

PUSHKIN LENINGRAD STATE UNIVERSITY
RESEARCH INSTITUTE FOR
SOCIAL, ECONOMIC AND PEDAGOGICAL PROBLEMS
OF CONTINUOUS EDUCATION

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KHARKIV UNIVERSITY OF THE HUMANITIES
«PEOPLE’S UKRAINIAN ACADEMY»

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CONTINUOUS EDUCATION
THROUGH THE LENS OF TIME

Monography

Under the scientific editorship
of N. A. Lobanov, V. N. Skvortsov

Saint-Petersburg – Kharkiv
2014

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The present monography is the first experience of international cooperation in the field of continuous education of Russian and Ukrainian researchers and educators of these countries. Authors of the book share the idea that there is no alternative to continuous education as a form of education and the essence of educational process of XXI c. Both in Russia and in Ukraine organizational and legislation systems of education have been formed for recent decades in such way that the study programmes of schools, vocational lycées, higher educational institutions and universities, educational institutions of additional education allow individuals successively to move up from one stage of education to another, to increase their professional and personal level of competence lifelong. However, in that point authors are also united: both Russian and Ukrainian education as well as education in the rest of the world are at the very beginning of formation of national and global systems of continuous education. Theoretical reflections of authors, critical reconsideration of gained practical experience simultaneously reflect both the level of development of theory and practice of continuous education and many other problems that demand its reconsideration and practical application.

The monography is aimed at the international community – statesmen and public figures, wide circle of researchers, masters and bachelors, lecturers of all levels of education, doctoral students and at all those who is interested in theoretical and practical questions of continuous education.

The front cover shows the main building of Pushkin Leningrad State University. The back cover shows the monument "Flame of Knowledge" (sculptor K. Mamedov) and Student Chapel of Holy martyr Tatiana at People's Ukrainian Academy of Kharkiv.

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**ЛЕНІНГРАДСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ
ім. О. С. Пушкіна**

**НАУКОВО-ДОСЛІДНИЙ ІНСТИТУТ
СОЦІАЛЬНО-ЕКОНОМІЧНИХ І ПЕДАГОГІЧНИХ ПРОБЛЕМ
НЕПЕРЕРВНОЇ ОСВІТИ**

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**ХАРКІВСЬКИЙ ГУМАНІТАРНИЙ УНІВЕРСИТЕТ
«НАРОДНА УКРАЇНСЬКА АКАДЕМІЯ»**

=====

НЕПЕРЕРВНА ОСВІТА

В ОБ'ЄКТИВІ ЧАСУ

Монографія

**Під науковою редакцією
М. А. Лобанова, В. М. Скворцова**

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Ця монографія є першим досвідом наукової співпраці у сфері сучасних проблем неперервної освіти між російськими й українськими дослідниками та організаторами освіти в цих країнах. Авторів книги об'єднує спільне розуміння того непорушного соціального факту, що неперервній освіті як формі навчання і суті освітнього процесу в XXI ст. немає альтернативи. І в Росії, і в Україні за останні десятиліття в цілому склалися основи організаційної та правової системи освіти, у межах якої навчальні програми загальноосвітніх шкіл, професійних ліцеїв, ВНЗ та університетів, а також навчальних закладів додаткової професійної освіти дозволяють їх громадянам послідовно переходити від одного ступеня освіти до іншого, підвищувати свій загальний і професійний рівень, професійну компетентність упродовж усього трудового життя. Проте, і в цьому автори монографії також єдині, і російська, і українська освіта, як і освіта в усьому світі, перебувають на самому початку формування національних і глобальної (світової) систем неперервної освіти. Теоретичні роздуми авторів, критичне осмислення накопиченого практичного досвіду відбивають одночасно і ступінь розвитку теорії і практики неперервної освіти, і безліч проблем, які потребують свого осмислення і практичного втілення.

Монографію адресовано міжнародному співтовариству – державним і громадським діячам, широкому колу дослідників, докторам наук, магістрам і бакалаврам, аспірантам, викладачам усіх ступенів системи освіти – усім, хто цікавиться питаннями теорії і практики неперервної освіти.

На лицьовій сторінці обкладинки – головна будівля Ленінградського державного університету ім. О. С. Пушкіна. На задній сторінці обкладинки – монумент «Вогонь знань» (скульптор К. Мамедов) та студентська каплиця Святої мучениці Татіани при Народній українській академії, м. Харків.

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UNIVERSITIES AS CENTRES OF FORMATION OF MULTILEVEL EDUCATIONAL SPACE, REGIONAL INNOVATIVE ENVIRONMENT AND COOPERATION OF CONTINUOUS EDUCATION AND BUSINESS

IMPROVING THE EFFECTIVENESS OF CONTINUING EDUCATION OF REGIONAL SPECIALISTS AS AN IMPORTANT DEVELOPMENT AREA FOR A UNIVERSITY

V. N. Skvortsov



Introduction

Education is a major social institution in any industrially developed economy. The requirements of social and economic development of the country highlight the problems involving improvement of the effectiveness of continuing education to levels that will enable Russian specialists not only to grow professionally, but also to switch between different spheres of public production. Where employers actively contribute to the development of continuing education, the conditions for regional, social, professional and qualification mobility of highly skilled specialists can be taken into account to a greater extent and be more complete. To achieve this, continuing education should become attractive for both government and business investment. This largely depends on the extent to which continuing education involves innovation and is personality oriented, on the extent to which it is focused on training professionally competent specialists, on the extent to which its development will depend on the degree of integration between scientific, academic and practical activities of continuing education actors, and on the extent to which it is covered by national innovation programs and projects, etc. [4, p. 44–45].

This article is not intended to disclose all the aspects of improving the effectiveness of continuing education, but rather to focus on a few issues as follows. First we will briefly describe the essence of the effectiveness of continuing education of specialists. Then we will discuss a number of important aspects associated with reviewing and improving this effectiveness at the regional and university levels. Finally, we will summarize the results of the investigation of the effectiveness of continuing education as an important development area for a university.

Essence of the effectiveness of continuing education of specialists

Improving the effectiveness of continuing education of specialists is, first of all, an economic process. Its essence is implicitly related to production – the main type of human activities. From this perspective, effectiveness is usually understood not just as productivity of an activity, but as the ratio of its result to the costs of achieving the desired effect. It is only by comparing the desired effect of activity with inherent costs that one can describe the effectiveness of an activity, in particular the process and result of continuing education of specialists in a university. This is also due to the fact that continuing education is an important factor of reproduction of the aggregate human capital in a region and the country as a whole. It is the *second production* which, along with material production, ensures that the expanded reproduction of social institutions continues.

Studying economic aspects of the effectiveness of continuing education of specialists enables us to evaluate the costs of its development and calculate economic return on these costs, even if approximately. Indicators reflecting the effectiveness of continuing education can help determine the following: (a) the extent to which the service scope in this sphere of government and social activities grows faster than costs for its development, in socio-economic terms; (b) the extent to which the quality of educational services improves at the same level of resource expenditure; (c) the extent to which social results of continuing education of specialists outstrip their economic achievements; (d) the effectiveness of teachers involved in continuing education; (e) the extent to which continuing education of specialists has an impact on the qualitative improvement of the structures of the aggregate human capital in a region, and a number of other estimated values that are associated, directly or indirectly, with continuing education. The effect (return) of the continuing education system is not only evaluated by economic indicators, but also in social terms, and social effects often have a greater humanitarian significance. This requires that specific effectiveness evaluation criteria for this activity be developed and used. The effectiveness of continuing education should be measured not so much by economic returns as by its social and humanitarian effectiveness, for example, by measuring changes in the satisfaction of needs for educational services among the public, growth of their cultural and technical attainment, decrease in morbidity, increase in available free time, etc. In other words, it should not only reflect return on financial resources allocated by society and its agents for the satisfaction of their purely social needs – in many cases, effectiveness of continuing education reflects the achievement of social results and satisfaction of spiritual needs that are often associated with an increase, rather than a decrease, in economic costs. This is quite natural, because increasing the impact of continuing education is related to satisfying social needs and improving the quality of educational services for the public, and this results in increased economic costs.

An economic aspect of the effectiveness of continuing education is the basic component required for getting insight into its essence. But this is not always clearly realized by researchers: one cannot speak of effectiveness of an educational program without taking into account socially necessary implementation costs. It is usually believed that the effectiveness of the educational process can be measured directly: (a) by ordinary growth of its results (while totally disregarding the efforts

exerted to achieve them); (b) by an increasing number of socially significant projects initiated by its actors; (c) by development of competencies in learners; (d) by an increased scope of cooperative regional development activities of an educational institution and the local community; (e) by appraisal of the educational institution's role in the promotion of social life in a region by the local community; (f) by the width of involvement of specialists in various professional fields in the implementation of the educational process; (f) by a degree of proactiveness of university professors and teachers in the development of educational services for residents of the region, etc. In our opinion, when taken without due consideration to their relationship with the related actual and socially necessary costs, these indicators cannot coherently reflect an increase in the effectiveness of continuing education of specialists. In the latter case, we face an ordinary concept of effectiveness. This is usually understood as something effective, efficient and productive in and of itself. We cannot help but notice that this understanding of the essence of effectiveness (regardless of the fact that this view is poor and underdeveloped) has a very important positive feature: it is a rather precise reflection of the activity-based nature of this phenomenon. Its scientific, substantive clarification is implicitly related to identifying deep relationships with other concepts for the effectiveness of human activity. These concepts, in particular, include "socially necessary costs", "goals and needs of an actor", "productivity" (in a broad sense of the word), "resource saving", etc. Initially, the idea of effectiveness and productivity was not related to costs. These concepts applied to any human activity as it led to a result. The relationship between the result of an activity and costs has limited the scope of the concept of "effectiveness". Currently, effectiveness is understood in a stricter way than its initial meaning. This provides a deep characteristic of human activity, showing that it is included in the system of relations between production, distribution, exchange and consumption.

The scientific concept of "effectiveness of human activity" contains an additional definition criterion. It is related to socially necessary costs of living and embodied labor. While in everyday terms the effectiveness of an activity is usually evaluated by the result, its quality, quantity and sign (positive or negative), in scientific terms, an effective activity is an activity which leads (both qualitatively and quantitatively) to the best result at the same cost, or can achieve the same result at minimum cost. In a scientific analysis of the effectiveness of a social process, we compare the achieved effect with the cost of achieving it based on the ratio of the result to socially necessary costs, because society is concerned about the price of achieving the result – improving the quality of continuing education, whether due to more efficient use of resources or overexertion of efforts, overspending on the development of professional education, etc. Improving the effectiveness of continuing education involves improving the use of resources available to the higher education system or an individual university to achieve the best economic and social effect.

From the perspective of a higher educational institution, as an activity of its professors and teachers, the effectiveness of continuing education is a broad concept in economic terms. It can account for not only quantitative parameters of continuing education management, but also for both its effects in the real economy and effects that can only be measured indirectly, since they manifest themselves in other areas of social life, because the essence of the effectiveness of continuing

education goes beyond the narrow limits of production. The economic dimension of material and non-material production is often only associated with production, and economic commodity-monetary and financial relations between people with respect to the appropriation and use of the results of work and activity. But as a phenomenon of social life, the economic dimension is much broader. It includes characteristics of exchange of means of living between people, equipment and technology of material and non-material production, transport, and economic and social infrastructure of society. All these components determine relationships between people with respect to production, exchange, distribution and consumption of the results of their labor. This also includes a geographical environment where all the above relations occur. Therefore, economic development is not only applicable to material production where the product of labor takes material form, but also to the non-material sphere of production where the result of labor, in particular, that of the staff of a higher educational institution, is not just educational services, but also spiritual values shaped in actors of continuing education.

The review of improving the effectiveness of continuing education as an important development area for a modern university should not be limited to narrowly defined economic aspects (for example, to increased return on capital investment or on new technology involved in this field, etc.), nor should it disregard them completely. The development of science shows that the concept of "effectiveness" has a complex, diversified content. It has penetrated into various branches of science, in particular in mathematics, as well as in natural and technical knowledge (for example, mathematics and physics have concepts such as "effective function", "effective evidence", "effective cross section", "effective mass", etc.). Issues of effectiveness have come to be touched upon in cybernetics (for example, operations research uses the concept of "effectiveness function").

The development of modern science in every way encourages researchers to go beyond the limits of the narrow economic understanding of effectiveness of human activity. This process is not only driven by logical reasons, but also by objective socio-economic reasons. This was rather compellingly discussed at the Gaidar Forum. In particular, in one of his presentations at the Forum, Russia's Minister of Finance Anton Siluanov said that "the quantitative approach to increasing expenditures is currently impossible. Some still hope that the more we give money to a particular sector, the better it will work. This is no longer possible today", because we have reached the peak of our resource capabilities. Russia's Minister of Economic Development Aleksey Ulyukayev was even more direct: "This is not a crisis, but a change in the economic model of global development, a transition to a different fundamental basis. What we all have to work on is the quality of economic growth, its stability and sustainability..."¹

¹ See: Change in the economic model of global development (Gaidar Forum) [Online resource] Available at: <http://itar-tass.com/ekonomika/888612>.

In this connection, we can speak not only of economic aspects of improving the effectiveness of continuing education, but also of its social and educational dimensions. In our opinion, understanding the essence of the effectiveness of continuing education is implicitly associated with conceiving it as a cross-disciplinary phenomenon which is not only inherent in material production, but also in the effectiveness of human activity in other spheres of social life. Quite naturally, the concept of effectiveness is increasingly used in research of continuing education of highly skilled specialists as an important branch of the non-material (cultural, spiritual and axiological) reproduction of social institutions.

An analysis of publications posted on **Elibrary. ru**, a famous online resource of the Russian Electronic Scientific Library, shows that at the beginning of 2014 at least 21 thousand scientific publications were devoted to the effectiveness of continuing education. Since 2005, the subject has been worked on by several thousand scholars. Approximately 34 % of all studies were focused on pedagogical aspects of improving effectiveness; 22,6 % (which is particularly notable) highlighted related economic issues; 12,7% of all papers discussed medical aspects of improving the effectiveness of continuing education; and 7 % to 3 % of all research papers focused on issues of increasing the effectiveness of continuing education from the perspective of operations of government and legal agencies, as well as its psychological and sociological aspects.

Expanding the content of the effectiveness of continuing education should be organically linked to the categories of goals and needs. By introducing these categories we can speak of the effectiveness of continuing education “in terms of results and goals” and “in terms of needs and goals” in addition to the “effectiveness in terms of costs and benefits”. The use of these categories for analyzing the effectiveness of continuing education is logically justified: the results of any activity are not only associated with an individual’s costs, but also with their needs and goals. Results always represent, to one extent or another, the objectified implementation of goals and satisfaction of quite specific needs. The results of continuing education are impossible without first setting goals which conceptualize the needs of social actors. What appears to be determinative in many fields of activity, and especially in education, is balancing the results against goal- and need-related characteristics and components of activity, rather than against socially necessary costs. These forms of manifestations and measurement of the effectiveness of continuing education enable us to characterize the extent to which the set and achieved educational goals are implemented, and to measure the degree to which the needs of actors and users of continuing education are satisfied. In continuing education, these modifications of effectiveness can in many cases replace the evaluation of its economic effectiveness when they are either not applicable at all, or it is unclear how they can be used coherently.

Understanding the effectiveness of continuing education involving the synthesis of its goal-, need- and cost-related aspects can be expressed in a symbolic form as follows: *Effectiveness in terms of needs and goals* (Eng) is equal to the ratio of goals and needs ($\sum G : \sum N$); *Effectiveness in terms of results and goals* (Erg) is equal to the ratio of results and goals ($\sum R : \sum G$); and *Effectiveness in*

terms of results and costs (Erc) is equal to the ratio of results and costs of educational activity in the field of continuing education ($\Sigma R : \Sigma C$). The overall effectiveness of continuing education (E_{ce}) can be expressed by the following rather simple multiplicative relation: $E_{ce} = Eng \times Erg \times Erc$ [1]. It follows from the above ratios that if the goals fully reflect the needs of actors (so that the first ratio is equal to unity) and the results achieved in continuing education of specialists allow fully achieving goals (the second ratio is also equal to unity), then we get a traditional expression suitable for measuring the economic effectiveness of continuing education as a ratio of its socially recognized results to socially necessary costs in this area of education. Based on the equation [1], the overall effectiveness of continuing education is the product of the achievement of the three components of continuing education: goals; meeting the needs of actors; and ensuring socially necessary return on the use of material, financial and human resources available to a higher education institution (university).

From a practical point of view, it is still impossible to directly express the productive nature and related social and economic effects of an activity not only for individual educational institutions, but often for the professional education system as a whole with an acceptable financial and economic accuracy, and using the given value quantity. This is due to the following:

First, it is very difficult to evaluate and measure the social and economic impact of the development of education, including continuing education of highly skilled specialists, in the short run. Practice shows that the effectiveness of any educational institution can only be proven by historical experience of the development of society as a whole within a long enough (one or two decade) interval, rather than by the experience of a particular educational institution, university or institute.

Second, the effectiveness of both education as a whole and professional activity of individual teaching staffs is multidirectional and synergetic in nature. The effectiveness of continuing education can be empirically expressed in a very unexpected way, following the laws of non-linear logic, by a degree of development of humanitarian characteristics of an individual that cannot be disregarded as its result-, goal- and need-related indicators. In particular, it can be expressed by the development of the ability to stand against the difficulties of life; higher respect for older generations from young specialists; higher needs of actors of continuing education for a healthy lifestyle, the implementation of their individuality and the enhanced aspirations of an individual for self-expression; by the development of civic values, etc. We are still unable to measure and coherently evaluate such a multidirectional impact of continuing education in economic terms (and therefore fully reward it financially). All this prevents society from realizing that continuing education of Russian citizens belongs to special productive labor, and inhibits the formation of an effective system of budgetary and non-budgetary financing of continuing education as a special professional activity of university teachers that generates real benefits to our society.

