



MODERN EDUCATION: ESSENCE AND DEVELOPMENT DIRECTIONS

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Abstract. *This academic article on educational science examines new directions in the development of modern education: education as a component of human culture, as accumulated capital, and as a social good. The ideology of these new directions in modern education is determined by the ideas of humanism, parity, and the recognition of human life as the highest value. The main trends in modern education are described: globalization, fundamentalization, humanization, technologization, standardization, and computerization. Innovative processes in education are characterized, and the factors hindering them are identified.*

Key words: *innovations in éducation, new directions of éducation development, tendencies of modern éducation development, mission of education.*

Throughout the history of pedagogical science, the category of education has been considered from different perspectives: education as a process, as a result, as a system and as a value. Today, education should be studied from a slightly different perspective: education as a component of human culture, as accumulated human capital and as a social good.

The first three positions are fully studied in the pedagogical literature. We will dwell only on a few defining points.

The first position implies the acquisition by a person in an educational institution or through self-education of a system of knowledge, skills and abilities, experience of cognitive and practical activity, orientation to values, relationships between teachers and students, teachers and students and their interaction with each other.

The second is a description of the level of students' achievements in acquiring knowledge, skills, abilities, work experience and relationships. This is the essence of education as a result.

The positions considered show that the focus is on knowledge as a corresponding result of the spiritual wealth of humanity accumulated through historical experience. This approach implies the accumulation of knowledge and the development of skills and abilities that facilitate the socialization and integration of a person into society (a knowledge-oriented approach). From this point of view, knowledge and abilities can be considered as part of the system of ensuring human life. At the same time, they absorb the personality, concealing its individuality. The educational process becomes academic, and knowledge becomes an absolute value.

In today's conditions, it is becoming increasingly relevant to focus not on knowledge, skills and abilities, but on competencies and powers.

The concept of modernization of Russian education until 2010 announced a competency-based approach as one of the main conceptual provisions for updating the content of education. The competency-based approach makes the achievement of educational goals a priority: the ability to learn, self-determination, self-awareness, socialization and individual development. Fundamentally new educational constructs -

competencies and powers - serve as instrumental means to achieve these goals.

A systematic approach to education implies a set of consistent educational programs and state educational standards, a network of educational institutions and educational authorities that implement them. The concept of "education" is defined in the Law "On Education". This approach can be called managerial. It simply organizes the things that make up education as a system.

The most complex approach to education is to consider it from a values-based perspective. Under the influence of ongoing changes in the country, the functions of education and upbringing are changing, becoming much broader and more important than simply training and preparing a person for a certain type of work. An individual-oriented approach is becoming more widespread, in which education is considered as the wealth of a particular person, a value that is significant for a particular person. An important change in public consciousness is the orientation of education towards new basic values: from satisfying the needs of production and the economy for a certain quality workforce to satisfying the needs of the person himself to receive appropriate quality educational services. The approach to education as a component of human culture is interesting. Culture and education are closely interconnected. It is difficult to imagine human life without passing on cultural models and methods of human interaction with the outside world to future generations. While education, on the one hand, is a means of transmitting culture, on the other hand, it itself contributes to the formation of a new culture. The idea that education and culture are on opposite sides of "barriers" is still widespread.

An example of this is the difficulty of dissertation councils in pedagogical sciences in accepting articles on topics that include the word "culture". Apparently, this approach is not sufficiently justified. Life is changing, it does not stand still and brings new meanings to the understanding of what was previously known and accepted by the scientific community. New semantic guidelines are being created. Education is now becoming a priority, and the content of education, being a factor in the economic and social development of society, should be aimed at ensuring the self-determination of the individual and creating conditions for self-realization, both personally and professionally. Education is aimed at ensuring the achievement of a level of general and professional culture of each individual corresponding to the world community, as well as their intellectual development, professional qualifications and professional competence. The new interpretation of the category of education in the Education Law has made it possible to consider it not only from the perspective of a student-centered approach, but also from the perspective of a person-centered approach.

