

Historical and Paradigmatic Development of Educational Processes in Ukraine: Author's Substantiation

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The process of higher education development in Ukraine of the 19 – beginning of 21 century in the unity of academic, professionally oriented, vocationally-technological and humanitarian paradigmatic directions is founded. Major trends and characteristics of each of them are identified. It is proved that modern humanitarian pedagogical paradigm does not cancel the previous paradigms but ensures their implementation on a qualitatively new level. The development of higher education doesn't occur in terms of leveling and replacement of existing paradigmatic direction by another one, but in the context of their coexistence, and in the condition of each next paradigm dominance on a new stage of society development.

Key words: *science; higher education; paradigm; pedagogical paradigm; academic; professionally oriented; vocationally-technological; humanitarian paradigmatic directions*

The features of the post-non-classical development period of education and pedagogy, the formation of a unified educational space in the world motivate to rethink socio-cultural, socio-historical foundations of the educational theory and practice, to clarify and supplement the existing scheme of their interconnection and content. Such phenomena occur from time to time, when accumulated changes develop into a new quality or when new events related to the gradual transition to a further stage of pedagogical thinking development, appear and, consequently, it leads to changes in the educational paradigm. Although, the concept of "the paradigm" has become quite widespread. As a result, it is impossible to analyze modern educational processes without it. It, in particular, concerns the peculiarities of modern higher education development in the context of integration of educational innovations and pedagogical traditions,¹ on the basis

¹ Demianenko, N. M. - Boiko, A. M. (2013). Do obgruntuvannia metodolohii suchasnoho pedahohichnoho znannia. In *Problemy osvity*, vol. 77, no. 2, pp. 11 – 16.

of logical and systematic analysis of interdependent definitions such as "science", "a scientific paradigm", and "the educational (pedagogical) paradigm".

Terminological justification and available scientific approaches

Traditionally, the term "science" refers to the totality of knowledge acquired by the scientific method. Science is a sphere of human activities, the result of which is new knowledge of reality that meets the truth criterion. Practicality, usefulness and efficiency of scientific knowledge are considered to be derived from its truth. Therefore, science as a system of knowledge and the result of human activities is characterized by completeness, reliability and regularity.²

The concept of "science" is inextricably linked to another concept which is "the scientific paradigm". The term "paradigm" was introduced into a scientific usage by a famous scientist, a historian of physics, T. Kuhn in his work "The Structure of Scientific Revolutions" (T. Kuhn, 1962). By his definition, it is a set of fundamental achievements in a particular field of science, which sets generally accepted models, examples of scientific knowledge, problems and methods of researches, recognized by a scientific community as the basis of its further activity for a certain period of time. T. Kuhn brought up the notion of "normal science" which is a development stage of scientific knowledge, when it is mainly accumulated and systematized within the existing paradigm and the development of a paradigm theory in order to harmonize certain ambiguities and deepen the study of problems that were previously covered only superficially. Analyzing the development of "normal science", the researcher came to the concept of "extraordinary science", that is, science at the stage of acute crisis, when the anomaly of its development becomes too obvious and is recognized by most scientists in a particular field. At the same time, any crisis starts with doubts about the paradigm and gradual "loosening" of normal research rules. The crisis, as it is evidenced by the historical course of events, ends with one of three consequences: 1) normal science can prove the ability to solve the problem that gave rise to the crisis; 2) a scientific community generally acknowledges that in the short term period the problem cannot be solved at all and that it is alleged to be inherited to future generations; 3) a new contender for the role of paradigm emerges and the fight for primacy unfolds. According to T. Kuhn, non-cumulative episodes of the development of science, when, as a result of the crisis, the old paradigm is replaced in whole or partly by a new one, are called the scientific revolution.³ The development of post-revolutionary education is associated with "normal science" as a generally recognized standard, that is, an example of a scientific research that

² Druzhynyn, V. N. (2005). *Eksperymentalnaia psikhologiya*. Sankt Peterburg, pp. 11 – 12.