**Improving the effectiveness
of continuing education as a prerequisite
for the development of a university:
regional aspect**

Every university is a civil society actor. It has its own goals and interests which are largely associated with economic and social goals and interests of both the region and the country. Therefore it is methodologically appropriate to implicitly link the improvement of the effectiveness of continuing education in a university to reviewing the development of conditions for the transformation of the economic system both in the region and the country. This process should involve finding out socially necessary needs of the economic system of the region or the society as a whole as an external environment for the university's life.

In terms of an external environment, improving the effectiveness of continuing education provided by a university should be expressed by its goal- and need-related components, by enhancing the university's role in the development of different aspects of life of a particular region, by expanding and diversifying education in a given region, by processes and results of integration of regional production entities and the educational institution that manages continuing professional education for their specialists. By saying that the improvement of the effectiveness of continuing education is expressed by the development of different aspects of regional life, we mean the following. First of all, in terms of goals and needs, improving the effectiveness of continuing education on a regional level involves achieving highly balanced development of the region as a multidimensional and self-sufficient territorial phenomenon. This is due to the reproduction of a brand new regional human capital by institutes of continuing education. To achieve this, the continuing education system of a university should use all of its programs not only to reflect, but also to anticipate the existing level of productive forces and economic relations between actors of the region, and in particular: (a) the existing structure of production sectors and professional employment; (b) interactions between its economy and culture ; (c) the allocation of the workforce and different types of capital in the region; (d) the dynamics of spatial and settlement structure of a given territory; (e) changes in demographic and social aspects of the life of its residents (it's impossible to improve the effectiveness of continuing education of specialists without taking into account the regional dimension of the structure of settlements and the sectoral structure of their industry), etc.

The effectiveness of continuing education will improve (at given or relatively lower costs) if: (1) its result-related component grows due to the fact that the dynamics of needs of the regional capital for a certain structure and number of jobs and highly skilled occupations are taken into account in an increasingly more accurate and competent way; and (2) the process of continuing education of specialists managed by a university coherently reflects the demographic structure of the region, as well as the needs, interests and goals of different ages and gender groups of its population, with their diverse intellectual and professional

capabilities that enable them to be involved in the continuing education process. In general, on the one hand, all these resulting characteristics should constitute systematically thought out measures that a university should take to build its strategy on the market of educational services. On the other hand, they should allow for a correct judgment on the main areas for improvement of the effectiveness of training and retraining of different groups of specialists and the population of the region employed in different segments of public production in a certain territory for many years to come.

An integral indicator of the improvement of the quality of life in a region and of its competitiveness in different spheres of life can serve as an important criterion of the improved effectiveness of continuing education. It is based on mechanisms of improving the efficiency and sustainability of the regional economy. The greatest challenge for a university in this respect is to build a system of direct and inverse relationships with the system of continuing education of production specialists in the region. Despite the fact that the region is formed by city-forming, industrial, cultural and educational components, the production ties of economic agents have a basic, decisive importance in determining the parameters for the development of a system of continuing education of specialists by a university. The fundamental role of city-forming components for the development of a university into a center of the regional system of continuing education can be explained by the fact that their influence on these processes is more remarkable and significant when their basic functions in providing the reproduction of the entire territory in which a particular urban community is located are more diverse. In particular, it has been noted that as the functional structure of cities becomes more complex, the scale and degree of specialization of production, non-production, social infrastructural, cultural and educational entities increase. Productivity, budgetary expenditures per capita, etc. depend on the nature of a settlement.¹ As the population of a settlement increases and its territorial status changes, the entire life algorithm of individuals becomes broader. People have more social, professional and work contacts. As the number of high-tech industries grows, the forms of recreation of inhabitants change, with passive forms being replaced with active forms. Following the laws of inverse relationship, this drives a need for improving people's cultural and general level and for the development of continuing education. All this, in turn, leads to higher

¹ Let us note that both Moscow and St. Petersburg (Leningrad) changed in the eyes of contemporaries, writers and public figures, when the former acquired and the latter lost the capital status. I.I. Panaev notes in the 19th century, "St. Petersburg lives the external life. It has no time to think, it is always on the move and always busy, running along Nevsky, inventing projects, dancing, bowing, bending – and all this for the sake of gain ..." (Москва - Петербург: pro et contra. изд. РХГИ, СПб., 2000. P. 125). In the same period, in Moscow, "... people dance with delight and all their heart, girls want to be liked and attract with their charm people regularly do nothing, but only live and have rest before work ..." (Ibid., pp. 117, 180.). In the 20th century, just a few years after the capital had been moved to Moscow, V. Shulgin who visited it in 1925 mentioned "an unprecedented number of officials, the 'bureaucratic flow' which literally flooded Tverskaya Street" (Ibid., p. 515). For differences between contemporary cultural life in Moscow and St. Petersburg, see also: Элле, М.Е. Петербуржцы в театрах, на концертах и выставках. Исследование художественной жизни Санкт-Петербурга конца XX – начала XXI века. СПб.: Норма, 2008. 112 p.

requirements to the quality of education, especially taking into account the current realities of the market economy in terms of its social and professional dynamics.

The processes of reconciliation and convergence of institutions (actors) of the regional economy that are scattered in time and develop unevenly and non-synchronously represent a major tool for improving the effectiveness of continuing education. Here, a university can help synchronize the development of continuing education institutions in the regional economy by building complex cause-factor relationships in interactions between them. In this case, improving the effectiveness of continuing education will depend on the extent to which the university will be able to take into account the development rate, time and relationships between components of the regional economy. In some cases, their interactions can lead to a decrease in the effectiveness and impact of continuing education in terms of the needs of the region. In other cases, they can result in its growth and development of continuing education in the university. These factors inherently create certain (either positive or negative) proportions in the development of the university as a regional center of continuing education. This should be kept in mind because temporal dispersal in the development of regional components is still poorly investigated (most economic and sociological papers use the category of time in terms of classifying time into work and leisure, and only in rare cases time is seen in its ontological, culturological and psycho-personal sense). What is quite clear at the moment is just that defining continuing education of specialists using economic, geographic, demographic, cultural and other regional factors is inadequate in terms of duration, intensity and essence, because some components of social reality appear to be more variable in time, while others are relatively more stable. Some can be changed by social actors, and others are still not fully dependent on human activity.

Therefore, improving the effectiveness of continuing education of specialists depends on the extent to which it contributes to the resolution of problems and conflicts arising as a particular region achieves the balanced development of its economy and social sphere. In this context, improving the effectiveness of continuing education should be based on a system of forecasting the future proportions of distribution of human resources by type of economic, social and humanitarian activities in particular regions and society as a whole. In this sense, the effectiveness of continuing education of specialists should be improved on the basis of a system of balances that cover both demographic and labor resources, as well as on forecasts of changes in educational and consumer behaviors of the population, on the practice and the ability to build a system of indicators and goals that will significantly improve the effectiveness of continuing education, both for the university and for users of continuing education – specialists who receive different forms of training.

Integration of a university and production entities, the agents of reproduction of social capital in the regional context, is an important area in improving the effectiveness of continuing education. This enables a university (thanks to the increased mobility of employees of businesses and mobility of social capital) to integrate with market entities on an institutional level and thus improve the

effectiveness and qualitative characteristics of reproduction. In this case, we see reciprocal changes in related processes and phenomena of the life of a regional society. These are complex, integral processes of mutual penetration and mutual changes in scientific, educational and applied production competencies of the teaching staff of the university and employees of enterprises involved in continuing education, including social relations that emerge on this basis. This is one of the most important functions of the university as a regional center of continuing education. The quality and effectiveness with which it is performed depends on the scientific and pedagogical potential of the university. By performing this function, the university contributes to the development of scientific, technical and intellectual resources in a given territory. Experience shows that a university plays a special role involving the accumulation of scientific, technical, industrial, cultural and humanitarian potential of the society as a whole and its individual regions.

A university may be considered efficient as an actor and manager of continuing education of specialists if it contributes to the development of career lifts for their professional groups. Here, effectiveness manifests itself in expanding the scales of social movements, higher mobility of the workforce and capital of a business, contributing to its competitiveness, higher cultural and technical level of its employees, and changing the system of the latter's interests and needs in continuing education. This, like nothing else, can give special social and spiritual dynamics to a particular territory. The improvement of the effectiveness of continuing education in this case is based on certain factors and conditions of development. These, in particular, include the following: (a) real expectations of production from the educational sub-system of society; (b) making postgraduate education a diversified, mass phenomenon; (c) increased demand from employees and employers for new professional competencies due to the blurred boundaries between traditional professions and new emerging occupations; (d) higher individual responsibility of employees for improvement of the processes of production and labor; and (e) interest of production actors in the development of their own careers, etc.

The effectiveness of educational integration between a university and regional production entities is impossible to improve without overcoming certain existing and emerging inconsistencies and contradictions. For example, the organization of continuing education by a university can be largely inconsistent (in terms of quantity and content) with conservative requirements of production which is obviously outdated, thus facing the employer's requirement (reflecting its needs, interests and goals) to reduce the time required for its specialists to receive new, vital professional competencies. This is on the one hand. On the other hand, the university itself may be unable to meet the requirements of modern corporate standards for training a specialist to conform with organizational conditions for the implementation of such models, and so on and so forth. Another contradiction can be between the university's interest in organizing continuing education of highly skilled specialists and lack of such economic interest among managers of businesses and organizations. In this case, as a sub-system of continuing education of specialists, the university is faced with a situation where many managers view postgraduate education of their employees as something that does

not generate real profits. Due to this, financial support for the development of a regional system of continuing education offered by businesses in a certain region becomes notably lower, especially in times of crisis.

These inconsistencies can be mitigated and resolved by building a system of relationships between a university and regional production entities, involving the creation of a set of needs, interests and goals allowing for training employees with certain social and professional characteristics. This work should be based on the following interaction principles: (a) the *compatibility principle* – as few inconsistencies as possible in procedures and algorithms of information processed for the implementation of joint managerial decisions; (b) the *alignment principle* – as differences as possible in interpretations of learning content by the university and businesses; (c) the *clear structure principle* – creating structures and a sub-system for improving the performance and interactions between the two actors of continuing education (the customer and the contractor); (d) the *individualization principle* – taking account of individual differences between actors of continuing education by adapting and adjusting to each of its elements; and (e) the *feedback principle* – correction of errors by users of continuing education services and organizers of continuing education on a mutually agreed basis [2, p. 408]. Adhering to these principles will help improve the effectiveness of continuing education by enhancing the impact of direct and inverse relationships between the university as an actor and organizer of educational activities and businesses in the region. For the university, this involves increasing educational flexibility of its educational services, aligning its capabilities with the requirements of employers (these are often variable, quick changing and sometimes singular in nature, and are based on the employer's direct wishes regarding the quality of training of employees), and involving employees of businesses and regional executive authorities by the university. For employers, this can take the form of increased interest in the creation of state-of-the-art training facilities for the university to cater to continuing education, more benefits from the operation of this system, etc.

When building mutually beneficial cooperation between the university and market actors, it is especially important to draw on the culturological layer of continuing education of specialists. This will help: (a) make continuing education consistent with needs of regional businesses; (b) enhance the process of developing creatively charged personalities and integrating them into the emerging matrices of an economic and production culture that meet the national and supranational requirements; (c) make a rather significant change in the life environment of the employed; (d) promote creating a civic society and expanding the freedom and responsibility of workers in their professional activities; and (e) facilitate establishing a culturally new type of personality in our society with necessary leadership skills (proactive attitude, self-reliance, responsibility, ability to make decisions and assess consequences of their actions, and willingness to learn and relearn throughout one's life). On the culturological side, the improvement of the effectiveness of continuing education of specialists should be focused on change in their values and personality. The introduction of a culturological dimension into the processes of improving the effectiveness of continuing education contributes to integration between a university and production in the field of continuing education as a multi-faceted process of developing professionalism of

specialists and as a process of building a genetic connection of employees of businesses and firms with the culture of a particular region and society.

**Developing corporate culture
and a system of competencies of university teachers
as a prerequisite for improving the effectiveness
of continuing education**

From the perspective of the internal environment of a university, improving the effectiveness of continuing education of specialists depends on: (a) the development of its corporate culture (including the educational environment of the university and a system of functional and personal relationships of its employees); (b) the existing system of competencies of teachers; (c) the nature of managing the improvement of their professional knowledge and competencies; and (d) the degree to which the mechanism of positively directed competitive relationships between its teachers is developed, which is implicitly connected with the development of creative motivation of their behaviors within the university itself. These internal factors of improving the effectiveness of continuing education within a university will be discussed below.

In order to express the improvement of the effectiveness of a university in continuing education and thus in the sphere of regional reproduction of social institutions of society, we should assume that change in the corporate culture of a university, as a positive factor of improving the effectiveness of continuing education of specialists, is organically associated with the development of the personal and humanitarian content of the entire system of relationships between actors within an educational institution. It should be remembered that improvement in capabilities of the university's corporate culture does not mean that the effectiveness of continuing education of specialists will also change positively in a linear way. There is a complex multi-faceted relationship, which is not causal but rather statistical and probabilistic in nature. The rank of formal training of staff does not always have a positive influence on the development of an organization: a mere increase in the number of specialists with a higher level of education does not always improve conditions for the renewal of organizations and institutions. Organizations and educational institutions with a higher percentage of highly skilled specialists may not show higher effectiveness and rapid rates of renewal and development. Referring to representative studies of American scientists, B.Z. Milner emphasizes that about 42% of knowledge and competencies of staff are sort of "locked" in their brains and do not provide real benefits for improving the performance of their firms and organizations. In the U.S., losses from inefficient use of the existing human capital are estimated at \$12 billion [3, p. 405].

Quantitatively, in the most general terms, we can fix the fact that continuing education is effective because of the high potential of the corporate culture of a university¹ if we have a coherently measured basic relationship: $E_{ce} = P_{rel1} / \sum C_1 >$

¹ The development potential of the corporate culture of a university (P_{rel1}) can vary from 0 to 100. If it is equal to (or tends toward) "zero", this means that the system of existing relationships and educational positions of the university's teachers has reached its peak of development. The teaching staff of the university may want to change or profoundly adjust the coordinates of their further development, because it has been definitely exhausted. If P_{rel1} is equal to "one hundred", this means that the actual system of corporate relationships within the staff does not even reach the initial functional level and is in an embryonic form. They are only about to face the challenges of formation and

$P_{rel0} / \Sigma C_0$. The dynamics of the effectiveness of continuing education can be derived by the following algorithm: $\Delta E_{ce} = P_{rel1} - P_{rel0} / \Sigma C_1 - \Sigma C_0 = \Delta P_{rel} / \Delta \Sigma C$ (where E_{ce} is the effectiveness of continuing education of specialists; ΔE_{ce} is an increase in the effectiveness of continuing education of specialists in the period reviewed; ΣC_1 and ΣC_0 are costs during the reporting period and the base period, respectively, in which the university provides postgraduate courses for specialists; $\Delta \Sigma C$ is the change in costs of the university for postgraduate courses for specialists in the period reviewed; ΔP_{rel} is the change in the potential of the corporate culture of the university in the period reviewed; P_{rel1} and P_{rel0} are the potential of the corporate culture of the university in the reporting and the base periods, respectively).

As a system of relationships between the university's staff, the corporate culture of the university comprises many components, such as: (1) whether the university's staff have their own traditions; (2) whether the university's staff work exclusively for remuneration; (3) whether they enjoy their activities; (4) whether they are scared to lose their job; (5) whether they seek to fulfill their creative capabilities in this university, or whether they fulfill them in other areas that are not associated with activities of an educational organization; (6) whether the university's staff work with a sense of responsibility; (7) whether the university as a whole (including its faculties, departments, laboratories, etc.) provides an atmosphere of genuine respect for all employees and teachers, etc. That is, the effective development of the corporate culture in a university, as an actor of continuing education of specialists, is driven (in addition to external factors) by a mechanism of positively directed competitive relationships between its teachers and employees to an equal, or even to a greater, extent, which is implicitly related to the development of intense creative motivation of their behaviors within the university itself. To achieve this, the relationships between them should reflect the essence of current development goals and objectives not only for a particular university, but also for a wider business community, in particular, for a particular region of the country. Their content should encourage the university staff not only to search for innovation, but also to promote it in regional industry and to ensure the effective functioning of business and creative partnerships of the university with businesses and organizations in the region. This mechanism should reflect the factors of improving the performance of the core strategic management team of the university, its financial base, entrepreneurial beliefs and values of the university community, education quality management, and research activities of the university, corporate ideology reflecting its axiological significance as a regional educational institution, and the periphery of educational services, in particular, the extension of distance learning forms as part of continuing education. The list of factors can be further elaborated and supplemented. But the main thing is different: they should represent an open system and focus on interactions with regional and national systems.

Economic and organizational mechanisms for the implementation of continuing education by a university should not be in conflict with the modern paradigm of market economy. That is why they should be based on positive

development in this field. This indicator can be successfully calculated using mechanisms of aggregation for a group, such as a learning lab, department, faculty, etc.

competition between its actors. The use of these economic and organizational mechanisms in the development of continuing education enables the university to take into account real interests and motivations of teachers at different stages of operation. Continuing education can be developed and diversified if it is possible: (a) to use modern economic and organizational mechanisms to accurately account for the contribution of each specialist to the educational product created by a scientific team (department, laboratory or another organizational unit); (b) to fix effective, "unique" results of scientific innovation, as well as needs and interests of teachers and students; and (c) to extend them to a wide range of prospective customers in a specific region. The development of continuing education should be promoted by positive change in motivation, goal setting and business qualities of university teachers (as well as students as actors of continuing education). The system of such mechanisms should encourage teachers and research staff of the university to master the existing innovative ideas, to constantly search for reserves of continuing education, and to develop and creatively implement new educational paradigms. This can also include the following parameters related to improving the effectiveness of continuing education: (a) promoting individual autonomy of university teachers: the degree of their responsibility, independence and opportunities for being proactive in this field; (b) streamlining the structure of the educational process: choosing an effective form of interaction between the university management bodies with the process of setting goals of its activities in continuing education; (c) supporting integration processes within the university: ensuring the highest possible coordination and clear communication links in the educational activities of its divisions; and (d) eliminating the alienation of teachers and professors from life of the educational organization, etc. [3, p. 267].