In a rapidly developing society, education acts as a form of accumulated capital that can be used later in life. In this regard, the category of education has a specific social aspect. It seems appropriate to consider education from the point of view of the unity of education, upbringing and teaching as the main categories of pedagogical science. In this case, upbringing and teaching can be perceived as two interrelated and conditional aspects of a single category of "education". Achievements in each component are assessed through the levels of education and upbringing. The central idea of education is recognized as the continuous development of the individual as a subject of activity.

Understanding development as a continuous process should be combined with the principle of developmental learning, educational activities should be focused not only on understanding the world, but also on changing it. This requires a transition to an open education system. Openness as a new condition for the functioning of the modern Russian vocational education system implies its broad interaction with society, its organic integration into market relations, and the recognition of the priority of customers (employers) in personnel training. The priority tasks of education include the development in the minds of the younger generation of a scientific picture of the world - natural, social, and personal - that reflects objective reality as fully and deeply as possible.

Today's world is, first of all, associated with the humanization and democratization of interpersonal relations. These include new forms of communication, new forms of communication between people, and the development of a tolerant attitude towards other peoples. The pedagogical problem, regardless of its nature, has a universal character and represents a common value for all peoples of the world. A constantly developing society, through education, sets and implements new requirements for individuals in connection with the new trends and contradictions of the 21st century. The most important of them include:

- learning ability, that is, the ability of a person to constantly improve his knowledge and master new activities, including professional ones;
- intellectual and physical development, ensuring success in mastering new technologies and maintaining health;

- creativity, that is, the ability to think and act creatively not only in the educational process, but also in future professional activities; spirituality, patriotism, humanity and tolerance.

The state of modern education is characterized by changing pedagogical paradigms. New systems, technologies and approaches emerging in modern education give rise to a new psychological and pedagogical approach to the educational process, which is called innovative. Innovative processes are innovations in education, the introduction of new content and new methods with different characteristics associated with changing semantic instructions.

Among the innovative pedagogical processes, the following should be distinguished:

- the transition of public schools to a new basic curriculum, which includes components at the federal, regional and school levels, changing programs, teaching and learning methods, which are required by new living conditions in Russian society;
- the emergence of original concepts and new models of schools, lyceums, colleges and gymnasiums;
- development of federal and regional education development programs taking into account the socio-economic, cultural and ethnic characteristics of the constituent entities of the Russian Federation;
- active updating of the content of general secondary and vocational education based on the ideas of humanization and humanization;
- ensuring the continuity of vocational education;
- restructuring of organizational forms, teaching and learning methods taking into account person-oriented and person-oriented approaches;

- integration of primary and secondary specialized vocational education in connection with changes in ownership forms in the state;
- transition of educational institutions from the mode of operation to the mode of sustainable development;
- creation of diagnostic services in educational institutions (psychological, health-improving, sociological, etc.).
- management of the quality of education on the basis of diagnostics;
- continuous professional development of teaching staff;
- development of creative initiative, professional competence and pedagogical culture among education system employees.

The list of innovative processes could be continued, but it is necessary to remember the problem of insufficient financing of educational institutions, especially the vocational education system. In this regard, "... the class nature of the Russian education system and its constant reproduction of a social class characterized by a low level of education, poor living conditions and material deprivation requires recognition. This situation has not yet been taken into account in federal educational policy," argue I.P. Smirnov and E.V. Tkachenko [1, p. 28].

The pan-European trend of "lifelong learning" was formed and adopted by countries with developed market economies. Since our country has also embarked on this path, the experience of a market economy should be analyzed and used. The main ideas of the principle of "lifelong learning", such as basic skills for all, greater investment in human resources, the value of education, and a rethinking of approaches to educating the younger generation, are also relevant for the Russian education system.

Traditional models of education, which provide the necessary level of preparation for professional, service, business, everyday life, leisure and other functions, are undergoing significant changes in the modern conditions of the modernizing Russia. The successful transition to a knowledge-based economy and society, as well as effective human activity in the information society, must be accompanied by a continuous educational process. "Lifelong learning", "lifelong learning" and "lifelong learning" - these are formulas for one of the most important global trends at the current stage of development of education.