³ Kornylova, T. V. – Smyrnov S. D. (2006). *Metodolohycheskiye osnovy psikhologiy*. Sankt-Peterburg, pp. 46 – 48.

encompasses law, theory, practical application and becomes the rule and standards of scientific activities adopted in a scientific community until the next scientific revolution, which usually breaks the old paradigm, replacing it with a new one. In this way, the paradigm makes it possible to overcome the difficulties in the knowledge structure, arising from the scientific revolution and which are related to the assimilation of new empirical data. Hence, the pedagogical paradigm, in our opinion, can be interpreted as a set of theoretical and methodological approaches that determine the education system, embodied in science and practice at a particular historical period.

The application of the paradigm approach is connected with the definition of theoretical and methodological foundations of educational processes at different stages of their development. At the same time, we take into account the presence of at least two approaches to the structuring of historical facts - formational and civilizational. Both (Marxist and Toynbean) are based on a selection of facts according to certain criteria - "the first is with the application of the minimum number of socio-economic features, the other - at least two dozen".⁴ Integrating them, concerning facts structuring with the support of the idea of historical process continuity, in our opinion, makes it possible to study the past in several interrelated dimensions. An analysis of the publications chosen to support this problem confirms our opinion. In particular, A. Kopyl proposes to study the regularities of the pedagogical process, its specific logical and internal contents on the basis of paradigmatic and civilizational approaches, which distinguish two epochs - the Orthodox and the humanistic. According to him, "a deeper understanding of modern processes in education, modern searches for a pedagogical thought, and predicting the course of the historical and pedagogical processes imply a vision of dialectics of the two epochs, because their parallel development contributes to the continuity of educational ideals and values and overcomes negative trends in education".⁵ This approach largely overlaps with I. Kolesnykova's tradition paradigm.⁶ The educational tradition paradigm, according to her, is genetically ancient.

It conforms to a model of education that is organically woven into a traditional way of people's life, and is based on the models of upbringing and learning, which are a part of tradition as the most stable and stabilizing component of a social inquiry. An attempt to analyze the nature and content of the Christian educational paradigm, as well as the reasons for the collapse of the communist education

⁴ Kulchytskyi, S. (2003). Kombinovanyi metodolohichniy pidkhid do osmyslennia istorychnoho protsesu ta yoho praktychni zastosuvannia. In *Vyshcha osvita Ukrainy*, No. 4, p. 21.

⁵ Kopyl, A. N. (2007). O metodolohycheskykh osnovaniakh ystoryy pedahohyky y obrazovannia. In *Pedahohyka*, No. 8, p. 101.

⁶ Kolesnykova, Y. A. (2003). *Pedahohycheskaia realnost v zerkale mezhdystryplynnoi refleksyy*. Sankt Peterburg, p. 15.

paradigm, was made by L. Belenchuk and O. Janushkiavichene.⁷ And today the concept of 'paradigm' remains one of the crucial points in philosophically integrated knowledge, reflecting the totality of beliefs, values and technical means adopted by the scientific community (a certain scientific tradition).⁸ First of all, it is important for our study to substantiate the paradigmatic approach in the field of historical and pedagogical knowledge as a genesis of theoretical propositions, which will enable scientists and practitioners to identify, formulate and describe holistic models of education.⁹

Method, course and results of the author's historical systematic search

The retrospective logical and systematic analyses of the development of the educational paradigm in the unity of theoretical knowledge and practical pedagogical activities became the leading method of the research. It is based on: 1) an analysis of current processes of world integration and internationalization of Ukrainian education system; 2) a theory of systems, logic, retrospective of education and pedagogical science; 3) theoretical and methodological foundations of the scientific apparatus and content of a systematic research; 4) an interpretation and transformation of the main mechanisms of the method regarding the process of formation and development of the educational paradigm in Ukraine of the 19th - the first decades of the 21st century. Application of the method (based on continuous studies of documents of the Central State Historical Archives of Ukraine (CSHA of Ukraine, funds 268, 442, 705, 707, 708, 711, 849, 2017, 2052, 2061, 2162), the Central State Archives of Higher Authorities and Administration of Ukraine (CSAHAA of Ukraine, funds of R -2, 166, 1115, 2201, 2581, 2582), the Central State Archive of Public Associations of Ukraine (CSAPA of Ukraine, funds 1, 59), the State Archive of Kyiv (SAK, funds 16, 244, R-346, R-812, R-920), etc.), allowed to distinguish academic, professionally oriented, technological and humanitarian directions of higher education development in Ukraine during the 19 - first two decades of the 21 century. In the educational space these directions differ in purpose, content, leading guidelines, theoretical views on a personality, and features of their activities.

