2021, 2013].

The systematization of socially valuable landmarks and educational, managerial, pedagogical and philosophical knowledge on new principles is necessary for the revealing of the basic conditions of their most appropriate use in practical pedagogical activity. First of all, it is necessary to take into account humanistic tendencies, which are intensified in the educational space.

The integration of each educational system into European and world educational spaces involves the formation of such characteristic features as humanistic, self-development, innovation, personal orientation and the creation of the perfect and effective management system.

The strategic goal of humanizing education is to promote the development of humanism in a human being, his or her self-education and self-studying. University education must form a highly moral, independent, creative, socially active and competent specialist with a clear practical and research orientation, able to adapt to different professional activities in conditions of professional and social change.

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- Oksana Kondur*, Deputy Dean of the Pedagogical Faculty, Candidate of physical and mathematical sciences, associate professor, Vasyl Stefanyk Precarpathian National University, Ukraine