A system to promote personality development of university teachers as a factor in improving the effectiveness of continuing education should include the following indicators: (1) their professional competencies, the ability to work in a mobile, flexible team; (2) complexities of teaching; (3) mechanisms for maximizing the intensity of the educational process; and (4) incentives for competition and consolidation of their efforts with those of their colleagues, and also indicators of their public image that ensures the growth of the university's reputational capital in the region, society as a whole, etc. Finally, this system should encourage the university staff to pursue continuing professional education. At the same time, the proposed patterns of competitive relationships between actors of a university should neither blindly copy nor rely on the power of spontaneous market mechanisms. There should be a differentiated multidirectional and multilevel (from an ordinary teacher to the university administration) mechanism for the organization and promotion of their activities in building a regional system of continuing education of specialists which can use coherent and relatively easily verifiable indicators to promote competitive job-related and creative relationships between actors of the educational process, in particular, to make them interested in rich innovative interdisciplinary and interdepartmental research and academic activities. Such a mechanism is achievable if it takes into account the dynamic, flexible and multifactorial social nature of reproduction of modern creative capabilities and professional competencies of teachers in higher education, starting with the complexity of their work and ending with the quality of their usual daily lives. We believe that by building such a competitive environment that takes into

account the primary and secondary aspects of educational and research activities of university staff, we can come closer to the implementation of an economic mechanism for improving the effectiveness of continuing education of specialists which is promising in terms of its capabilities and (most importantly) is not paradigmatically contrary to market transformations in the modern regional economy.

These processes are organically associated with improvement of the so-called core competence of a university as an actor of continuing education. It is usually understood as the ability of an educational organization (taken as a whole) to successfully organize high quality continuing education for adults in a given region. This category was substantiated by Andriessen and Thiessen [1]. They have shown that the core competence manifests itself at different levels of management through a series of subordinated sub-competencies within a team which describes a group of people who work in a particular department, laboratory, department or faculty or work on the implementation of a project. The main area of such competence can also be reviewed for a larger division of an educational organization. By association, a mega-competence arises in the minds of people in connection with a brand of educational organization (for example, the Physics and Engineering Institute, the Moscow State University of Foreign Affairs, etc.). A high level of core competence of an educational institution or its division should meet certain requirements for the improvement of its core business, in particular, continuing education of specialists in the region, such as add value for the consumer, provide specific benefits in continuing education for the university, create a basis for successful activities in the long run, or to ingrain the image of the organization at the regional, national and international levels. The above authors have shown that the core competence of an organization always has its value, which reflects its capability to increase the value of its image. According to Andriessen and Thiessen, the value of the core competence comprise the following basic components: (a) the share of gross profits of a company or firm depending on its core competence; (b) temporal durability and relevance of core competence; a forward-looking potential of the core competence; and (c) the stability and fundamental nature of knowledge being part of the core competence. At the same time they suggest that an allowance should always be made for the risk that an institution, business, organization or firm may lose its core competence prematurely [1, pp. 148, 153–154]. Andriessen and Thiessen also believe that the value of the core competence is directly proportional to the value of educational services offered by the organization to its customers and consumers in the existing competitive environment at the expected growth rates in the coming years (its potential) and the period of time during which it can be used (durability). In this case, the effectiveness of the development of the core competence of a university in continuing education will grow if an increase in its value and the value of educational services for students and organizations that have sent their employees to postgraduate courses significantly exceeds the increase in the actual costs incurred by the university to organize it.

The development of university teachers' competencies in the improvement of the effectiveness of continuing education shows that there are three qualitative levels. The first level can be referred to as a prescription level: the subject knowledge of teachers conducting postgraduate education courses is superficial and takes the form of recipes and examples from someone else's research.

Therefore, a student taught by such a teacher will only master purely external features of the learning content (for example, an accountant can make accurate accounting entries without understanding the deeper economic meaning of his or her profession). The second, higher level of teacher training provides a competence that involves mastering the basic principles of the content taught. In this case, specialists completing advance training courses will be able not only to learn something new about their profession, but also master the principles of work in it (a specialist learns to make use of things from the perspective of certain instrumental principles. A few simple examples: an individual can use a stone instead of an ax, a small plank instead of a spoon, etc.). The third level represents the highest degree of teachers' preparedness for teaching: they not only have knowledge, but also understand the very essence of the subject taught and its deeper links with other subjects included in the system of a certain stage of continuing education. In this case, a specialist receiving training at postgraduate courses will be able to not just acquire professional competencies, but also master them in practice, learn how to use and develop the laws (a measure) of his or her profession, and be able to work at the level of real laws regulating his or her professional activities taken in their social and historical evolution.

Enhancing competencies of university teachers in the improvement of the effectiveness of continuing education is organically associated with managing their knowledge and skills. According to B.Z. Milner, elements of this control can be grouped into two groups: elements directed outward and those directed inward the development of an organization, in particular, continuing education in a university. With respect to representatives of a university, managing knowledge and skills of teachers and employees should apparently encompass the following important processes: the creation of knowledge and teaching skills (knowledge identification, knowledge acquisition, knowledge development, knowledge reproduction, etc.); the enhancement of knowledge and teaching skills, in particular taking into account the laws of adult education: managing continuing advance training of teachers; the institutionalization of knowledge of university teachers; the development of communication skills in teachers; measures to prevent the degradation of knowledge of teachers; the maximum explication of teachers' knowledge into a system of continuing education courses for specialists; the creation of an educational and innovative climate; the development of knowledge and teaching skills as a factor for the creation of products, services, image, etc.

Some conclusions

Firstly improving the socio-economic effectiveness of continuing education of specialists is implicitly caused by the development of modern civic institutions. This process should be viewed as a special cross-disciplinary phenomenon and a distinction should be made between effectiveness and intensity of educational activities of university teachers. The intensity of educational activities of professors and teachers always reflects their physical, intellectual and emotional stress. On the contrary, the effectiveness of educational activities is always wider in terms of its quality and sense. It represents a measure of the impact (as the unity of quantitative and qualitative socially useful characteristics) of continuing education in the preparation and improvement of professional competence of specialists in a given region. These characteristics allow for taking an overall account of the

economic, social and humanitarian productivity of the educational activities of university teachers in continuing education. Thereby a university can be encouraged to combine its efforts with those of the whole region in a better and more efficient (effective) way for the development of its human capital and achieving the final results of reproduction of its life.

Secondly, the development of a university as an important component of continuing education is implicitly determined by the change in economic interests that continuously takes place in a region and the country. Therefore, as research shows, the improvement of the effectiveness of continuing education managed by a university should take the form of enhancing its role in different aspects of regional life, expanding and diversifying the education system in a given territory, processes and results of integration of regional production entities and the educational institution that manages continuing professional education of specialists. To this end, the system of continuing education should encompass various groups of specialists employed in structure-forming segments of public production in a given region for many years to come. It should be assumed that improving the effectiveness of continuing education is inextricably connected with forecasting future proportions in the distribution of human resources by type of economic, social and humanitarian activities in particular regions. This will help enhance the integration of the university and production in the field of continuing education as a multi-faceted process of building genetic connections of employees of businesses and firms with the specific regional culture.

Thirdly, despite the importance of the external environment for the development of continuing education by a university, the internal factors remain key to the improvement of its effectiveness, such as the educational environment, management and competitive relationships between teachers, their creative behaviors, etc. The improvement of these components and the effectiveness of continuing education interact in a complex, probabilistic and multi-aspect way. They actively implement strategic and tactical elements of managing the university's life, financial, entrepreneurial, research and teaching tools for encouraging and motivating teachers as well as students as actors of continuing education.

Fourthly, to make the entire process of improving the effectiveness of continuing education as a sub-system of development and reproduction of human capital of a given region sustainable, the principles of its organization should be revisited to think out new areas of its interactions with different production entities and organizations that will contribute to increasing the outcomes of reproduction of the existing human capital. All this should have an inverse positive impact on the improvement of a university's activities in managing continuing education of different specialists.

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**FEATURES
OF RESEARCH ORGANIZATION
IN THE LIFE-LONG EDUCATION:
POTENTIAL AND PRACTICE
OF EDUCATIONAL ESTABLISHMENT
OF THE NEW TYPE**

E. G. Mykhaylyova



**Levels of research practices
construction in life-long
education**

Research activity (the RA) is today one of the key components of the educational establishment. And this is related to the fact that in modern conditions of formation of the innovative global society of intelligence the mechanisms of personality development acquire new accents. As the researchers note, “modern education exists in terms of the changing cultural paradigm, due to the decisive role of knowledge and cognitive abilities of the person for the efficient organization of innovative society. Today more than ever, the resolution of unusual, unique problem situations is the usual social practice. The scientific research in these conditions becomes didactic and educational value. Research methods of cognition are characterized by the creative search for new, advancing, certain and situational learning in an interdisciplinary and transdisciplinary subject field, cognitive specialization in small groups under the management of the profiled scientific couch” [5, p. 20–21].

Today these requirements appear at all levels of education functioning. We will indicate these levels and briefly outline their content.

First level – mega level (societal) – is determined by the needs of the whole society and sets the zone for the cognitive analysis of research activities. It represents those conceptual ideas and technologies that dominate within the all society and affect the interests of various social subjects. Now they can be attributed primarily with the concept of life-long education and technologies with the aim to increase the prestige of education, promotion of educational capital accumulation by individuals and strengthening the human capital of society as a whole, the state regulatory support of educational practices differentiation, etc. This level serves as a matrix within which the research subjects of the educational practice field position and perform their research practice.

Second – mesolevel – reflects the specific refraction of in the megalevel within the territorial planes, which, in turn, are formed under the influence of various social and cultural, political, economic and other factors. This aspect of the analysis of society has become not only popular, but also theoretically justified. For example, P. Shtompka says that “the problem of microevent’s makroeffect, as well as the opposite problem of macroevent’s microeffect requires the special careful and deep research” [8, p. 30].

Macrolevel (institutional) is related with the mechanisms ensuring the effective functioning of education as a social institution as a whole and its components. The particular attention, in our opinion, should be paid to the education quality assurance processes, to accentuation of its functions, to the search and use of the specific technology solutions in educational institutions, providing solutions to the above problems.

Microlevel (subject's) is a mechanism within the educational activities of social subjects posed by the existence of various individual and group needs of individuals, determined by the social experience, ideas about the success and methods of its achievement, etc.

At all these levels the constructing of the effective research and scientific practices, on the one hand, is the demand, and on the other – is a form through which the social subjects achieve the congruence with the social system and its elements. As a result the fact of strengthens the role of research activity in modern education is recognized at all levels of social life. In most states, including Ukraine, today the research activity indicators are included in the monitoring system of universities and are considered as one of the indicators of its success. At the level of universities research programs are one of the ways to solve many of the problems of the institution through the development of areas of cooperation with various business, management and production structures, and on a personal level this form of activity allows it to receive a push to the development or support of the professional correspondence, etc. However, the solution of this class of problems is possible in the presence of underlying conditions, which today certainly applies to the development of life-long education. This concept became a response to today's challenges facing with all social subjects - from the individual to the state and society.

Today the basic conceptual understanding of life-long education is associated with the formation of a wide range of educational needs of social subjects and the creation of opportunities for them to meet. In the context of this interpretation the lack of real and potential educational practices limited in time and space becomes apparent. This understanding of life-long education reveals the substantial structural and organizational educational horizons of modernity. In such circumstances, there is a specific role for a new type of educational institutions, which integrate theoretical, practical, innovative, organizational and managerial practices. They are characterized by the alignment of its activities in accordance with the principles of continuity, systemacy, integration, innovative and others which provide their incorporation into the modern educational environment, and the subjects of their educational field - in society, as well as the development of the social subjects for the self-realization in future.

The appearance and functioning of such institutions can be considered as a response to the formation of new methods and forms of educational needs in society. These educational establishments have the quality of innovation thanks to the complexity of practices, unique substantial filling of their educational activities and its original design. In the educational area of Ukraine the attempts to create this type of education have been made since the beginning of the 90s of XX century. The most successful of them are almost completely institutionalized (a) their structure allows to cover the maximum range of social subject; (b) their forms and methods meet the key trends of the development of the modern educational systems; (c) the integration of

forms and content of all kinds of the educational activities is carried out both horizontally and vertically based on a single concept and unique staff composition, etc. Today these establishments represent a whole complex the functioning of which at all levels mentioned above is experimental and innovative in all its activities.

**Features of the research
concept implementation
in the educational establishment
of a new type**

The research activity in educational establishments of this type gets its own characteristics that are associated with an increase of instrumental importance of such activities for the social subjects at all levels. These features focus on key "fulcrums" of the educational complexes, ranging from running through theoretical ideas and finishing with all the diversity in practice activity. That is why the success of the search and implementation of the research forms and their significance is associated with both the theoretical constructs, paradigms, meeting the needs of our time, and with new practical solutions. Taking into the consideration the central role of science in modern society, in a new type of educational institutions the special place is occupied with research paradigm that focuses on the creation of knowledge, rather than its mere reproduction. The implementation of this idea was a direct continuation of the European concept of research education, which "represents the development in the conditions of new ideas of V. Humboldt and their subsequent interpretation of U. Habermas in the context of communicative rationality. This is the education through the scientific research" [10, p. 33–34]. Its main fragments are the search work and active learning methods; as a conceptual framework of support are the principles of continuity, integration, dialogical interaction, systematic, regioning and openness [1]. In this perspective, continuity becomes the environment and the implementation of the principle of research practices in innovative educational establishment. The implementation of the principle of continuity as the key, in our view, involves the provision of opportunities for the subject of the research activity to reach the level of self-development directed to the formation of the respective needs and its activation in matters of research.

Currently the research concept got a comprehensive scientific basis and a number of technological solutions. One of them is connected with the main focus on the priority of education - formation and development of the research thinking during the learning process. This task seems to be fundamentally important when creating the experimental complexes. One of them is the People Ukrainian Academy (hereinafter PUA), which since 1998 under the order of the Minister of Education and Science has the status of a pilot site on testing the model of life-long education. In this complex the principles of continuity and succession, integration and systemacy form a common matrix within which all kinds of work are organized in an educational institution, including the research. Moreover, in the context of continuity of education - the key idea of PUA - the familiar and new organizational solutions coexist to cover the vertical and horizontal maximum number of groups of social subjects with their educational needs and to promote the development of their thinking and research skills. For example, except the complete secondary school, the university with post-graduate education since 2009 the group of training and development of "pampersnikov" - 1,5-

2.0 years children operates in the PUA - and at the same time the project "50 +" started for training people of the third age. The occurrence of such groups was a response to the educational needs that determine the need for development or maintenance of certain personal qualities and characteristics, including caused by the need of social integration in the new environment. Accordingly, the research practices are adopted to the participants in these projects.

The integration of science and education is an important part of an innovative research organization, as noted above. This idea, perhaps, is the key to the organization of research in educational institutions, especially of the new type. In the course of its implementation the research becomes the part of training, during which the problems are found, their boundaries are determined, and the new alternatives are created. "The research education enriches the content of education in two ways: firstly, the knowledge comes from the research and their results enter the curriculum, and secondly, they are directly perceived by the pupil from the individual research or from the research staff's work (academic or professional), in which he works" [5, p. 24]. As a result, the content of teaching becomes a process because it is a product of the study of the unknown but not the broadcasting of the known things. Most clearly such practices in modern educational institutions are represented within the author's courses that reflect the research scope of the teacher-scientist work over the problem (e.g., in PUA – "The forming of the image of organizations and individuals", "Labour market and employment management", etc.) or integrated into the "standard" academic disciplines (e.g., "Methodology and methods of sociological research", "Sociology of Education", "Social and economic bases of Personnel Management", "Sociology of Youth", "Social Management", etc.). Such practices not only contribute to the formation of the innovative way of thinking, but also change the view at the traditional educational constructs. For example, the assessment of knowledge acquires a somewhat different leading emphasis: it is now used for introspection and self- assessment of the teacher of the results of his/her work, as well as to encourage the students and pupils for self-knowledge, self-assessment to strengthen their professional and personal development.

Ultimately, the implementation of research training in high school – is the creation of a research ideology of the superiority based on the idea of research activity. The effectiveness of such an ideology in innovative educational establishments has a wider range of valuation parameters distributing both within the university and beyond: contests of scientific research, competitions, scholarships, conferences and seminars, research projects in the educational process and beyond, successful employment and career growth, etc. In other words, it is assumed that all subjects of a new type of educational institutions, through the involvement in the implementation of the ideology of research excellence, are significantly distinguished by the specified parameters. For example, such a characteristic of RA, as victory in the Ukrainian competition of student research papers in 2012 PUA at the regional level was among the five best universities, its students have received several scholarships of national and regional scale, and the Employment Centre for all the years of existence immediately after the PUA did not register any unemployed person.

As a result of the implementation of research approach in education the problems at all levels, indicated by us at the beginning are solved: the status of science and high school in the public opinion is significantly increased, a number of problems of subject and regional levels are solved, which lead to the full impact of research on all subjects of the educational field. It should be recognized that such work cannot be spontaneous. As practice shows, the planning of such activities, its prospects and the results help to focus more clearly on fundamentally important areas of research and obtain the accretion of knowledge in that channel, which requires the urgent investigation. Of course, this view is not undisputed. Its opponents argue that the research interests should be different – that this is the creativity itself, through which the new ideas, concepts and innovative solutions can be created. However, in our opinion, we should consider the fact that at the present stage of development of science (since the end of the twentieth century) the significant scientific product is increasingly becoming just the result of collective creativity. Indeed, in modern conditions for its production it requires the consideration of not only the existing developments in one direction or another, but new “products”, which sometimes lying in different disciplinary planes. Therefore, it is virtually impossible to solve the problem of this kind alone, especially if it is not the narrow sphere of science. Hence it is lead to a need of collective organization of research activity at the institution of a new type. Furthermore, we should consider the fact that today the increment of scientific knowledge is valuable due to the features of its implementation, practical application. The creation of such knowledge once again brings us back to the interdisciplinarity, and hence to the collective nature of scientific activity.