We found out that within the academic educational paradigm there had been an increase in socio-political, scientific and cultural awareness. At this stage, scientific ideas about personality development mainly reflected the system of qualities and properties that were to be phased in. The academic educational

⁷ Belenchuk, L. N. - Yanushkiavichene, O. L. (2008). Eshche raz o metodolohyy ystoryy pedahohyky. In *Pedahohyky*, No. 7, pp. 77 - 87.

⁸ Sukhomlynska, O. V. (2003). *Istoryko-pedahohichnyi protses: novi pidkhody do zahalnykh problem*. Kyiv, p. 24.

⁹ Bohuslavskiy, M. V. (2005). *Ystoryia otechestvennoi pedahohyky (pervaia tret XX. veka)*. - Tomsk, pp. 23 - 25.

paradigm was implemented in the content of classical university education of the XIX - early XX centuries. Growing from well-known educational institutions (the precursor of Kharkiv Imperial University (1804) which became Kharkiv College; St. Volodymyr's University (1834) which became Kremenets Lyceum), the universities continued their scientific, educational, social and pedagogical traditions. Universities performed their functions through three main components - education, scientific research and upbringing. They also initiated a trend toward professionalization of education. In particular, the activities of classical universities are associated with the formation of higher education. The problem of organizing special training of pedagogical staff at the university was first brought to bear on the educational reform of the early nineteenth century (1802 - 1804). The first General Charter of the Imperial Universities (1804) proclaimed the establishment of pedagogical institutes, which started to form the foundations of vocational and pedagogical trainings. In particular: 1) two main components, theoretical and practical, were developed simultaneously; 2) the cycle of pedagogical subjects was formed on the basis of separate courses of didactics, theory of education, theory and history of pedagogy, etc.; 3) there was an exclusively authorial development of the content of theoretical pedagogical disciplines; 4) pedagogical preparation at the stage of formation was defined as philosophical and pedagogical with a clearly expressed religious orientation and a tendency to gradually acquire the status of pedagogy as an independent educational course, separated from philosophy. This testified to the opening of pedagogy departments (since 1850). The most important principles of pedagogical trainings were initiated and implemented at pedagogical institutes based in universities. They were practically oriented, had theoretical predetermination, as well as systematic and scientific nature. The pedagogical institutes were reformed into two-year pedagogical courses (also on the basis of universities), the work of which was regulated by the special "Regulations on pedagogical courses" (1860). They existed for quite a short period - up to 1866 - 1867. One of the reasons for the closure was their inability to provide graduation for a required number of teachers. As a result, even the mere expediency of training teaching staff only on the basis of universities was questioned. Therefore, further development of teacher education was associated with the distribution of theoretical and practical teacher trainings between universities and high schools. In May 1866, at the ministerial level, the project "Regulations on the preparation of teachers of gymnasiums and high schools" was elaborated, and subsequently "Materials for the preparation of teachers for gymnasiums and high schools" were published. After that, future teachers got theoretical education at universities (educational courses on pedagogy and didactics). It ended with one year of practice as a teacher at a high school. In general, the universities of Central and Eastern Ukraine of 19 - early 20 centuries formed certain trends in the development of vocational trainings, which became evident in its organization through the establishment of pedagogy departments;