The factors that cause the need for training using these formulas include:

- the unprecedented development of information and communication technologies (ICT), which affects almost all aspects of human life;
- the development of trade and communications, which expands the means of competition;
- demographic aging of the population, which inevitably leads to changes in the composition of the workforce and demand for social services.

Currently, a change in the educational paradigm is taking place. The main contradiction of the modern education system is between the rapid pace of knowledge growth in the modern world and the limited ability of the individual to assimilate it. This contradiction forces pedagogical theory to abandon the absolute ideal of education (a comprehensively developed individual) and move to a new ideal: the maximum development of human abilities, self-management and self-education. Modernization of the country relies on the modernization of

education, its substantive and structural renewal. It is necessary to use all possible means to provide the education sector with sufficient resources. However, these resources should be directed not to the preservation of the system, but to its effective renewal. The Russian education system must move from a survival mode to sustainable development. The task of Russian education is to create social stability and progress, restore and develop the country's cultural and human resource potential.

The general basis of the modern educational strategy is the concept of humanism, which is based on the unconditional recognition of the individual as the highest value.

When discussing the problems of modern Russian education, it is impossible to consider them separately from global trends. However, in Russia these trends are complicated by a number of specific factors associated with the socio-economic crisis, the rejection of traditional values, and ongoing socio-cultural changes. The task of education in the 21st century is to overcome the crisis of culture, spirituality, and humanism.

As V.I. Zagvyazinsky noted, educational policy should take into account social, content-oriented, process-oriented, and personality-oriented directions [2].

Social direction. Priority is given to the social requirements of individuals as citizens, workers, and members of society, as well as their qualities and abilities. Education becomes one of the most important values in life.

The content-oriented direction is determined by the increasing requirements of the world community for knowledge, skills and abilities

acquired in response to new levels of production, science and culture. Educational systems are being developed to train highly qualified specialists.

Process-oriented approach. In this case, priority is given to the educational process itself, educational technologies, teaching methods and learning approaches, as well as the collaborative work of the student and the teacher.

The person-oriented approach is expressed in the unconditional priority of the interests of the developing individual and is implemented through person-oriented teaching and educational technology.

Thus, a new pedagogy is developing, based on the idea of humanism, its equality and recognition of the highest value - human life and life in general.

The main trends and directions of development in modern education include globalization, fundamentalization, humanization, technologization, standardization and computerization. Let us consider these identified trends in modern education in more detail.

The globalization of education is determined, first of all, by the inseparability of education and society. This is manifested in the priority importance of the development of education for human civilization and the individual. Education is called upon to adjust its priorities and values to take into account not only the current, but also the long-term needs of individuals and society. It works for the future, "predetermining the personal qualities of each person, their knowledge, skills and abilities, their ideological and behavioral priorities," notes B.S. Gershunsky [3, p. 20]. A single global market, a single information space and the integration of local civilizations into a single global community provide

for the restoration of social ties and relationships across historical space and time. The common history of mankind, having absorbed the experience of all peoples, has led to the emergence of one of the most important problems of humanity - survival. Globalization is becoming a common fate for peoples and cultures, which, in order to preserve themselves, must understand the increasing responsibility of individuals and humanity for life and its quality. Perhaps, finding itself on the verge of destruction, humanity will finally stop the destructive forces and begin to return to the true values of life.

Education should be fundamental, that is, deep and thorough. The recognition of fundamentalism is associated with an increase in the volume of information and its updating every 2-3 years. The main tasks in this area are: to introduce a general humanities cycle into natural science and technical education in order to bridge the gap between the natural sciences and the humanitarian components of a person's holistic worldview; to create integrated interdisciplinary courses that include the most universal and comprehensive knowledge that will serve as the basis for applied research and development, the development of the general and professional culture of the individual, and the basis for rapid adaptation to new professions and specialties; to eliminate the contradiction between the unconditional priority of fundamental knowledge and fundamental education and professional training.