In this formulation of the question one of the factors determining the success of research is the planning of the works. Moreover, this type of planning should have the multilevel nature (according to the structure of the experimental facility) and have a theoretical basis.

It is related to the need of the development of the research concept in the institution. The concept of research should determine the priorities of RA based on the mission of the educational establishment, its specificity, position in the educational market, etc. in view of its functioning in the context of life-long education. It should formulate the uniform basis for all subjects of educational and scientific activities of the complex. The concept and long-term plan of research of PUA till 2020 were developed with its own focus and purpose [7]. This concept defines the main themes and areas of research, principles and forms, expected results and ensures the consistency between the different subject of research and educational complex. It should be noted that this document is directly related to the overall development strategy of PUA, as it was shown by the practise, and determines the overall success of its activity.

The conceptual vision and implementation of the research activity in PUA is directly related to the principle of continuity in several of its key reference points. The most important of them – is the creation of conditions for the development and satisfaction of the educational needs. Such an understanding of the long-life education is crucial for the implementation of the research activity. As it implies the registration of the diverse educational needs of the various planes horizontally and vertically (age, professional, talent and etc.). As a result, the organization of

research activity in such a meaningful perspective allows implementing the systemic view on the subjects of the educational field, the mechanisms of formation of their needs and feasibility.

Another element of the innovative research activity organization in the PUA is a shift of emphasis in its purposes. The development of the intellectual capacities and abilities of students and pupils comes to the fore as the goal and learning outcomes. "Intelligent capabilities of trainees become the means of development of science and culture, which form the basis of professional competence and due to this the inner source of student's activity. Taking into the consideration his capabilities, he analyses the world and science, profession and living conditions, and the results of his own activity. Only in this case the "self-concept" of the research specialist, the core of which is a professional orientation, can be formed" [2]. In this interpretation, the most important is not just the formation of the student as a future professional, but also as a person capable to adequately respond to the instability of the social reality. In this context of innovative educational institutions there is the need of creation of conditions for the establishment and implementation of the cognitive demands of the major subjects of the educational field research by the research activity means. In this regard, it is important to note that "the basic premise of the new concept is the recruitment ensuring of the scientific potential of the institution, and such policies should ensure the mobility of scientific personnel both in education and in the development of the science and practice spheres, as well as in the training of young scientists and introduction to teaching of the research methods of training and education" [2].

The usage of this idea at PUA is manifested in two aspects: (1) the internal one is associated with the diversification of practical implementation of research activity, their forms and results (doctoral research, monographs, articles, participation in conferences, research projects, etc.); (2) external – with the involving into training sessions of practitioners, works on the program "Guest Professors", etc. Such diversification necessarily covers all the subjects of the educational field of the experimental systems, a variety of which are much higher than in typical educational establishments. Following these directions and the further search for the innovative forms of research activity for teachers is determined by the fact that at the leading universities of the world, there is a close relationship between the scientific research and the teaching faculty. It defines the traditions of the advanced training policy and allows the American and European educational systems to respond quickly to the changing conditions of the knowledge market. Because of this, the teachers through the research activity can not only improve their skill level, but also to find a variety of options for self-realization, including more favourable economic conditions of the professional activity.

General analysis of this sector of RA at PUA shows that the creation of conditions for the solution of this class of problems is crucial for today's innovative educational institutions. As a result, thanks to the implementation of the above forms, the level of teachers with advanced degrees increases every year, as well as the quality of articles and conference presentations. Only for the last five years, the teachers and PUA postgraduates defended 21 dissertations (two of which are

doctoral), that in a proportion is about 10% of the total number of teaching department (including postgraduate students). Each year the number of conferences increases, including on the international level, on which the results of the research activity are represented. In an innovative complex PUA the special moment of organization of the research work is that all the subjects of the educational field formed by its continuity take part in it. And so, along with the professors the school-teachers is one of the key categories of subjects of the research. For the teaching department the research paradigm actualizes the same principles and forms of the research practices which are aimed at the formation and development of the components of their professional competence, as [3]: (a) independence in professional activities; (b) the ability to diagnose the pedagogical situations, to make reasonable solutions, the ability to perform the regular self-control; (c) the ability to adapt the training material and to explain it clearly to the pupils; (d) the ability to rationally organize the learning process, encouraging pupils to take an active exploration of the subject, etc. Obviously, the interest in science of high school professors and the school teachers is most often associated with the development of the professionalism in the field of scientific interests, training opportunities through solving the research problems.

Besides the teaching department the experimental research complex PUA involves such main subjects as *schoolchildren and students*. As practice shows, the organization of research activity with these categories requires a combination of consistency and differentiation, because their needs, personality features, career interests are fundamentally different. Indeed, the scope of needs of these categories is somewhat different – self-realization, the opportunity to try and develop certain skills, the quality and competence, interest in learning, etc. A key factor of the need to implement a research paradigm in the educational practices of the innovative educational establishments for students is that the research activity gives the opportunity to form such competencies that prepare them for life in modern society. Hence, as the researchers note, the European principle of formation of the list of main (basic) competencies of a modern person becomes clear: critical thinking, analysis, reasoning, problem solving, decision making, project management, planning, coordination, administration, cooperation [11].

The formation of these complex high-level competencies requires a long time; therefore, it has to start at the level of schooling. That is why the category of schoolchildren becomes actively integrated into the practice of research activity of PUA as the experimental facility. Due to the cross-cutting research projects and related forms of work the scholars at PUA have the opportunity to form certain core competencies for the future life much earlier. Accordingly, the forms in which the interests of the students and scholars are realized in the experimental complex are varied as well: from writing of articles and abstracts, participation in conferences, seminars and forums – to participation in research projects, the work of the scientific classes, competitions of scientific works, etc. Their organisation requires the willingness of subjects of the educational process for the research activities and can be evaluated using the following criteria: motivational, cognitive, active, reflective. According to laboratory studying the processes of formation and development of life-long education in PUA, the main motives for participation in RA are the motives related to the formation of a number of personal qualities,

competencies, cognitive abilities and instrumental significance of this work today and in the future. Indeed, today the research activity belongs to the social practices of double action: its effectiveness for the individual has both immediate and deferred benefits (primarily due to the duration of the formation of competences). Accordingly the understanding of this fact is the basis for the organization of research in PUA as at the innovative educational institution.

In addition, the RA in terms of the long-life education helps to exercise the individual choice in the context of own cognitive perspectives and objectives of the organization of research in PUA as a new type of institution are expanded. We can safely say that, thanks to the need of the development of the cognitive dynamics, perspective vision, skills of the self-interaction and self-organisation, the need to synchronize the individual cognitive parameters with future society are on the forefront. Its instrument should be the research type socialization, which "involves the creation of a learning environment and in particular the teaching methods that train the thinking freely assimilating less dynamically changeable now" [5, p. 22]. The solution of this range of problems lies in the organizational and content planes. Speaking about the decisions in the first aspect, it is possible to note the vertical and horizontal symmetry of the formalized structures in charge of these activities: Scientific Council of PUA - Academic Board - Research Department - Postgraduate Department. In addition, the Association of Young Scientists, which pays special attention to the formation and maintenance of interest in research, organizing the participation of young scientists of the Academy in its research projects, helps in research practices, etc. operates in PUA. In recent years the Association of Young Scientists has organized and conducted the special methodological seminars for young scientists, graduate students, undergraduates and students, thus carrying out the function of integration in various research subjects of the educational field. For the organization of students' science the Students' Scientific Society operates in PUA. The purpose of it is its popularization RA among the students and integration them in it. Students' Scientific Society promotes the external communications, takes part in international scientific contacts of PUA. The main organizer of scientific work in the Specialized School of Economics and Law is the head teacher on scientific work, who coordinates the various forms of school science, provides integration with the general academic complex scientific topic. As a promising direction here is the increase of the organizational functions of pupils/students and it will be another innovation of the components in the experimental complex.

Thus, RA combines the capabilities of the implementation of social subjects as future (or completed) professionals, as the individuals in broad terms. It is in this form these possibilities are more fully expressed, as the research work allows to meet the needs of the institution and the subjects involved in its vital functions flexibility to achieve their goals. For a new type of educational establishment the solution of this range of problems seems crucial, and the made solutions - innovative. In general RA is seen as a complex of various forms of activities aimed at obtaining of the fundamentally new knowledge or its improvement. The scientific schools and directions that not only systematize information but also produce new ideas, concepts and knowledge packages that encourage the development of science and practice are the most important factor of the successful implementation of this approach.

In context of the idea of the long-life education in educational establishments of a new type the fact of the scientific schools integration to the work on a single integrated topic is very important. Such a concentration of intellectual capital of the institution on solving urgent problems of our time with the involvement of the all subjects of the educational field is an innovative way to solve the traditional problems of research. In this area PUA shows an enough bright experience that the effective work of the integrated program "Formation of the intellectual potential of society in the context of contemporary social transformations" becomes possible by the inclusion in it of a number of scientific schools and directions: "The study of the processes of formation and development of long-life education", "History of Higher Education in Slobozhanshchyna", philosophy of education, sociology of education, the formation of the individual in terms of social transformation, the legal bases of the structures of private education, economics of education. It should be noted that the composition of the scientific schools includes not only the representatives of the "high school science", but "school" as well, and their plans include the forms and methods of work that cover the vertical from the school to the teacher department through the institutes, post-graduate education and the second higher education. The very fact that the RA at PUA covers the several key groups of the educational field indicates the presence of innovation, special approach to its organization. The analysis of the existing approaches to RA organisation at such an educational institution shows that the achievement of this goal becomes possible through the use of the potential of the diagnostic and prognostic ideas. The idea of diagnostics in RA involves the application to the individual elements of the research activity that are crucial for the institution at a given time or in the future. Here the attention is paid to the technology ensuring of the scientific and retrieval tasks and to the evaluation of the quality of the schoolteacher's and high school teacher's work as researchers, and methods of measuring of the effectiveness of innovations in the educational process (the innovations themselves, their ability of adaptation to the institution, the rate of acquisition of new technologies and treatment of the new scientific information are the subject of the research). The effective mutual teaching and research activities are fundamentally important in this direction. And this fact can be explained due to the continuous updating of the content of education on a scientific basis. This complex of ideas and accents is an integral component of scientific work organization in the experimental teaching and research complex, where the unity of science and education are inherent.

**Diagnosics, prognosics
and consistency in research activity:
specific of "long-life education"**

The diagnostic functions of the RA in an educational institution of a new type – are the essential attribute of its activity, as it carries it in terms of "the cognitive instability situation" (R. Yusher and R. Edwards). And here the scientific laboratories have the particularly importance. In addition to the traditional research functions today they are designed to solve the problems of providing the cognitive mobility in educational nets of a research type, to participate in defining of the strategic directions of the development of education, the form the necessary competence through the research socialization, etc. Experience shows that in the

modern Ukrainian education there are often presented the research laboratories operating in the framework of a particular branch of science, the preparation for which is carried out in the educational establishment. However, the theoretical developments and PUA experimental complex experience show that today the problem laboratories whose activities are focused on research by a range of problems acquire more value. Under this approach, since 2001 at PUA the laboratory on study the processes of formation and development of long-life education functions. Its features are: the combination of the work of representatives of different sciences (sociologists, psychologists, historians, philosophers, economists) and organizational base on the interaction with the Institute of Higher Education of the Academy of Pedagogical Sciences of Ukraine and the regional administration. This organizational decision reflects several levels of organization of research, about which we wrote in the beginning of this section, which increases its effectiveness and value.

In the context of long-life education it is not possible to ignore the elements of prognostics in the research activity, which pays special attention to a linkage: the quality – readiness – new technologies. In this perspective, the research activity at the educational establishments of a new type draws attention to the perspectives and interaction; basing on the existing resources, gives the opportunity to plan the training of the teaching staff, the development and introduction of new technologies and work training with the subjects of the educational field. The affective implementation of the prognostic stages involves the engagement of a wide range of subjects of the educational field, which corresponds to the implementation of the basic principles of the research in modern conditions. The development of research in terms of the long-life education involves the defining of the scope and practical interests of the attracted subjects. According to practice, they can be present at the earlier designated levels: mega-, meso-, macro- and micro, and the task of the innovative educational institutions is the search for the appropriate forms and areas of work. Thus, on mega-, meso- and macro-levels the education research is expected to demonstrate its properties such as positive the synergies, homeostasis, emergency, multiplicativity. The presence of these properties in RA system determines its state, social, organizational and group importance in the activities of an educational institution.

The organizational educational system is a socio-pedagogical factor increasing the effectiveness and efficiency of the educational establishment and the development of the participants providing the educational activities and the whole institution as a whole. Here the idea of the systematic organization of the research is brightest. This idea involves an appeal to the systemic properties, contradictions, functions and structure of this sector of the school life. According to researchers, this idea development incentives are threats that accompany the development of universities in the social space [6]: (a) the autonomy of universities, their transformation into closed social institutions that do not provide the expected level of training of graduates and do not have a constructive influence on the social and professional processes in the state; (b) the weak link with the needs of practitioners, and as a consequence – the need for measures on “further study” of the specialists; (c) the “fight” for the quality of education, which acquires the paramount importance in the process of modernizing the education system in the country. The identification of such threats and possible options to deal with them

involves the several stages of research organizations, which are determined by the strong dependence of the university from the external environment. The justification of methodology of the research activities in the educational institution becomes the key stage. Due to this, as we have already noted earlier in this topic, the RA is focused, and its results are significant not only for the individual university, but also for the educational community of the region or the country as a whole.

The reflection of the demand for such RA results may be the involving of the professors of the PUA to preparation of the regulations and guidelines of the state legislatures, in particular: to the working out of programs for the development of the region (e.g., participation in working groups of the Kharkov Regional Committee on Economic Reforms on Education Reforms and on Creating an Education System of the Appropriate Conditions for Equal Access to Quality Education in Kharkov, etc.); the preparation of memos and recommendations ("On the state of private education in Ukraine" for the Ministry of Education and Science of Ukraine and on Employment and Placement of Youth (for the General Directorate of Youth and Family of Kharkov Regional Administration), etc. Such forms of work confirm the global trend, in the context of which "the knowledge gets its true social cost, makes a profit and excess profit, and the coherent interaction with the business acquires the strategic importance in terms of conversion of knowledge in a particular product, process, technology and promotion of cultural and social innovations" [4, p. 22]. For participants of RA such work provides an opportunity for self-realization, self-development, and the formation of those competencies that will determine their success in modern society. Along with this, we can confidently assert that scientific activities within the innovation society play the role of moderator of social interaction, through the participation in the development of its human capital.

In general, we can say that the use of different conceptual ideas in the organization of RA in the experimental educational establishment in long-life education conditions enables to solve the research problems enough effectively and to implement the results in the educational process and practice. It should be noted that the very actualization of research activity as an integral component of an educational establishment activity and all its entities is related to the overall research vision of its functioning. Certainly, the implementation of the research approach for the innovation centres is the most important task for which for more than twenty years the forms and specific approaches has been found. Today we can talk about the structure of the organization of this work with a variety of subjects of the educational field, which responds flexibly to requests of both the subjects and the external environment, and about the special innovative forms and methods of the work.

As a result, the integration of various conceptual ideas of RA organization in the system of long-life education, built in the context of the educational institution mission, is highly effective. The implementation of the integrated approach allows us to solve several major problems: (a) the formation of skills of social subjects in the educational field of research activity; (b) the changes of the immediate orientation to the profession to the primary formation of professional personality and personal development; (c) the development of the creative potential of the educational process subjects; (g) the provision of the conceptual linkage problem-solving with the research and the departments of the methodological work; (e) the provision of raising the status of science and education in the public opinion, etc.

The experimental complex of PUA experience shows that important points of support in the organization of research activity are the ideas of the teacher's self-actualization, the fundamentals of subjects' cooperation in the educational fields, etc. The integrated approach to the RA in the PUA as the innovation complex allows to cover the entire spectrum of educational needs; to strengthen and improve both educational and extracurricular research work of students and pupils, the research and innovation activity of teachers and professors; to monitor the effectiveness of the research; to predict the RA, etc.

Thus, in terms of long-life education in innovation and experimental educational establishments the new research practices are formed, based on: (1) a clear conceptual vision of strategy of RA considering the new goals and principles of the organization of education in general; (2) maximum integration of research in the educational process; (3) provision of vertical and horizontal integration into the research activity, including through the use of human resource capacity of the institution of a new type at different educational levels and forms; (4) maximum coverage of subject fields of educational activities, etc. However, since the research education – is the education, facing the future, in front there is the posing of new challenges and innovative solutions. And, above all, new forms of education research, cognitive development of mobility, development and inclusion into the generalized knowledge resources on the mega-, meso- and macro-levels, including through “the transformational partnership’ (J. Gram) and “dynamic social communities” (U. Doll), etc.

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LEARNING IN AN EDUCATIONAL INFORMATION ENVIRONMENT AT DIFFERENT LEVELS OF CONTINUING EDUCATION

I. M. Osmolovskaya



Introduction

An individual's life takes place in an information space which has a specific impact both on a person's life and on the requirements society imposes on the individual. The information space expands the limits of the individual's usual environment. The virtual world blurs the borders between countries, enabling communications between people separated by large distances. As D.I. Feldshtein puts it, "Today, the Internet and television enable you in to reach across geographical and political boundaries, and visit different continents, the bottom of the ocean, and space in just one minute." [1, p. 4]. All this causes the customary thinking processes to collapse, and the established links to break. Researchers of the information society (D. Bell, M. McLuhan, Y. Masuda and F. Webster) define it as a society where the production of information products and information services prevails over any other economic activity of people. The main "capital" of mankind becomes comprised of data accumulated by the society, with the success of human activities being determined by information resources. Due to quick accumulation of information and dynamic development of society, in particular in professional activities, each person now faces the need to learn throughout life. The learning process takes place in and is inevitably impacted by an educational information environment.