the integration of high-level pedagogical education; the development of detailed elective programs on pedagogy, theory of education, didactics, history of pedagogy, methodologies. The tendency was to justify pedagogical education as a special post-university education, which was reflected in the creation of pedagogical institutes and pedagogical courses on the basis of universities. It was done exclusively for teachers who got higher education. The content of pedagogical trainings in the imperial universities was characterized by the following main areas: 1) philosophical and pedagogical (the pedagogical cycle was not separated from the philosophical one); 2) religious and pedagogical (religious content was present in pedagogy, "basic" and "moral" theology also influenced pedagogical disciplines); 3) psycho-pedagogical (close connection of pedagogy and psychology); 4) pragmatic and pedagogical (prevalence of practical direction in the content of pedagogical disciplines); 5) socially oriented (strengthening of educational aspects, strengthening of relations with society in the content of pedagogical preparation). Educational relations of academic nature ("I have information and I am ready to explain to you what you are interested in") were aimed at increasing information competence. Interpersonal Teacher-Student relationships implied that the second participant in the educational process was the object of influence. He had to do the intended actions to eliminate ignorance. The main tool of learning process was instruction (advice), and the result of this process was the information provided and received. The advantages of this form of relationships were the orientation on knowledge value and a teacher's responsibility for the quality and consequences of the information provided. The main difficulties while implementing the academic approach were related to the problem of competence and awareness of the subjectivity and relativity of the information received.

According to the historical development, we can define the second professionally oriented educational paradigm. The beginning of its implementation coincides with the period of the Ukrainian Revolution of 1917 – 1920. At that time, the restructuration of higher education was associated with the creation of new higher education institutions of a predominantly university type, which at the same time were supposed to provide specialized (mainly narrow) professional trainings. In the summer of 1918, two faculties of the University of Katerynoslav and the Faculty of History and Philology in Poltava started operating, and also Kamyanets-Podilskyi Ukrainian State University was founded. Imperial Universities (St. Volodymyr University in Kyiv, Universities in Kharkiv and Odesa) were recognized as state universities of Ukraine. But by January 1919, the Ukrainian University, the Polish University, and the Jewish University of the Cultural League also operated in Ukraine. The formation of two types of "schooling and pedagogical" institutions was declared. Only people, who got complete secondary education, had the right to enter them: firstly, a reformed seminary (to train teachers of lower and upper elementary schools), and secondly, it was planned to form the only educational institution for secondary school

teachers by merging of teachers' institutes and higher pedagogical courses. The following tendencies were observed in vocational trainings: 1) harmonization of pedagogical theory and school practice; 2) practice based on review, trial and test lessons and their analysis; 3) expanding and deepening the content of the theoretical component of pedagogical trainings by increasing the number of hours and introducing a new nomenclature of academic disciplines. It should be noted that the philosophical and pedagogical orientations and predominantly a classical university approach in teaching pedagogical disciplines during this period changed to purely professional and pedagogical ones. In particular, all pedagogical disciplines at higher education institutions are usually divided into two main blocks: general and special. Theoretical pedagogical trainings were a part of a general block of disciplines and were characterized by multifaceted and informative saturation. Each higher education institution developed its content and structure individually. The common feature for some of them can be teaching such educational courses as 'Pedagogy', 'Pedagogy and didactics', 'History of pedagogical ideas', 'Theory of education', specific methodologies. The practical training was considered to be a logical continuation of a theoretical training and it was organized during senior courses at pedagogical educational institutions. Apart from a survey and trial lessons, it also covered psychological observations of students. One of the main trends in the development of education was the introduction of the idea of a "single labor school". In connection with this, they practiced field trips to the production; they started workshops at schools and institutions of higher education as well as experimental lands. Thus, the specificity of the educational paradigm of the Ukrainian Revolution era (1917 - 1921) is the professionalization of the education content.

This tendency deepens in the educational policy of Soviet Ukraine, acquiring a rationale based on the principle of polytechnism. They provided 1) free secondary and polytechnic education for students up to the age of 17, and 2) the connection of tasks and content of a school curriculum with an organization of productive work and current requests of industry and agriculture. The question of practical implementation of vocational polytechnic education into schools arose in this connection. It was reflected in a further development of workshops, production museums at schools, where students were able to acquire basic production and labor skills as well as the ability to use the simplest tools. Excursions to the production were considered to be obligatory, as in the previous period. Accordingly, in the high school of the 1920s, practices related to industrial or agricultural production were introduced. It was called production practice with a corresponding (agricultural or industrial) bias (depending on the specifics of the region in which the institution of higher education operated). It was explained by the fact that a future teacher had to know the specifics of the region in which he or she was going to work in the future. This practice usually began from the first year of studies and took place in production workshops and agricultural areas of a specific institution of higher education. Further, the practice gained a local