Humanization of education concerns the issues of teaching, upbringing and personal development of students, as well as its organization, functioning and management. It is expected to be implemented throughout the education system, penetrating the

humanities and natural sciences, as well as technical, engineering, economic and other disciplines.

Humanization is a specific manifestation of the general goal of restoring culturally relevant education. Humanization of education means identifying personal meaning in the study of academic disciplines in the humanities and natural sciences, recognizing its significance from the perspective of each individual, that is, making it person-oriented and personally meaningful. Humanization of education is one of the leading modern trends in the development of education. In our country, this problem was posed more than ten years ago (Law "On Education", 1992), but it has not yet found a complete theoretical and practical solution, although the future level of education and the well-being of society and individuals largely depend on it.

Let us turn to the history of the issue under consideration. The study and analysis of modern international trends in the humanization of education will help to clarify the essence of the issue. Natural science was originally included in the humanities: it is the basis of people's worldview. Physics is the basis of natural science. Physics is part of natural philosophy, interpreting natural phenomena in their integrity and inseparability.

Over the past two centuries, the achievements of physics and its role in scientific and technological progress have become so significant that the main emphasis in teaching has inevitably shifted to the practical value of this science. The entire content of science has become associated with the scientific foundations of the mechanization and electrification of production, radio communications, television, nuclear energy, the use of radioactive isotopes, lasers, space exploration, the development of

computers, etc. At the same time, the revolution that took place in physics at the beginning of the last century drew attention to the humanitarian aspects of physical knowledge. This made an invaluable contribution to the development of philosophy, epistemology, worldview and culture.

The scientific methods used in physics have had a significant impact on the development of social sciences and have become the basis of modern cognitive methods. This emphasizes the enormous potential of physics as a science, the study of which makes a significant contribution to the general education and intellectual development of university students.

The physics course offers great educational potential. In addition to interesting historical and biographical facts and references, the physics course is enriched by the presentation of some scientific theories and concepts in their historical development.

The tendency to reduce the hours spent on teaching physics, one of the fundamental disciplines of modern natural science and the basis of humanistic education, seems to have irreversible negative consequences for the entire education system. The technological achievements of the Soviet Union are undeniable proof of this.

Discoveries in 20th-century physics changed the paradigm of scientific knowledge and influenced the entire modern culture. The rejection of classical determinism led to a new type of scientific probabilistic thinking. The concepts of physical vacuum, the interaction of virtual particles, and the duality of the properties of matter went beyond the boundaries of physics and became the property of all mankind. The self-organization of living and inanimate matter is studied

in the theory of control of complex non-equilibrium systems and is used in psychological and pedagogical sciences. Secondary and higher physics courses devote almost no time to the study of these issues.

Modern physics considers the relationship between man and nature: researchers themselves become part of the worldview of natural sciences. The process of self-organization of matter develops before our eyes, from its creation to the present day. Thus, physics as a science has a direct, rather than indirect, impact on culture, is its component and contributes to the development of human planetary thinking.

An important direction in the development of education is the technologization of the educational process, which includes the introduction of modern, effective and efficient tools, high-performance information technologies, and the continuation of large-scale computerization of education. The future of education is the future of computers and information technologies, which are increasingly involved. "Computer science", which is the science of the collaborative activities of the teacher, student and computer, is entering the educational process [4].

It should be noted that the content of education is undergoing major changes due to its standardization, which has a dual function. On the one hand, standardization implies a certain uniformity, and on the other hand, it implies the content of education that meets the appropriate standard. The fact is that education itself is a creative phenomenon, so one should not be mistaken. Educational standards determine the requirements for human education. N.I. Pirogov once said: if education is modern, then members of society are also modern; if the opposite is true, then society lags behind [5].

The higher education system is entering a new stage of its activity in the process of transition from training specialists to training and development of the individual. This, in turn, requires the development and practical implementation of a new educational paradigm of upbringing and education focused on the individual.

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