In this chapter we will first discuss the concepts of an educational information environment found in didactics. Then we will show how the essence of the learning process has changed due to the development of an information society. Finally, we will reveal the specific features of the learning process in the secondary and higher education system where it takes place in an educational information environment. In addition, we will find out how the perceptions of textbooks and learning aids have changed.

Didactic concepts of an educational information environment

Didactics have two areas of research which offer an understanding of educational information environment. The first group of scholars define it based on the concepts of "environment" and "educational environment" without referring to the concept of "educational space". The second group uses the "information space" as a basis.

In the most general sense, the “environment” is understood as ambience. Most frequently, the environment is understood as a set of conditions and influences around an individual. An analysis of the “individual-environment” system places the individual in the center. The environment of an individual includes a range of natural and social factors which can have direct or indirect, immediate or long-term effects on people’s lives and activities. The more and fuller use of the environment is made by an individual, the more successful is their free and active self-development. An individual is both a product and the creator of their environment, which provides them with the physical basis for life and enables their intellectual, moral, social and spiritual development. An individual is also an element of the environment of others, thus influencing these others by his/her own attitudes and actions. Therefore, an individual’s environment is also their natural social ambience with a set of influences and conditions. Hence, the educational environment is defined as a set of influences, conditions and opportunities providing for the development of one’s personality, and introducing them to culture.

The creation of conditions is also emphasized in the definition of the educational information environment, which is understood as a set of information, technical and academic support enabling a personality to develop and acquire social experience.

The second trend in understanding the educational information environment is based on information space, moving the concept of information to the foreground. Information space is understood as a space where information exists, including its sources, transmission and storage devices, different forms of information itself, and methods and techniques to produce information. I.F. Robert believes that information cannot be defined based on any related concept or on the main philosophical concepts (such as space, time and matter). However, information is related to time, matter and space. Information can manifest itself (exist) on physical media. Information is subject to the law of conservation: information can be transferred between physical media without changing, diminishing or disappearing. Information can be replicated. Lost information may be unrecoverable, i.e. lost for good and forever. Information exists in countless descriptions of specific tangible and intangible objects. There is nothing in the world that cannot be described by information [2, p. 37]. The information theory defines information as the elimination of uncertainty. Information reduces uncertainty and increases chances to solve a problem by selecting appropriate actions. For didactic constructs, information should be distinguished from knowledge. Information is impersonal or depersonalized data. Any information perceived and conceived by an individual becomes personal knowledge.

An information space exists beyond and independently from a particular individual who can enter the information space to use it as and where necessary. The term “educational information space” emphasizes the goal-oriented focus of the use of information – it is used for educating a person.

The information environment is a part of the information space structured and arranged by people in a certain way. An individual is the center of an information environment – it cannot exist independently from the individual. When entering an information environment built by others, an individual adapts to it, customizing it and supplementing it with important elements. The information

environment is a set of information items, communications means, methods of receipt, processing, use and creation of information, including collective (social) and individual entities with their own motivations and needs.

Educational information environment is an information environment created for educational purposes. It comprises information resources in different forms (books, paintings, posters, movies, the Internet, etc.), facilities for the use of these resources, social institutions and people responsible for education of younger generations. We can speak of an educational information environment of a country, city, individual educational institution, teacher or student. The educational information environment is an area of relevant activities, self-determination and self-realization of an individual. Every educational institution builds its own educational information environment which is different from other institutions. For example, in some schools, an educational information environment is only based on the curriculum, while in others it comprises both curricular and extracurricular activities where children continue to be actively educated outside the classroom, and enter the educational information environment of the district, city, country, etc. using either real (excursions, museum visits, etc.) or virtual (web-based conferences, forum discussions, Internet search for information, etc.) means. Some higher education institutions place an emphasis on the information dimension of the environment by creating educational information environments by discipline. Others put the main focus on managing the learning process based on students' individual educational paths. In each case, the composition and structure of the educational information system will be different. The concepts "information environment" and "educational information environment" are not equivalent. An information environment can be used by an individual as a means of education, but it may also be used for a wider purpose: to get insights into current political and cultural developments, to communicate with other people, to take a stand, etc. In this aspect, the information environment is wider than the educational environment. But, at the same time, the educational environment comprises purposefully created educational institutions and activities of purposefully trained people and teachers. In this aspect, the educational information environment is broader than the information environment. In addition to environments discussed above, there are other environments, such as cultural, leisure, health protection, and other environments. Every person can operate simultaneously in several environments.

A relevant question here is when an educational information environment has emerged. Has it appeared just recently, or has it existed as long as learning has existed? Apparently, it has always existed, but its scope and configuration changed. For example, when knowledge was directly transferred by a teacher to a student, the educational information environment was centered around the information carrier: a teacher (for example, in master-apprentice systems, the master was the center of information). With the advent of manuscripts, they have become part of the educational information system. In industrial society, sources of information include books, media, movies, theatre performances, museums, educational and cultural institutions. An educational information environment has always existed for the learning process, but it was only in recent years that it began to have much influence on learning as the role of information in human life and its accessibility has sharply increased. What does learning in an educational

information environment mean today? It means learning using various resources offered by such an environment: distance learning, webinars, electronic textbooks, electronic learning aids, virtual simulators, dedicated educational resources such as “learning” and “nachalka-seminfo”, MOODL educational environment, Miropolis platform, etc.

The educational information environment has the following characteristics: priority of individual educational needs of students, interactivity, cross-disciplinary and multimedia-mediated approach. Let us discuss them in more detail.

Priority of individual educational needs of students. Resources offered by an environment are excessive relative to cognitive needs of students; therefore there is always an opportunity to satisfy them in full. Working in an educational information environment involves the development of individual meanings for students in learning the educational content. What is essential here is the reliance on productive self-guided activity of students in acquiring and using knowledge in personally and socially significant situations. The leading role in the educational information environment is played by mechanisms of self-organization and self-management. It's worth noting the relevance of an active subject position of students, which is created in the course of the learning process through subject-generating educational interactions between the participants of the educational process.

Interactivity is the ability of a student to interact with elements of the environment to achieve his/her learning objectives. The learning process includes different combinations of the following types of interactivity: binary interactivity (man-man, man- ITC learning facilities (a multimedia program)); synchronous and asynchronous interactivity; and subject-related interactivity (teacher-student, teacher-student group, student-student (group)).

Cross-disciplinary approach. The learning process becomes cross-disciplinary due to the following: First, in the educational information environment, information is presented as hypertexts. Second, the environment is personality driven, meaning that an environment of any level has an active subject-related component where it is the subject who builds, integrates, gives integrity and sets the direction of development for the environment. Third, educational resources are developed in a goal-oriented manner within a paradigm of the competence-based approach where the desired outcome of education (competence) is initially beyond the limits of traditional school subjects.

Multimedia-mediated approach. This characteristic of the learning process involves reasonable use of several information media, such as text, sound, image, animation and video, and not just text, hypertext or graphics, allowing for visual presentation of various processes, phenomena, events, dependences, etc. Students have the opportunity to study an object or phenomenon in different contexts and from different perspectives. In this case, the learning process is built taking into account different channels of perception and memorization of information (vision, hearing) and thinking styles (eye-mindedness, verbal reasoning and abstract reasoning) [3].

A specific feature of the learning process in the information society which is replacing industrial society is that, as mentioned above, the influence of an educational information environment becomes comparable to that of the

personality of a teacher. Although the traditional learning process is impacted by the environment in both positive and negative ways (either facilitating or hampering successful learning of the educational content), this impact may be disregarded in constructing the learning process. Speaking of the learning process in an educational information environment, the environment becomes a “full-fledged participant” of the educational process. The influence of the educational information environment on the learning process is enhanced and to some extent becomes decisive.

Didactic characteristics of the learning process in an educational information environment

In the information society, the learning process is a cooperative, goal-oriented activity of a teacher and students in an educational information environment. In the traditional learning process, the leading activity is that of the teacher who “leads” the student, providing them with necessary information and showing methods of actions. In an educational information environment, a teacher no longer has an information monopoly – students obtain information by themselves (sometimes even without wishing to do so). Students can set cognitive problems and solve them on their own, resorting to help not only from a teacher, but from professionals of any level in subject-specific forums on the Internet. The teacher’s functions expand beyond organizing the learning process (this function remains unchanged) to guiding the student’s search, presenting search directions, consulting and “supporting” the student. Accordingly, the relationship between functions of the learning process changes, albeit the functions remain the same on aggregate. These functions are to teach, to develop and to educate. The teaching function may be presented as a set of more specific ones, such as to organize, lead, guide, inform, present, systematize, control, correct and provide educational support.

In traditional learning, the main teaching functions are to lead, inform and control. In an educational information environment, these are to guide, present and provide educational support. In both cases the learning process is organized (i.e. the organizing function is necessarily present) by a teacher who is the one who plans, designs and creates conditions for the learning process to take place, as well as takes certain actions to “launch and maintain” it. What is on the foreground in the traditional learning process is the leading function involving a purposeful influence both on a group and individual students. The informing function is very important due to the need to transfer certain information to students, and the function of control serves as a method of assessing the achievement of goals set by the teacher.

All these functions are present in the learning process organized in an educational information environment, but the main functions here are those that reflect interactions between the teacher and the student rather than the influence of the former on the latter. The guiding function is aimed at developing the student’s ability to find their bearings in the educational information space (learning methods of information search, use and transfer). The presenting function involves introducing the student to various opportunities for action in the space in question

and methods of action. The function of educational support is designed to promote the student's advancement in education and to adjust his/her individual educational path. When learning takes place in an educational information environment, educational influences involving the influence of the personality of a teacher on a student are different. They are less pronounced, but do not disappear completely. Where a part of the teacher-student communication is virtual (a student can make his/her homework and send it by e-mail to the teacher; a problem can be discussed on a forum, etc.), the nature of communication will be different from that in real life: it will be free of mimicry, gestures and expressions of the eyes of the teacher, and the emotional manifestations will be smoother – the genuine expression of emotions cannot be replaced by emoticons and words. The developing function changes mainly due to the fact that the student becomes a fully legitimate actor of his/her own learning activity and therefore develops as an actor undertaking responsibility for this activity. The student determines axiological and semantic aspects of the cognition of the world, and makes personal choices to shape his/her individual educational path. Therefore we can say that the developing function of the learning process touches upon the personality of the student.

Organizing learning in an educational information environment makes didactic principles change.

First of all, there is a paradigmatic principle, i.e. the leading principle which determines the main direction of educational activity: *the principle of organizing students' activities in an educational information environment*. In the first place it shows the existence of the educational information environment and captures the student's activity in educational support provided by the teacher. As mentioned above, the teacher's leading position changes. Figuratively speaking, the teacher no longer leads the students, but instead helps them to move on their own (showing the way, supporting, prompting and guiding). If this principle is missing from the system of didactic principles, then learning in an educational information environment is no longer specific.

The content of the *principle of scientific rigor* changes from the notion that knowledge learned in school should meet requirements of scientific rigor (disciplines such as ufology, astrology and numerology are not taught in school) to the one that the students should be able to be critical of information they obtain in the information field (outside the school) and be able to distinguish between scientific and pseudo-scientific knowledge. Moreover, the methodological aspect of the learning process is enhanced, because you have to know methods of obtaining knowledge to be able to obtain it yourself.

The principle of systematic approach and consistency in learning the content of school subjects is replaced by the principle of systematization. Students receive information from different sources. Information is neither structured nor systematic and lacks consistency in the way it is received. Moreover, information may be unscientific, mundane or pseudoscientific in nature. No matter how the teacher seeks to present new material in a systematic and consistent way, he/she has to take the real situation into account and deal with the concepts already developed by the students. The teacher's main task is to systematize students' knowledge, arranging disparate data into a system.

Didactics of the information society also know *the principle of visualization*: the learning process still features natural visualization in the form of verbal images, illustrations, schemes and symbols. All these kinds of visualization are supplemented by IT-based interactive visualization enabling students to do certain things that cause a respective change in the interactive visualization.

The principle of consciousness remains unchanged for the learning process in an educational information environment. It is known that in order to be learned, an act needs to be done consciously. Moreover this enhances the reflective component of the students' activities, because when organizing their activities by themselves they have to understand what they do, why they do it, in what sequence, and how to improve their acts.

The principle of accessibility is somewhat different in the information society. Certainly, information obtained through learning and becoming knowledge should be accessible to students and match their individual and age-specific characteristics. At the same time, the learning process should take into account specific features of a person's personality, which are determined by the current socio-cultural situation, such as "clipping consciousness", pragmatic orientations of young people, etc. Therefore it is reasonable to transform the principle of accessibility into the principle of taking into account individual and age-specific characteristics of students.

As already noted, the principle of activity of students under the guidance of a teacher is transformed, too. There are two equal partners who interact in the educational process. These are a teacher and a student. Thus we can introduce the *principle of subject-subject interaction*. Whereas in the traditional learning process, the teacher sets a goal, designs and creates a problem-based situation, and regulates and directs activities of a student, in an educational information environment students set cognitive problems, choose methods of solving them, and solve them by themselves. Clearly, the teacher will help, consult and prompt them. It is possible that basic knowledge of a problem will be acquired by a student through direct communication with the teacher. This will save the student's time and will enable students to search for necessary information independently and efficiently. The principle of subject-subject interaction does not exclude the teacher from the learning process, but emphasizes the active role of the student.

It is reasonable to supplement the above set of principles with the *principle of variability of learning*, the emergence of which is driven by the redundancy of the educational information environment. Acting in an educational information environment, every student achieves the required educational outcomes (as set by standards), while following their individual educational paths. The principle of variability of learning means that the educational content has both invariant and variable components. The purpose of the invariant is that a certain basic content which will serve as a starting point for "immersing" students in the information space must be identified. What aspects of the material being learned are to be expanded and learned to a deeper degree will be decided by the students themselves, when acting first in a dedicated educational information environment and then in an educational information space. Thus students will design a variable part of the educational content based on their cognitive needs and interests.

Organizing the learning process in an educational information environment in school

Let us discuss how the learning process is organized in an educational information environment in the secondary school system.

Based on analysis of a few classes which used means of an educational information environment in different secondary educational institutions, we can note that using information and telecommunications technology in class: (a) enhances the visualization of material explained by the teacher, because it's possible to widely use illustrations, animation and virtual demonstration of experiments; (b) contributes to the creation of emotional disposition necessary for the perception of the educational material through visual and auditory impact of multimedia; (c) extends opportunities for creating game situations in the classroom and allows for the use of computer-based didactic games; (d) enables immediate feedback by showing to what extent the task is completed by a student correctly; and (e) reduces the amount of routine work (writing tasks on the blackboard) and increases the pace of the class.

Most of the classes visited used Microsoft Office PowerPoint presentations. The use of this application helps structure a class and clearly identify its individual stages. In the overwhelming majority of cases, teachers are quite skillful in using the application in didactic terms, displaying the main things to be memorized by the students and using a multimedia approach with photographs and music to accompany a narrative about a poet to create a certain emotional disposition. In none of the cases did the computer presentations become the core of the session, with the teacher just reading the text displayed on slides. This was the case when teachers just began to use presentations in the classroom. Presentations have no distracting effects, such as outstanding letters in headings, rotating words, etc. Presentations enhance the visualization of the material being explained. For example, when studying the hydrosphere in a natural science class in the 5th grade, the teacher shows photographs of rivers, lakes and glaciers. The same pictures could have been shown without a computer, for example, by using an overhead projector or by carrying an illustration across the classroom, but we understand that this is a "stone age approach", while the computer makes teaching more effective and telling.

When working with dictionary words in elementary school, the teacher displays a word with missing letters accompanied by a bright picture, such as "T.m.to" (and a colorful picture of a tomato) or "C.bbage" (and a picture of a cabbage). When checking the spelling, the missing letter is displayed in red by clicking the mouse. Elementary school pupils mainly use eye-mindedness; therefore a vivid picture serves as a supporting factor for memorizing the correct spelling of a dictionary word. ICT is helpful in using didactic games or game-based arrangement of a session. For example, in a Russian Language class in the 3rd grade, the teacher offers the following game situation: "A princess has sent you a letter saying that she is imprisoned by an evil magician. The letter has a map which we will use to rescue her". The map of a fairyland with the Dictionary Mountains, the Island of Homogenous Parts of the Sentence, the Content Bay, etc. is

displayed on the screen. Pupils perform tasks by “moving” through the map to finally “free” the princess.

The classes also featured presentations made up by students themselves. Certainly, before using a presentation, both the teacher and the student worked on it together to add captions in German to the slides. Textbook applications also contribute to the effectiveness of a class. For example, in a Chemistry class students perform tasks such as finding a correspondence, or putting down chemical equations. The use of an interactive blackboard provides for immediate feedback: having completed a task, the student clicks the Ready button to immediately see whether it has been completed correctly. The amount of routine work is reduced – whereas in the past the teacher had to put down the task on the blackboard or make handouts for students, now the task is displayed on the screen.

When asked about changes in the amount of preparation for lessons, the teachers told us the following: “The initial preparation takes much time: you have to find material, in particular by searching the Internet, and process it and exclude unnecessary content, because the material is too abundant and different in quality. But the amount of preparation decreases when the same lesson is delivered the second or third time. You already have lesson notes, a presentation and tasks for consolidating material and evaluating to which extent it has been learned. Certainly, you may want to make some adjustments, but this does not take much time.”

By analyzing the classes visited and opinions expressed by the teachers regarding the use of information and communication technology in the classroom, we can conclude the following: schools currently have sufficient capabilities of using ICT in the classroom. According to teachers, the positive effects of the use of ICT in the learning process include the following: (1) the use of ICT enhances visualization and provides a better image of the object being studied; (2) the use of ICT allows for more efficient differentiation of the learning process: some students can use the computer to complete simple exercises, while others can perform more complicated tasks (if a set of computers is available to a class). The same can be done without computers, but it is less convenient. In this case, the teacher has to print out individual tasks and hand them out to students; (3) ICT enhances motivation for learning. Students are more motivated to perform a task using modern facilities. If students have an option either of finding information on the Internet or reading a textbook, they are more eager to search the Internet.