history bias, encompassing field trips to study local industry and agriculture. At the last stage, students worked independently in the production. Regarding classical universities, the idea of narrow professional specialization of faculties became the leading one. The academic educational paradigm of the university system of trainings for specialists was criticized because they said that it didn't provide specific knowledge and professional skills. This led to the decision to close classical universities. The Resolution of the People's Commissariat for Education of Ukraine "On the Reform of High Education" (1920) eliminated universities in Kyiv, Kharkiv, Odesa and Katerynoslav. The basis for these actions was the concept of extreme professionalism, which at that time gained considerable weight in a professionally oriented pedagogical paradigm. G. F. Hrynko, a well-known organizer of education, is considered to be one of its theorists and he also claimed that the path to polytechnic education went through the development of its vocational level. He developed a model of public education, the leading idea of which was the deepening of professionalization. In particular, for children under the age of 15, they offered a single system of social education, all stages of which (kindergartens, boarding schools, and school-seven-year periods) were organized on a labor principle. A vocational school was to be established on the basis of a school-seven-year period. Higher education was envisaged in two types: 1) higher education institutions, focused on training of engineers; 2) technical schools, which had to prepare practicing engineers and masters.¹⁰ On the basis of the liquidated universities, medical and legal institutes as well as higher pedagogical courses were created. Later these courses were transformed into institutes of physical-mathematical sciences and institutes of humanities and social sciences. In 1921 they became a part of institutions of higher education of a new type - Institutes of Public Education (IPE). Ideally, such an institute consisted of three faculties: social education, vocational and political education. The idea of pedagogical education in Ukraine, which was considered to be an exceptionally higher, was the main tendency of its development. As at 1921, in addition to IPE, there were also higher three-year courses (since 1925 - pedagogical vocational schools), organized on the basis of teachers' seminaries or they were newly created. The retrospective logical and systematic analysis of archival materials made it possible to abstract the main directions of content development of vocational and pedagogical trainings in institutions of higher education of the defined period. Among them there are socially-transformative, rationalistic and polytechnic directions.

In 1930, three types of institutes were created on the basis of IPE: social education, vocational education and physical-chemical-mathematical ones. As an exception, multidisciplinary IPEs remained (in Lugansk and Zaporizhzhia) with sectors of vocational and social education. Since 1933, the Soviet Union has been

¹⁰ *Pedahohichnyi slovnyk* (2001) Ed. M. D. Yarmachenko. Kyev, p. 123.

actively promoting a unified system of higher education, which resulted in a government decree on the organization (reconstruction) of state universities in Ukraine. In the academic years of 1933 – 1934, they began to function in Kyiv, Kharkiv, Odesa and Dnipropetrovsk. Some institutes of social and vocational education were reorganized into pedagogical institutes with 4 years of study. The first typical university curricula were developed and approved in 1933. They covered a considerable amount of general science subjects and general theoretical ones, which provided a university breadth of teaching, including changes in the organization of pedagogical specialization (planned from the third year of study) and introduction of pedagogical practice. In general, the revival of classical universities was marked by some unifications of university education such as approved typical curricula, abolished statutes, research university departments, and IPEs were separated into independent research centers. As at 1940, six universities established university system of education in Ukraine: Lviv, Kharkiv, Kyiv, Odesa, Chernivtsi, and Dnipropetrovsk Universities.¹¹

In the postwar period the tendency for merging of professionally oriented and academic educational paradigms deepened, and it was reflected in the expansion of a training profile of specialists. Starting from 1955 – 1956, trainings of generalists were introduced in higher education institutions. The process was accompanied by general science education deepening, and simultaneously the time for teaching of special and pedagogical disciplines was reduced. In the early 1960s, some pedagogical institutes (in Donetsk, Zaporizhzhia, and the Crimea) were reorganized into universities. However, in the late 1970s, there was a tendency to professionalize trainings for specialist. In this regard, training and methodological complexes appeared. They were focused on ensuring the unity of fundamental, special and psychological-pedagogical trainings; considerable attention was paid to improving students' independent work (by conducting intra-semester assessments). Such tumors of the 1960s and 1970s as faculties of social professions enabled students to acquire an additional specialty. At the same time, some negative trends were exacerbated. In particular, the educational process at universities was carried out on the basis of virtually unchanged curricula and programs, where a significant place was given to theoretical education courses, the volume of which was expanded by reducing the number of practice hours. Extensive teaching methods were mostly used, and the organization of students' independent work gradually became formal. It required a renewed approach to the organization and content of vocational trainings. Thus, the emergence of a vocational technological education paradigm in the late 1980s was objectively conditioned, due to the changing socio-economic situation in the country. It required trainings for professionals who were capable of enhancing the