Also, teachers have identified the following problems arising from teaching in an educational information environment: (a) the enhanced visualization provided by ICT has both positive and negative effects, because it can prevent students from developing their imagination, fantasy and creativity. The same problems are typical of using traditional visualization means, but the use of ICT makes the problem more acute, because more illustrations for the learning content are available; (b) logical thinking is not developed adequately, but instead imaginative thinking is developed more actively because of the visualization opportunities provided by electronic resources. Hence, additional efforts to develop logical thinking have to be exerted; (c) monologue speech is affected. Students have difficulties expressing their thoughts. This is largely due to the inadequately developed logical thinking, because coherence of speech is not developed, while it is required for a

monologue. Moreover, the screen culture, in which children don't read much, results in limiting their vocabulary; (d) learning in an educational information environment requires different textbooks. If students are to find their bearings in the environment, to obtain information and work with it on their own, they should be taught to do so. A new generation of textbooks should primarily aim at teaching students to obtain knowledge by themselves rather than at merely transferring knowledge; (e) teachers should create their own educational information environment for their subject where the student will act to master certain methods of work and operations.

The study has shown the impact of the educational information environment on the capabilities of educational technologies used by schools. We have taken into account that understanding learning technology involves the following: a special structure of educational material; manageability of the learning process; opportunities to assess goals, i.e. tools enabling recording the achievement of a goal; a certain set of techniques, operations and sequence of action of the teacher and the student; and reproducibility. What we mean by *learning technology* is a well-structured set of actions of both the teacher and students which is more likely to achieve a clearly defined goal. Educational technologies may include project-based activities, module-based training, learning in group settings, situational analysis, case studies, game technologies, Web quests, distance learning, heuristic telecommunications competitions, Wiki technology, development of intellect cards, etc. We can see that some technologies – information and communication technologies (ICT) – cannot be implemented without computers. Other technologies can be implemented without ICT.

By matching educational technologies against opportunities which their use provides in an educational information environment, we can identify three groups of technologies: (1) educational technologies that, when used in an educational information environment, do not change their essence, but become more convenient to use (for example, in an educational information environment, module-based training can be provided with more efficient assessment of goal achievement); (2) educational technologies that, when used in an educational information environment, provide a wider range of influences on the developing personality of students (for example, project-based training delivered based on the capabilities of the environment involves information search, networking, and contribution to the project from remote access users); (3) educational technologies that can only be used in an educational information environment (Wiki technology, Web quests, distance learning, telecommunications heuristic competitions, etc.).

Attending classes has enabled us to conclude that teachers place an emphasis on the use of presentations, didactic games, and control and practice tasks from electronic applications in textbooks, but they lack the realization of the need to develop in students skills for self-guided cognitive activity in the educational information environment. Moreover, there is a negative trend where the decision on whether or not to use ICT is made based on the capabilities of a technology rather than on a didactic need. Presentations then appear in Physical Training classes to show secondary information, which takes some time from the class which could have been spent to drill physical skills. The learning content is

unjustifiably extended due to vivid illustrations and captivating didactic games which are not only not helpful in learning, but even hamper it.

Today, schools actively create their educational information environments. They should meet a number of requirements, and in particular be multi-functional, holistic, module-based, multi-actor and multi-level. A multi-functional educational information environment involves the following functions: (a) scientific and methodological support of the educational process (development, storage and use of curriculum, guidelines for conducting classes, scripts for lessons and extracurricular activities, didactic materials, etc.); (b) creating databases of the educational institution, including results of monitoring the quality of the educational process, electronic diaries and electronic class registers. These are necessary for an internal and external evaluation of the school's performance and for informed decision making; (c) educational support of the learning process (provision of lesson-related materials, additional information for those who are interested, additional materials for preparing for tests, final state attestation, etc.). Arranging for distance learning for those children who cannot visit an educational institution for health reasons. Creation and organization of work in subject-specific educational information environments; (d) arranging for virtual communication of team members of an educational institution (on forums with parents, between teachers, between teachers with students, and between students). Capabilities of the educational information environment are used to involve parents in the educational process of the school, improve their educational culture, and discuss important problems in the school's life; (e) accumulation and dissemination of teaching experience. Improvement of teachers' skills; and (f) public relations, developing a positive image of the school.

The holistic nature of the educational information environment is associated with the need for information support of a holistic educational process where the educational information environment has to enable its normal course in an educational institution. At the same time, the holistic nature is presented in unity with the module-based approach. Based on the functions performed, we can identify the following modules: research and academic support of the educational process, educational support of the educational process, monitoring the quality of education, etc. The requirement for multi-actor focus of the educational information environment reflects its capability to cater to various actors of the educational process, such as students, their parents, teachers and administrators. The environment may be structured in such a way so that every actor uses their own part of the environment. For example, parents receive information about events occurring in the school, performance and homework of their child, but do not receive information about administrative acts of the school administration, accumulation of methodological experience of school teachers or results of monitoring the quality of the educational process as a whole. The requirement for the multi-level structure of the educational information environment is associated with the development of different environments: an educational information environment of a particular educational institution (with environments of particular teachers or methodical groups within it), an educational information environment of a municipality, district, city, region, country, etc.

Educational information environments are being actively created in different educational institutions at present. Let us try to imagine what can comprise the educational information environment of a school, and what will serve as its information hubs. In doing so we would take into account the above listed functions and modules of the educational information environment.

The modules of research and academic support and educational support of the educational process include various documents that govern the educational process (national laws and regulations, the school's Charter, an educational program, curriculum, textbooks and learning aids). All these are available on the school's website, at its library, as well as in various electronic libraries to which both teachers and students have access. In some schools, teachers make electronic educational materials (lecture texts, different sets of practice and test exercises). Students can always refer to them – either if they missed a class or did not fully understand the learning material in the classroom. The same module may include video conferencing, virtual roundtables, teleconference bridges, and teachers' consultations by email, in chats, forums and by Skype. The module will also include subject-specific educational information environments created by teachers.

Databases run by an educational institution: the current number of students, the number of graduates by year, performance of graduates at final state attestation, results of monitoring the quality of the educational process (the knowledge quality, results of external and internal control over the educational process, lists of competition winners, etc.). Information about the staff of the educational institution.

The module of presentation of an educational institution and creation of its positive image in society. This includes various news on the school's website, photographs and videos, information about competitions won by the school, its teachers and students, testimonials about the school from students and parents, various polls and electronic voting. Let us note that the main modules include research and academic support of the educational process, educational support and monitoring. As will be shown below, the same modules are typical of an educational information environment of a higher education institution.

Information hubs of the educational information environment of a school include its website, library (including an e-library) and different media (school newspapers, magazines and information boards). In addition to general informing functions, the information hubs of an educational information environment play a navigation role, guiding the users in their search for necessary information.

Information resources offered to teachers and students are mainly aimed at supporting the educational process. They facilitate the teacher's work and render it more effective. Less attention is paid to the development of educational information environments designed to develop skills in managing information, self-guided work of students, self-guided learning of those elements social experience that are not covered by basic education but are of interest to students. These educational information environments have to appear in schools in the near future, since these are needed by both students and teachers. We can assume that these will be subject-specific educational information environments containing material selected and structured by a teacher to ensure the development of skills in managing

information. These dedicated environments not only contribute to training, but also provide information security of students. Many educational web pages available on the Internet have contextual information (which is rather obtrusive to pay attention to) being in conflict with the school age (such as offers of sexual services, improvement of the quality of sexual relationships, etc.).

Building and using educational information environments in higher education

Let us discuss educational information environments in higher education institutions. First of all, let us note the specific features of learning in a higher education institution that have the main impact on the nature of the educational information environment: (1) the main purpose of higher education is to train specialists in a specific profession or a group of professions, with professional education being in the foreground; (2) professional education requires that a competent specialist be trained by developing their professional competencies; (3) in higher education (as compared with secondary school), the amount of self-guided work by students increases dramatically; (4) professional education provides more opportunities for choosing a specialty area and hence building individual educational paths.

Literature on pedagogy offers results of a rather large number of studies in theory and practice of building and using educational information environments in higher education institutions. An educational information environment of a higher education institution involves a few modules: educational information resources (materials for administration, educational information, testing and assessment); the environment of interactions (organizing the learning process, free communication, including between students); freely available educational resources. A student interacts with the environment through the following types of academic work: tele- and video conferences of lectures in network classes; presentations; hands-on and laboratory classes, in particular in virtual laboratories; conferences of a study group, informal communication between students when learning a discipline using email and telecommunications, consultations for individuals and groups; offline and online test activities [4]. Educational information materials include paper and electronic textbooks, learning aids, computer software, practical laboratory courses and other materials for managing self-guided work of students.

When discussing the educational information environment of a technical university, L.N. Kechiev, G.P. Putilov and S.R. Tumkovsky analyze the structure and composition of the existing educational information environments at the Global Networking Academy and the World Lecture Room. They have established that these educational information environments are built around the principle of a module-based approach, where an individual course is presented as a complete module in a narrow subject-specific field that is not linked with other courses, reference material, etc. A shortcoming of this approach is that the presentation of a branch of knowledge is not holistic; there is neither a common interface nor a differentiated system for navigating through the course to take into account different ways of advancing learning the educational content, going over it and

preparing for exams. Based on didactic traditions of the Russian education system, the authors suggest that an educational information system should be built around a disciplinary core which represents a full range of disciplines in a respective specialty (a hypertext document integrating information in individual disciplines). In addition to the disciplinary core, the educational information environment also includes a reference database, interactive components of academic support, and a unit for maintenance and administration of the educational process. Management of the learning process can implement different models: (a) a liberal model where a student or a group have access to all or part of the educational material in their specialty and they are provided with methodological advice; (b) a conservative model where a student or a group are provided with material in small portions; and (c) an adaptive model which takes into account personal characteristics of a student where he/she follows an individual schedule based on the level of attainment, the pace at which material is learned, etc. [5].

Pedagogical literature (A.A. Andreev, E.G. Skibitsky, V.I. Soldatkin, A.G. Shabanov) identifies three types of environments: (1) environments aimed at delivery of knowledge. These environments use a cognitive approach which is based relying on the internal structure of human knowledge, systemic and structural properties of disciplines being learned. These environments can be either open (where the teacher replaces components of the environment at his/her own discretion) or closed (where no interference from the teacher is possible); (2) environments aimed at self-guided acquisition of knowledge. These environments proceed from the notion that learning is an active process where the learner acts as a designer of his/her own knowledge and the design process is based on both the current and past knowledge. Learning in such an environment supports constructive efforts of the learner in self-guided learning of knowledge and skills; (3) mixed environments where the distinction between the first and second types of environments is blurred, with both approaches being integrated. These environments both serve as a source of academic knowledge in a particular field and provide a highly structured environment for organizing different forms of self-guided work.

Let us note that in most cases higher education institutions create subject-specific educational information environments of the first type by implementing the cognitive approach. The environments of the second type are more innovative and relevant to requirements imposed by society on the system of education, but they are only just beginning to be developed. The translation function of the teacher in managing education in an educational information environment of a higher education institution is replaced by the function of organization and management of the learning process.

If we compare educational information environments in higher education institutions with those created in secondary education institutions, we can identify a few differences. First, educational information environments in higher education institutions are much more developed than in secondary education institutions. Perhaps, this is due to specific characteristics of higher education which involves a high level of self-reliance of students and hence the need to provide resources to be mastered. The development of professional competence requires that situations

be designed to go beyond the learning process and thus enable students to solve quasi-professional and professional problems, which means that they will act in a specially created environment. Second, higher education institutions have more opportunities to organize a variable educational process. The establishment of an educational information environment enables learners to use its resources to build their own educational paths to include elective courses in addition to compulsory ones. Special hardware makes it possible to track as students advance along their selected learning paths and adjust them as required. Third, age-related characteristics of students in higher education institutions allow for expanding the range of forms for the organization of educational activity through interactions between participants of the educational process in the educational information environment (virtual conferences, seminars, Wiki technology, forum discussions, etc.). Fourth, distance higher education requires that distance-learning technologies be widely used, and these are implemented in the educational information environment.

Specifics of textbooks in the context of an educational information environment

Speaking of learning in an educational information environment, we would like to dwell upon specific features of the content and structure and changed functions of a textbook. The discussion below will apply equally to textbooks used in both secondary and higher education. It should be noted that the vision of a textbook has changed as didactic knowledge has developed. First, the textbook was seen as a book setting out the content of a school subject within a strict framework [6, p. 25]. Later it became to be perceived as a mass educational book setting out the subject-specific educational content and defining work methods designed for compulsory learning of material [7, p. 12].

V.P. Bospalko defined the textbook as an integrated information model which reflects and enables the practical implementation of four elements of the pedagogical system: learning goals, description of the learning content, selection and development of didactic principles, and focus on certain organizational forms of training [8, p. 25].

In the culturological concept of educational content developed by a team of scholars led by V.V. Krayevsky, I.Y. Lerner and M.N. Skatkin, the textbook is seen as a scenario of the learning process which includes not only a certain educational content, but also methods for learning it using specific means. According to I.K. Zhuravlev, textbooks are a meaningful program of learning activity expanded in time and space and built as a consistent approach to the achievement of subject-specific goals using didactic means for managing the cognitive activity of students and organizing the learning process [9]. The expanded concept of the textbook evolved due to the expansion of the functions it performs in the learning process: from informing students to a number of other functions, with the main one being directing the cognitive activity of students. Furthermore, there are functions of transformation, system creation, consolidation, self-control, self-education, integration, coordination, individualization and differentiation of training and some others. In the context of the class-and-lesson and lecture-and-seminar systems,

the textbook is given one of the central roles. Recently, the learning process has been using a learning package instead of just a textbook. In addition to a textbook, it includes a reading book, a collection of problems and exercises, printed teaching aids, teaching handouts, a printed notebook for self-guided work of students, a linguaphone course, reference books, books for home reading, etc. When the learning process is organized in an educational information environment, the learning package may also include electronic learning aids, CDs, DVDs and educational portals on the Internet.

All this causes the expansion of typology of textbooks and change in the hierarchy of functions. Textbooks that set out information in a systematic and consistent way and represent a scenario of the learning process are supplemented by navigator textbooks whose main function is to organize the learning process in the educational information environment. A textbook (as well as a teacher) is no longer the main source of information – information comes to students from all sides. A textbook should help systematize the incoming information, and teach the students to receive, process, use and treat it critically. The main function of a navigator textbook is to manage self-guided learning activity of students. Let us note that the basic learning material, without which it is impossible to organize self-guided activities of students, is presented in a navigator textbook in a concise, clear and structured manner. This represents the minimum of learning material, but shows ways and methods for obtaining information to broaden and deepen it.

New learning means also include electronic textbooks. These are defined by L.H. Zainutdinova as multi-purpose educational software systems that ensure the continuity and completeness of the didactic cycle of the learning process [10]. An electronic textbook provides theoretical information and conditions for training activity and knowledge control. It enables information search, mathematical and simulation modeling, including computer visualization. What makes electronic learning aids (textbooks in particular) specific is that they have hyperlinks: specially formatted texts (hypertexts) or images that contain a hidden address of another resource and make it possible to reach it. Thanks to this, material is unfolded in a non-linear way, the depth of learning can be changed and hence individual paths for learning the material can be designed for students. Electronic textbooks are multimedia, using video clips, audios, good quality illustrations, schemes, tables and animation elements. Thus, an electronic textbook can provide the simultaneous transmission of different types of information. In an electronic textbook, many processes and objects can be presented in their development and in the form of bi- and tri-dimensional models.

Being interactive, electronic textbooks enable feedback between the information user and the source, and on-demand delivery of information to students. Interactive interactions involve immediate visually confirmed response to an action or communication. For example, by clicking a mouse you can gradually “remove” layer after layer of the object being studied, revealing its structure in a visual way. By moving the cursor to individual elements of a scheme of a device, a student can see their names and descriptions of functions. Thanks to this the scheme need not to be initially overloaded. Having solved a problem, the student can visually see the result (movement of a car whose speed was calculated or operation of an electric circuit designed by the student).

Electronic textbooks have much fewer limitations with regard to the scope of material than paper textbooks. The more information a paper textbook contains, the more difficult and inconvenient it is to work with. Didactics have different means to enhance students' interest in learning from working with an educational book. These include the problem-based manner of presentation; the use of excerpts from popular scientific literature; reliance on life experience of students; the use of proverbs, riddles and anecdotes from lives of scientists; demonstrating how the material learned can be used in practice. But this is the material which is excluded from a textbook to unload and reduce it in volume. In an electronic textbook, the above listed means can be presented as hypertext, which will make it possible to enhance variability of learning and enrich the learning content to cater to the student's demands.

A series of learning aids titled "Sfery" published by Prosvetscheniye publishing house could be referred to as a learning package of a new generation [11]. The learning package includes a textbook, a simulation notebook, a hands-on notebook, an examiner notebook, teacher guidelines, and a CD disc. The "Sfery" learning package does not provide a scenario of the learning process. Instead it is a construction kit for building an individual educational path for every student. It can be referred to with certainty as a new-generation learning package.

An interesting example of managing the learning process in an educational information environment is provided by activities of Teleshkola non-profit partnership [12]. Model lessons are available at the school's website. These learning materials cannot be described as electronic textbooks. These are, in fact, distance lessons. But they also can be seen as learning materials for self-guided work of students. It is interesting to analyze these materials to identify how the cognitive activity of students is managed when it is done not by a real teacher, but by his/her electronic representative. A lesson begins with a key question which is of interest to students and shows the significance of the material to be learned. A problem is set and a problem-based situation is designed. Students can express their own opinions, but they need scientific knowledge to make if sufficiently substantiated, hence they have an incentive to learn the topic. The lesson plan, general recommendations for learning the material and a glossary of concepts and terms are shown on the margins. Before learning new material, the previously learned content that is necessary for understanding the new one is updated. The new material is presented in the form of a lecture with the wide use of animation. Additional information is offered to students using hyperlinks. The margins have material under the heading "Do you know that..." which is catchy and arouses situational interest. The text of the lecture is divided into fragments. In the course of the presentation, students are asked to complete "Test Yourself" tests accompanied with a facility for sending an answer to the teacher. The text also has material under the heading "Nota Bene", which can only be opened by a click of the mouse, i.e. the student will not be distracted by this fragment.

Clearly, these learning materials represent a scenario of a lesson and include mechanisms for both direct (general guidelines for learning the content of a Web-based lesson) and indirect (issues of concern, questions for reflection, "catchy items") management of the student's cognitive activity.

Digital teaching and learning aids are currently being actively developed. A problem here is that their development does not sufficiently rely on didactic and methodical requirements, which sometimes results in errors in the presentation, suboptimal complexity of the material learned and insufficient opportunities for complete learning of the content.

We have discussed the issues of building an educational information environment and organizing the learning process therein at the level of secondary and higher education, and have identified both general and specific aspects. In conclusion, let us note that the issues of learning in an educational information environment are currently most relevant and to a large extent determine the directions for the development of didactic knowledge.

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MANAGING AN INNOVATIVE ENVIRONMENT BASED ON THE INTERACTION BETWEEN EDUCATION AND SMALL BUSINESS

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Introduction

Prerequisites for the successful development of small business include private property, stable economic and social policies of the government, a well-developed infrastructure for small business support, and the development of flexible market mechanisms for enhancing the business activity of entrepreneurs, primarily through the continuous improvement of their qualifications and continuing self-education. A small business may be referred to as “innovative” if it uses new knowledge and continuously improves the educational capabilities of its staff. A major prerequisite for the development and operation of a national innovation system is the interaction between innovation players: small businesses, universities, research institutes, laboratories, industrial enterprises, organizations of developers and entities of the developing socio-cultural infrastructure. These interactions should be mutually beneficial for all participants in the innovation process. This mutually beneficial cooperation should be based on the need for continuous improvement of education and for information exchange, i.e. the development of the demand from small businesses for a continuing educational process. The most efficient approach to the education process in the small business system is to build clusters with a university acting as the core educational base for innovation by small businesses. The cluster-based approach is seen as one of the tools for the intensification of socio-economic development [1]. As a sustainable partnership between related organizations and individuals, a cluster takes into account the positive synergistic effects of regional agglomeration. The cluster-based approach is one of the important areas in the development of a national innovation system, which is driven by developing the need for and capability of continuous education in small business practices.

New approaches to improving the system of staff training for small businesses

Identifying and implementing unused or insufficiently used economic and social factors for the growth and development of the economy are currently among the priority challenges. The top factors here are the labor, and professional and qualification potentials. Let us discuss some of the current aspects of this problem, both traditional and at the same time ever-new, which is due among other things, to the inexhaustible nature of the growth in effectiveness of productive labor resources, as new needs and opportunities to satisfy them are discovered and evolve. As a process of creation and accumulation of labor, professional and qualification potential, on the basis of knowledge, skills, abilities and competencies for pursuing the constantly developing professional activity (i.e. in a certain specific profession), education (in particular professional education) appears to be continuing in nature. Its development is continuing comparably, first of all thanks to the qualitative growth of both professional and activity-related competencies, and the effectiveness of work in general. The continuous improvement in performance (first of qualitative indicators) is a basis for sustainable development of the economy and social fields.

The continuity of professional education (according to the new law “On Education in the Russian Federation” [14] has two main forms: secondary and higher professional education, with the latter being further divided into the training of bachelors, specialists and higher qualification staff) involves continuous improvement and development, taking into account both personal and public needs. A priority step in the development of professional education today and in the near future (at least until the year 2015) is to develop professional standards in the main professions (or groups of professions). According to the mandate of the President of the Russian Federation, at least 800 professional standards should be developed until 2015. Given that there are many thousands of blue collar professions and white collar jobs in various sectors of the national economy, the “professional standardization” of labor in Russia may take as long as until 2025.

To implement the Presidential Decree of May 7, 2012, in late 2012, the State Duma adopted an amendment to the Labor Code of the Russian Federation to introduce the concepts of “professional standard” and “qualification of a worker”. According to the amendment, “professional standard” is a qualification characteristic of a worker required to perform his/her professional activity. In turn, “qualification of a worker” is defined as a level of his/her knowledge, abilities, professional skills and experience [2]. Professional and qualification certification of activities and professions and modernization of the existing professional and qualification characteristics (along with working conditions and workplaces) in general involves the relevant innovative modification of the content, composition and structure of educational standards for training, professional development and retraining of workers, employees, and managers. Obviously, all these processes have always existed, being interrupted only in periods of economic downturn or reforms, as happened in particular, during the “radical change” in the country in the 1990s, only to resume in largely brand new processes of continuing development, which we are witnessing at the moment. What currently makes these processes

different is that the problem of improving the effectiveness of the economy is focused, as never before, on the radical qualitative change in the nature, structure and content of the workforce – in the aggregate of its establishment and formation: from human resources to human capital on the one hand. On the other hand, equally profound change is planned and increasingly implemented in the use and professional and qualification potential of staff for the comprehensive modernization of production and its innovative transformation in order for the continuity of the unity of technical, technological, professional and educational processes, to ensure the sustainable development of economic processes. What is meant here is the creation of the required environment, in particular technical, technological and organizational conditions, as well as financial and moral incentives for innovative production.

Today, we are widely aware of large-scale modernization and innovation transformations, in particular in the system of professional education, mainly in respective educational institutions. In our opinion, very little attention is being paid to the role and development of the existing production in a sub-system of professional education or professional training, which is designed to maintain the processes of continuing professional development of staff and timely retraining of redundant employees. Given the scale and strategic importance of the processes, meeting the challenges of staff modernization appears to be very significant, both for the production sphere and for the system of professional education. What is necessary to prepare in advance is not only teaching and learning facilities based on lists of promising professions for the labor market, but also respective jobs. All of this should encourage workers to receive extra training, retraining, and other forms of professional education. From this perspective, the assertions of the new Law on Education, according to which additional education (item 14, Article 2) and professional training (items 1 and 4, Article 73, Chapter 8) do not increase (change) the level of education, seem debatable to us. This issue is also quite important, in particular for promoting the professional training of staff for small businesses, which should grow in numbers and improve their performance based on the national economy's development strategy. However, no professional education institutions train entrepreneurs or staff for this sector of the economy. Small businesses usually employ people who have learned something somewhere about the multiple peculiarities of small business (including its organizational, financial, legal and other dimensions). Knowledge, skills and abilities related to this work are most frequently acquired from different workshops, courses, etc. It is to a large degree insufficient training of staff engaged in small business, especially in industrial and innovation production, that hampers the performance of this sector of the economy. We believe that the challenge could be successfully solved by professional training as part of professional education, by using the existing wide opportunities for people of different age groups to gain professional competence using professional training, retraining, and professional development programs for blue collar professions and white collar jobs by mastering specialized educational programs of secondary professional education. In this case, professional training can be provided by educational organizations, including training centers. It is important that professional training of this kind gives entrepreneurs and their employees the right to increase their level of education based on successful

training – especially when it comes to obtaining a new blue collar profession or a white collar job, as well as competencies in small business. However, as mentioned above, this is not accepted by the legislator [14].

The development of professional standards and educational standards for relevant professions and occupations will solve a number of issues critical for the efficient use of graduates in the professional education system. Firstly, a scientifically and practically substantiated approach to selecting professions and occupations that are of top priority in economic and social terms is established as early as at the stage of development of a professional standard, including functionally substantive characteristics and qualification requirements from employers. Secondly, an educational standard, empowered by which graduates enter the labor market (i.e. the employment space controlled by employers), contains (or should contain) counter demands for employers in terms of conditions for the efficient use of young specialists that are generally recognized and included in the professional education standard. First of all, jobs at enterprises (in organizations), including working conditions and work safety, should match the staff training level and quality (qualification). As the generally most important indicator of working conditions in the broader sense of the word, remuneration is determined by the labor market, while an educational standard can only have an indirect influence, in particular when a young specialist is evaluated by an employer.

Thus, professional and educational standards not only serve (or, to be more precise, should serve) as the key means (method) for balancing the demand for and supply of skilled workforce in the labor market, but also, most importantly, the relationships between them act as a mechanism for the ultimate improvement of the quality of staff training within the system of professional education. This also manifests itself in that a continuing system of professional education in this context is much less criticized by employers for training the wrong specialists or specialists of substandard quality. In turn, the system of professional education can assess whether the level and quality of training are in line with the level and quality of technical, technological and other conditions of work offered by employers to graduates in terms of educational and professional standards, and this is very important for the efficient use of young staff. It is well known that not everything is balanced, and often it is not due to the fault of professional education but rather because of an insufficiently high level of technical and technological facilities for production and work. In particular, this is evidenced by high rates of wear and tear in the national economy. Over the last ten years, the wear and tear rates have increased to reach 45.7% in 2010 (2000: 43.5%). At the same time, investments in buildings and structures increased (from 40.4% in 2005 to 42.6% in 2010), and investments in machinery, equipment and vehicles (i.e. the most actively used components of plant and equipment) decreased (from 41.1% to 38.6%, respectively) [13].

It should be expected that new approaches both to the development and implementation of professional and educational standards, and to the use of the resulting professional and qualification potential of the workforce necessary for the growth in productivity, will force Russian businesses to be more active in upgrading plant and equipment, including workplace infrastructure, on an innovative basis.

The current program for the creation of 25 million highly technological and acceptably paid jobs by the year 2020 will make an important contribution to meeting this challenge. The continuity of this work is organically linked to the respective processes in professional education institutions. In order to improve the system of staff training for small business, the Concept of the State Policy for Support and Development of Small Business in the Russian Federation provides financing for a system of additional education and retraining of staff of both state and non-state entities in the basics of small business entrepreneurship from the state budget. Other measures in this area include coordinating Russian and international educational programs in the field of small business, as well as academic, information and consultation support of their activities. Unfortunately, the concept does not provide for positioning web-based training with the use of educational information technology as an independent and self-sufficient form of education [7, p. 141–144]. Due to the specifics of working in small business, employers and their staff need to be highly qualified for completing a rather large number of jobs, either in one or several professional fields, in particular in the development of innovation, because the activities of a small business entity are usually not clearly differentiated. Small business entities demand highly skilled middle-ranking specialists who, in addition to organizational and managerial skills, have sufficient knowledge in their field, enabling them to be directly involved in production, marketing, and most importantly innovation, thanks to which small business is a driving force of innovative development. Thus, on the one hand, professional education is aimed at training specialists to work in the context of the division of labor. On the other hand, small and medium-sized business requires that specialists be trained to have competencies enabling them to combine technological, managerial, entrepreneurial and innovative skills.

The strategy of workforce replenishment for small and medium-sized businesses requires brand new approaches to managing the educational process and ensuring the quality of training of staff for small businesses, first of all on the basis of a new form of education: web-based training with the use of educational information technologies. The new form of education – web-based training with the use of educational information technologies – is understood by us as the full use of the advantages of distance learning, where personal contacts between the teacher and the learner are supplemented with remote learning through online video communications, with the use of modern sources of new knowledge in the form of communication on dedicated educational and information forums, including social networks, online testing, etc. [7, p. 141–144].

Youth entrepreneurship is a rather complex sector which requires serious attention from the government authorities [6]. Properly arranged support of this sector will ensure the development of small business as a whole. A large number of young people in many regions of Russia are not in demand by the national economy. A significant number of young people are quite active in business, but due to the lack of a real mechanism for supporting youth entrepreneurship, including professional education, the majority of initiatives are discontinued within the first few months. Young entrepreneurs have a dire need for quick training in the fundamentals of business, in particular with the use of web-based educational technology. The lack of natural mechanisms for adapting to the high volatility of the

market is compounded by the lack of such mechanisms in education and self-education, including those for small business of youth.

Regardless of everything said above, youth entrepreneurship in Russia currently enjoys very good prospects, but this requires considerable change. The government policy for the development of small and medium-sized business, in particular with respect to youth, should be refocused to rely on priorities of the use and promotion of the Russian national mentality and to take into account Russian traditions in business.

Managing the creation of an innovative environment on the basis of interactions between educational and business entities

A survey undertaken by Gesellschaft für Konsumforschung (GfK) shows a very high willingness of Russians to start their own business, which exceeds the business potential of the Europeans (72 % in Russia against 69 % in Europe) [6]. But despite this rather high willingness to engage in business, there are not so many Russians wishing to start their own business who do dare to do so. The main reasons behind this include a lack of necessary information about government support and knowledge of dedicated programs offered by financial institutions to small businesses, as well as a lack of information about the various forms of regional and municipal financial support and about programs for financing innovation projects (in the form of grants, venture companies, etc.), etc. In short, the country faces a kind of information vacuum regarding the existing financial tools to ensure the formation and development of small business, especially small innovative business. Russians are also reluctant to engage in business because the risks are very high, and there is currently no system for managing them. "I find it necessary to expedite the introduction of a modern system for managing professional risk", noted the President of Russia Dmitry Medvedev at a meeting on problems of workers, held in the spring of 2011 [4].

The establishment of a system for financing the innovation process involves, in addition to the creation of financing mechanisms and a favorable investment environment, the provision for small business players of the necessary information about financial system tools, and opportunities for state financial support. The provision for small business players of the necessary information is not just about the creation of certain information flows. The authors believe that it is also about the creation of a system for the provision of small business players with information (an information system) which should include an information field for information exchange, tools for obtaining and using information, etc. [10, p. 56–57]. It is very convenient to use electronic platforms during the course of building an information system, because these are accessible enough to all actors of the business environment. However, there are certain difficulties with obtaining information in this case, because financial structures are not particularly open to small businesses, and there are certain reasons for that. The main reason for banking entities being closed to small business players is that financial institutions are reluctant to closely cooperate with small businesses, because the latter are exposed to very high risks, a system for managing which was mentioned by Dmitry Medvedev. But the mitigation of risks related to small business is also dependent

on the lack of information about activities and prospects of small business players themselves. As one of the possible ways of dealing with this limitation, the authors suggest considering the priority development of “information intensive” small businesses rather than “resource intensive” small business activities. This should mitigate the financial risks of small business players, and thereby help overcome the main obstacle to the creation of an information system on the part of financial entities [8, p. 122]. The authors believe that one of the main obstacles to the creation of an information system on the part of small businesses themselves is the lack of skilled workforce and an insufficient level of knowledge among entrepreneurs. This limitation hampers the development of the information system due to the entrepreneurs’ being unable to use the available data about financial sources of entrepreneurship and to receive the necessary information flows. This lack of knowledge can be resolved not only by directly improving the educational level of entrepreneurs, but also by transferring competencies and knowledge. It is worth paying attention in this regard to the experience of Tatarstan [5].

The authors believe that in order to overcome the above mentioned obstacles and limitations, mainly “information intensive” small businesses rather than “resource intensive” small business activities should be developed. Besides, there is an urgent need for the establishment of a market of innovative projects – at least a virtual one. To this end, it is necessary to enhance the knowledge of small business entrepreneurs, thereby expanding their information resources.

Prerequisites for the development of entrepreneurship include private property, stable economic and social policies of the government, a well-developed infrastructure for small business support, an effective system for intellectual property protection, and flexible market mechanisms for enhancing the business activity of entrepreneurs [9, p. 5], primarily through the continuous improvement of their qualifications and continuing self-education. A small business can only be referred to as “innovative” if it is based on the so called “knowledge economy”, i.e. if it uses new knowledge in practice, and continuously enhances and expands it. Indeed, the continuous process of self-education and exchange of existing knowledge, ideas, and experience, is crucial for the development and introduction of product and process innovations which determine the innovative nature of business [10, p. 29]. The most efficient approach to the creation of small businesses is to build clusters around a university, acting as the core educational base for small business and a basis for developments and innovation. On the federal level, the cluster-based approach is currently seen as one of the tools for the intensification of socio-economic development. It is understood as a complex but rather effective tool for improving the competitiveness of businesses, which has an impact not only on the performance of businesses within the cluster, but also on the region where the cluster is developed, and the industries it covers [1]. As a sustainable partnership between related organizations and individuals, a cluster takes into account the positive synergistic effects of regional agglomeration [7].

An innovation cluster is built by incorporating universities, small innovative businesses and larger industrial facilities used as pilot commercialization sites. It is based on the continuity of education of researchers, staff of small innovative businesses, and personnel of implementation companies. Without improving their educational level, specialists in implementation companies and small businesses

will not be able to test, search for, and find applications for innovations, and launch them within the industry. Higher education institutions, with their intellectual and research capabilities, can become the backbone of an innovation cluster which is lacked by the existing or emerging clusters. The concept of transition to innovative development should become a global goal, which should guide the directions of state innovative policy, from the state budget to government contracts. Therefore, the strategy for innovative development is determined by the state and its federal and regional authorities, and it should be developed for the main players who will implement it: higher education institutions as a basis for innovative structures, for small business, and for the main forms of their future development (clusters, special economic zones, etc.).

Education is one of the most innovative sectors. Innovative technologies in pedagogy and education are based on the principles of self-guided identification and understanding of new problems, abandonment of work clichés, and the selection of non-standard ways of training, education and personal development of learners. “Innovative education” has become a global phenomenon in educational and information culture. UNESCO declared the 21st century as “the century of education”. It is education that prepares a new generation for solving the major problems of the modern age, conditioning the prospects of modern civilization. The enactment of the new law “On Education in the Russian Federation” requires that teachers be not only highly proficient in their subject fields and competent in pedagogy, but also be able to quickly respond to new social expectations and engage in innovation. As the main innovation player, a modern teacher can no longer work in an old-fashioned way.