¹¹ Demianenko, N. M. – Kravchenko, I. M. (2010). *Uchytelski instituty v systemi pedahohichnoi osvity Ukrainy (druha polovyna XIX – pochatok XX st.)*. Kyiv, p. 33.

effectiveness of their professional activities in case if it became necessary to change the content quickly. A characteristic need of that time was the expansion of an ideologically free individual's activity sphere. In the process of conducting trainings the priority was given to person-centered technologies. A special 'technological' approach to the construction of the educational process was gradually established, and new concepts such as 'teaching technology', 'pedagogical technology', and 'educational technology' were justified. Pedagogical technologies were introduced in order to increase the efficiency of the educational process and achieve the planned learning outcomes. Technologies of active social and pedagogical trainings (discussion methods, business plays, solving educational and production tasks, etc.) have become widespread in the content and organizational process of specialist trainings. Technological relationships were built on the principle: 'I will help you change if you want it'.¹² The content of trainings was associated with the development of practical skills. Compared to the academic educational paradigm, the student became more active, although the teacher was still the initiator and the center of educational relations. As a result, there was a development of a new type of professional behavior. The focus on key issues of teaching materials remained the basis for this type of relationships. Despite the advantages of the professional-technological educational paradigm (motivated involvement of participants in the educational process, relevance and modernity of educational materials, applicability and predictability of gained learning experience), the main drawback is the loss of academic education during this period.

Educational technology has gradually evolved in the direction of a qualitatively new understanding of pedagogical activities as a systematically organized, technological social sphere. The growing scientific interest in pedagogical technologies has been driven by the need, firstly, to justify and implement simpler and more effective ways of achieving educational goals; secondly, to reduce the unpredictability of the educational process; thirdly, to give resilience (stability) to the relations of its subjects. In fact, the phenomenon of 'educational (pedagogical) technology' has absolute advantages. It is implemented as a systematic, deliberately designed activity, aimed at improving teachers' skills and their competence in solving educational tasks. Accordingly, at the level of design, the educational technology can be mass and universal, but at the level of its implementation - exclusively authorial. The deepening of the technological process of education does not mean that the problems connected with this process are completely solved. Among the open questions are 1) the lack of a unified approach to defining the concept of 'educational technology' and a clear classification of available technologies; 2) the 'critical threshold' of the

¹² Demianenko, N. M. (2017). Paradyhmalnyi vymir rozvytku vyshchoi shkoly. In *Ridna shkola*, No. 9 - 10, pp. 58 - 62.

applicability of educational technologies; 3) the contradictions between technology, which is algorithmic and schematic, and subjective, creative nature of the educational process; 4) the correlation of concepts such as 'educational technology', 'teaching methodology', 'forms of learning', etc. Educational (pedagogical) technologies must meet the requirements of conceptuality (that is, availability of scientific and pedagogical substantiation and its interpretation by a teacher, taking into account the conditions of the real educational process represented by the variety of pedagogical situations) and anthropocentrism (ensuring continuing development, self-development of personality in educational activities). They must also correspond to situational issues (preserving the space for authorship, creativity of each teacher, which makes it possible to turn the ideal scheme into a real educational situation) and they must be understood within the context (embedded in a real educational process).

From the beginning of the 1990s there was a transition to the humanitarian educational paradigm. It was accompanied by 1) an increasing tendency of university education, 2) the introduction of a level model of a specialist training process, 3) determination of universities as main centers for the formation of highly qualified personnel on the basis of integration of a high level of fundamental, special, pedagogical and psychological preparation in the context of humanization of education content, trying to make it more humane, and since the second half of the 1990s, it was done on the basis of European integration processes in education, the Bologna reform and strengthening internationalization of Ukrainian educational system. Unlike the stage of the professional-technological educational paradigm, the newest stage in the training of specialists in the social-educational sphere is defined as the time of humanitarian technologies. Humanitarian technologies include universal models (ways) of implementation of positive interpersonal relationships that ensure personal integrity of a person.¹³

While preserving the general purpose of education (the acquisition of new knowledge) and its main content (assimilation of cultural experience of social behavior), the humanitarian direction significantly differs from the previous ones, because now its leading way of interaction defines the attitude to another person and a person is appreciated. The subjects of interaction in lifelong learning are directly participants of the educational process: their relationships, personal opportunities and development potentials. Working together generates new knowledge. It is possible in the conditions of maximum activities of all participants, who bring subjective professional experience to the educational interaction. The content of education that becomes the subject of a well-organized

¹³ Boiko, A. M. (2002). Kontseptualni osnovy osobystisno-sotsialnoho vykhovannia. In *Rozvytok pedahohichnoi i psykholohichnoi nauk v Ukraini, 1992–2002*. Kharkiv, Ps. 1, pp. 116 – 133.

interaction according to the type activities of a professional community (creative workshops, consulting, interdisciplinary trainings, etc.), allows to stimulate self-educational work in this direction and to speed up the process of becoming a specialist. This type of relationship is defined in educational theory and practice as 'subject-subject', envisaging the replacement of the 'teacher-student' model with the 'colleague-colleague' model in the direction of cooperation and co-creation. This is important in today's context, when higher education has become a factor in socio-economic, intellectual and spiritual renewal of society, as well as the main resource for its innovative development. We consider continuity and competence to be its key essential features, a guarantee of self-development of a person, and competitiveness throughout life.

Conclusions

The processes of internationalization of Ukrainian higher education system motivate new approaches to its content, opening up the spectrum of individual personality possibilities. Requirements for vocational trainings of higher education graduates are increasing, the competency approach, the contextual and professional models of education are being updated, the processes of systematic and integrated knowledge are deepening, and without this it is impossible to fully secure the three-level higher education (bachelor, master and doctoral degrees), preserving its fundamental issues. At the same time, the main characteristic of the humanitarian educational paradigm is going beyond the consideration of education in the categories of 'cognition' and 'practical learning'. Not only knowledge, professional skills and competences are formed, but also the personality as a subject of self-knowledge and own experience.¹⁴ A specialist is personally connected with his profession. Relations with another person become a way of life. The formed attitude towards another person is the key to solving production problems and self-improvement, determining the perspectives and rates of personal development. Consequently, the importance of all knowledge fields is involved in human science: pedagogy, philosophy, psychology, sociology, age-related physiology, genetics, molecular biology, as well as religion, the arts and so on. Pedagogical knowledge, as a complex, is a priority among them. It integrates the human sciences, greatly expanding its scope of influence, not just limited to preschool and school, focusing more on young people and adults, because personality is formed throughout life. At a new level of development, pedagogical knowledge by its purpose and content is oriented towards the 'person of culture', the cultural genesis of nation, the human axiosphere. A person is regarded as a sole object of society, the cause and criterion of all socio-economic transformations,

¹⁴ Boiko, A. M. (2011). *Uprovadzhenia pedahohichnoi innovatyky v praktyku vykhovannia*. Kyiv, pp. 31 – 64.

including the reform of the education system. This trend determines all the progressive world civilization processes. One of the main tasks is to scientifically substantiate the cultural and pedagogical educational and scientific space, its content, organization, means, which will provide broad 'subject-subject' interaction, self-development of an individual, his free self-determination and complete self-realization. The emphasis in the educational interaction is transferred from the external influence on the inner self-creation of a person, an intrinsic value of an individual. At the same time, the humanitarian educational paradigm does not cross out the previous paradigmatic directions, but ensures their implementation at a new level. Thus, the development of higher education does not occur by eliminating the previous paradigm and replacing it with a new one, but it happens at the level of their coexistence, with the dominance of each paradigm, following at a new stage of society development.