According to James Heckman, a Nobel laureate in economics, preventive interventions are more effective and provide better results than late recovery. The study undertaken by the University of California for 25 years has shown that every dollar invested in the physical and cognitive development of infants and preschool children earns \$7, mainly in future savings. In order to use a new approach in education, teachers need new knowledge and skills. But even more necessary are new tools – methods and techniques for effective interactions with children that will help achieve the main goal of the education system: to create favorable conditions for the development of every child, based on age-specific and individual characteristics.

Thus, managing the creation of an innovative environment for small business on the basis of interactions between educational organizations and businesses is a comprehensive impact that the state has on all elements of the innovative environment, including the development of a mechanism for interactions between innovation players (small businesses, universities, laboratories, industrial enterprises and organizations of developers), the development of research universities, the creation of technoparks and special economic zones, the development of innovation clusters and technology cities, the establishment of large innovative corporations, new approaches in education, including web-based training as a new form of education, an information system, and a mechanism for building a system for financing the innovation process.

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THE PRACTICE OF LIFELONG EDUCATION: CHALLENGES FOR THE DIDACTIC THEORY

M. V. Klarin



Introduction

This chapter describes the innovative phenomena of lifelong education practice, and the arising conceptual gaps that pose new questions for modern didactics. The chapter proposes an understanding of innovative education as a product and development of objectively new cultural experience. Innovative education is seen as a means of passing crises of the individual and/or collective subject (situations of life, professional, production, or organizational crisis). In social terms, innovative education can provide for a positive, non-violent path of social transformation and development of modern society. The facts stated below were prepared on the basis of analysis of the experience of educational/developing practice for adults in the area of advanced postgraduate education. Material for analysis: corporate education, non-institutional educational programs, teacher retraining, training consulting, coaching support programs for the reserve staff, development of management skills, training in the field of social projects, strategic planning, comprehensive organization development projects, and development of the leadership potential of managers, production teams, and management teams. These types of practices are typical of modern lifelong education in Russia. Practices for generation and mastery of new experience have been taken into account (foresight sessions, Open Space, World Café, knowledge reactor, etc.), as well as experience of non-traditional development practices (social and psychological training sessions, personal growth practices, study of psychotherapy, coaching, body-oriented practices, the experience of mastering martial arts). Many types of educational practice have not yet become objects of pedagogical analysis – they act as a kind of “unidentified pedagogical objects”¹. The text has a discursive nature.

Innovative Character of Education: Didactic Analysis

The proposed didactic analysis is between the methodological and program levels. I think that at the methodological level of the subject, refocusing innovation of education from preparation to activities to development of activities, was noted by P.G. Shchedrovitsky [Shchedrovitsky P.G., 2011]. At the program level the innovative character of education is expressed, for example, at the middle and lower levels of the “funnel of educational decisions” proposed by A.G. Teslinov Et al. providing for “good standing education” of the development type [Teslinov, Protasova, Chernjavskaja, 2013].

¹ Terminology of A.M. Tzirulnikov.

I propose to make a difference between: (a) *innovations in education*, i.e. fundamentally (new features in the conditions/nature of the educational process); and (b) *the innovative character of education* (basically new features in the character of content of education and/or results of the educational process).

Our attention will be focused on the innovative character of education, and it will be considered from two perspectives.

1) The subject of innovations – transformation of the educational activity, i.e. the content and process of education¹. At the level of theoretical concepts, the innovations may be the focus on the comprehensive theory, such as, for example, Krajewski-Lerner-Skatkin's culturology concept of the content of education developed in the 1970s to 1980s [see Osmolovskaya, 2012, p. 30]. At the practical level, the innovations may be focused on the instrumental changes [see Osmolovskaya, 2012, p. 34]: They may affect the elements of the educational process; the observed phenomena may differ from the essence-based phenomena. For example, the form of training is changing, but this is not necessarily backed by a change in objectives, the expected learning outcomes.

2) The subject of innovations – the development of a subject's own activities and creation of new types of activities as an educational result. In the process of their creation, the following takes place: (a) targeted (specially organized) mastery of a new experience; (b) targeted development the subject's ability for activities (production activities, live activities) to transformation of his/her activities, his/her life (e.g., youth crises, adolescence crises, adulthood crises, maturity crises) [Slobodchikov, Isaev, 2000, p. 212–385]. The innovative character of educational practice in this case is shown as focus on the structural transformation of experience, the creation of not only a subjectively, but also objectively, new experience.

Let us consider the main options of the innovative character (Fig.): 1². A well-known educational process – an objectively known educational result; 2. new educational process – an objectively known educational result (example: the Shatalov system in school education); 3. known educational process – an objectively new result of education (example: "Theory of Inventive Problem Solving" pedagogy³); 4. new educational process – an objectively new educational result (example: group reflection of a project team, individual coaching sessions in relation to a crisis in life / professional / social situations, etc.). The common understanding of innovations is focused on option 2 (a new educational process – mastery of objectively known experience).

¹ I deliberately fail to consider the oversimplified conception of innovativeness as innovations, the new character of individual elements – techniques, technical means of training, etc.

² See figures in the picture.

³ Theory of Inventive Problem Solving Pedagogy – a pedagogical system, the purpose of which is to develop the creative capacity of a human being.

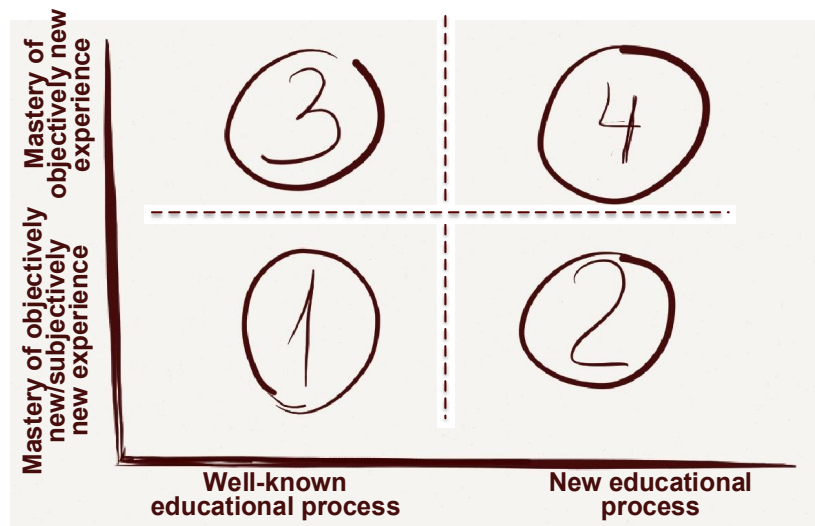


Fig. Options for the innovative character of education

I consider options 3 and 4 to be fundamentally innovative ones, because they reveal the originality of the educational results as mastered, objectively new experience.

Mastery of objectively new experience. As part of this analysis, I consider the experience to be an objectively known one when it is known to the initiators/organizers of the educational process; its originality for the subjects of the educational activities has an artificial, “training” nature. The evidence of mastery of objectively new experience is its “living,” or implementation in life (professional) practice. In other words, one can not speak about mastery of the new experience if a person has only discovered another problem or invented a new way to solve it; education as mastery of the new experience takes place where an obtained solution is being implemented (K. Ardyris) [Klarin , 2013]. Mastery of the new experience in social interaction is an increment of culture¹.

Change in the subject of the educational process. In modern innovative educational practice there are such processes as change in the subject of the educational process/subject of training, which is clearly obvious in the practice of operations of social and professional associations, postgraduate education for adults, and non-institutional professional preparation [Klarin, 2011, p. 55–64]. In classical didactics, a subject has been rather implied than researched or given a clear set of characteristics. In view of the above, A.V. Popov and S.V. Ermakov mention “contemplative orientation” of classical didactics, which is related to consideration of education as an external, objectified notion of a cultural standard

¹ The increment of culture is used on a non-judgmental basis, and the increment of experience does not become positive automatically; to make it positive is a special task within the framework of the educational process.

as an external, self-sufficient one. "A subject receiving education in this concept is, first of all, a learning subject, existing outside and regardless of any real life" [Popov, Ermakov, 2014]. Classical didactics may be characterised as a subject-less one, because the intentions of a subject itself are not represented in it: The subject has to master the content of education, and for this purpose he/she will need to show "cognitive interest." Let us mention several features of this process:

1) the subjects of lifelong education often operate in an environment where there is no place for traditional understanding of the content of education as a pedagogically adapted social experience subject to translation. The question of pedagogical adaptation of the social experience in lifelong education cannot be solved by means of traditional didactics;

2) within traditional education, a subject is considered the owner of a relatively small amount of experience. The experience of the subject of education in such case is not taken into account in modelling of education; it is implicitly assumed that the experience is "negligibly" small, and that it has to be supplemented by new knowledge, skills and relationships. However, an adult, as a subject of education, has a considerable volume of experience, which cannot be considered as "negligibly" small, and which cannot simply be considered as a certain accompanying factor that can be used in the form of an illustrative "example." Lack of "adjustment for experience" may result in the return of a student to inadequate but habitual actions¹. In many cases, the experience needs to be formed "on top" of the available experience. An essential feature of the adult experience: the incorporation of his/her life and personal context into the process of mastering professional / social experience;

3) traditional education meets educational needs; however, adults have practical needs in dealing with practical life, and, in particular, professional tasks. Modern training of professionals and managers is focused not on the position of a student who studies, but rather on the position of a student who is a participant in the process of training and of professional activities, as well as the organizational and professional community (for example, a design team, management team, professional community, community of teachers, children, and parents, etc.);

4) traditional education is constructed as translation of culture. In the innovative education a subject generates new experience, at the same time giving it a cultural form, and is also mastering it [Klarin, 2013]. This idea complies with the concept of developing education of A.G. Teslinov and others, in which the purpose and the result include the formation of a person as a "self-developing subject capable not only of reproducing, but also developing culture." Here a person is a learning culture [Teslinov, Protasova, Chernjavskaja, 2013, p. 8].

Specific features of adults as subjects of educational activities: (a) significant educational, professional, and life experience; (b) the need for sense (authorship of their decisions, authorship of their own life); (c) the need to integratively connect

¹ The practice of retraining teachers poses special difficulties – in their perception, originality is often shifted to the field of content of the translated experience, and there are difficulties in mastering new methodological work with subjects-students.

and transform real experience [see Vershlovsky, 2007, p. 114; Verbitsky, 1991], and the practical orientation of the educational activities. I think that both theoretically and pragmatically holding the position of a student-participant as a subject of the educational activity in life and professional context is crucially important for the theory and practice of lifelong education.

In the practice of organizations the collective subject of education replaces in many cases the individual subject of education: groups and teams (production, management), and social and professional communities that learn how to use the collective actions in the process of changing life, organizational, or production conditions. A “learning organization” also becomes a collective subject of education, i.e., an organization that purposefully creates, acquires, preserves, and transmits knowledge and experience [Corporate Learning Priorities Survey, 2011; Senge, 1999; Garvin, 2000.]. A working team (e.g., a project team), as a subject, builds the process of mastering the new types of its own work (In the Russian philosophy the situation was described by G.P. Shchedrovitsky as a “tracklayer situation” [G.P. Shchedrovitsky, 2014]). A particular embodiment of the collective subject is found in “communities of practice,” united by joint social and practical tasks (professional community, local community, etc.). Collective subjects: work / project teams, virtual teams, management teams, teams in the process of organizational changes, a study organization, Communities of Practice, pedagogical communities (teachers of a system of advanced training, employees of educational management bodies, schoolteachers), etc.

Specific Features of Innovative Education

Let us point out the main ones in the context of our discussion: (a) the educational process has a working (production) character; (b) education is a means, an instrument of positive overcoming of crises of the individual and / or collective subject (situations of life, professional, industrial, or organizational crisis).

Context and sources of training. A real, live, and professional context, rather than an artificially created “training” context, is a priority among training sources. In traditional practice, educational programs are often developed in such a way that the main part of them (according to common estimates, about 70%) is based on the prepared training materials of curricula/courses and prepared reading materials, whereas a smaller part (20%) is based on training in developing communication with others, and the smallest part (10%) is based on specially organized training in the process of actual work activities. At the same time, according to the research materials, in reality the priorities of the significant sources for developing experience are distributed in the reverse order: 70% – real work experience; 20% – training in developing fellowship communication; and 10% – prepared training and reading materials. Hence, there is a 70-20-10 rule as a guideline for the recommended ratio of sources for training and construction of the process of training and development of training/working materials [Lombardo M.M., Eichinger R.W., 2010]. Real – not previously prepared experience – is the dominant source of training. This makes it necessary to reconsider the principle for pedagogical adaptation of the cultural experience.

Transformation of experience in the process of its development and development of experience in the process of its transformation. From my point of view, in innovative education we are dealing with the special nature of the educational process: development of the new experience in the process of its creation and generation. The process of developing experience in the organizational practice (collective subject) is described by the Deming transformation cycle as P-D-C-A (plan - do - check the results - act on a larger scale). The innovative, transforming education specifically and intentionally builds development of new professional experience in the process of its transformation. In the situation of a collective subject, there is a particular task of education – not only to support the collective transition to change the pattern of activities, but at the same time to cultivate this new pattern. The changing of a pattern is not usually a use of well-known samples; new experience of production and its management has to be cultivated and simultaneously translated in the course of its cultivation. When such a phenomenon becomes widespread, there is a particularly urgent need to rethink the principle of pedagogical adaptation of experience as a material for educational translation.

Subject matters in training. Subject matters of training in corporate situations are determined by a combination of solving real-life problems and professional and educational activities. Examples: (1) actual production projects (not specifically designed educational project tasks); (2) transformation of the collective experience of an organization or its subdivisions to be involved in new activities [Klarin, 2013]. An important feature of subject matters in the innovative additional professional education is a combination of specific professional (subject-based, so-called “technical”) and organizational and management content. Change of the subject matters is indirectly reflected in the nature of assessing the results of training. In current practice, we use 4- or 5-level rating: The 1st level characterizes the response of participants to the training program; 2nd level – the evaluation of knowledge and experience received by the participants; 3rd level – the evaluation of conduct at the workplace; 4th level – the impact of training on performance indicators; 5th level – the impact of training employees on the results of the organization’s work as a whole, including the financial results. One manifestation of changes in subject matters is the practice of evaluating the results of corporate training at the 3rd, 4th, and 5th levels [Kirkpatrick, D.L., Kirkpatrick J.D., 2006; Klarin, 2002]. With the change of subject matters we associate changing the idea of what kind of an expert the teacher is, what his expertise is like.

Nature of the education process (interactive training). Education is constructed as the development of new experiences in the process of living. The experience serves as a source and as an object of application not only of new knowledge/skills, but also new meanings. The relevant type of education – interactive training – is based on living and thinking the experience over, and represents a “natural” cycle that includes living of experience, its observation, reflection, conceptualization and application to life/professional practice [Klarin, 2000; Klarin, 2002]. Such training has enormous power at the level of persuasion and behavior. At the same time, the roles of teacher and students and their interaction change fundamentally.

Conceptual Gaps in Analysis of the Innovative Educational Practice

In understanding the innovative educational practices we can identify a number of gaps or paradoxes, which, from my point of view, have the meaning of *conceptual challenges* in the understanding of today's educational practices. Paradoxes are considered, based on Ilyenkov's concept, as contradictions, representing a "signal to activate thinking in the proper sense of the word as the independent study ("comprehension") of a subject, in the expression of which this contradiction arose" [Ilyenkov, 2014]. For theoretical thinking in pedagogy the paradoxes of educational practice appear as challenges that pose new questions for modern didactics.

The paradox of the non-academic orientation of training, related paradoxes of non-academic training purposes, and non-academic assessments of the training outcomes. In corporate practice, training becomes an integral part of human resource management. As a consequence, there is a contradiction between the "academic" character of setting the training objectives (e.g., in terms of knowledge and skills) and the management character of the expected training outcomes (change of all competencies, change of pattern in the work activities, improvement of performance indicators, achievement of new results by divisions of the organization or even the organization as a whole). This paradox challenges the traditional pedagogical thinking. I see a possible response to this challenge in the conceptual transformation of pedagogical thinking, where the educational goal is not only in translation, but also in generation, fixation, and mastery of the new cultural experience.

Paradox of the subject. In practice, there are "gaps" of the subject, in particular: (a) a "gap" between the "customer" and the "consumer" of training. Within the framework of interactive training, with its peculiar proactive position of the subject, there is a paradox of the subject: targeting of training is set by the organization's management, while a participant (individual or collective) is an actively working subject; and (b) an intrapersonal "gap" related to resistance of a human being to the changes in the work or lifestyle, which are linked to the training outcomes.

These paradoxes place challenges before the traditional concept of the role of a subject-"student" in the educational process. I see a possible response to these challenges in the developing practice of organizations in conceptual restructuring of the pedagogical thinking: (1) in special building of the "non-academic" interaction of subjects within the framework of the educational cycles; and (2) in accounting for intrapersonal gaps in the process of design of the educational process.

The paradox of re-education. A common feature of individual and collective subjects of training: They have a large amount of previously developed structured experience. If we use the traditional concepts and transformation of the existing modes of action, restructuring of behavioral patterns can be better described as retraining or even "re-education" rather than training. This paradox challenges the traditional picture of the teaching process to differentiation of the concepts of training and education. A possible response to this challenge is the revision of the

conceptual framework of training and analysis of teaching as development of experience, removing the distinction between training and education.

The paradox of lack of expertise of an expert-teacher. In corporate training there are such situations when a moderator (a teacher) takes the position of a facilitator who guides subjectively and objectively the process of generating the new experience. This is a paradox of expertise: a moderator has no advantage over the participants in knowledge of the subject, his task is to organize productive discussion and generation of the new experience. This paradox challenges pedagogical thinking that puts a teacher in the position of either a carrier of expertise or a guide in the subject matter. A possible response to this challenge is the revision of ideas about the nature and essence of the teacher's expert position.

Features of the innovative educational practice: (a) change in goal setting from training to transforming, context-based (including professional context-based), management; (b) change of the subject of training from a subject who studies new areas of experience for the first time to a subject whose experience is essentially superimposed on the development of the new experience, and from the learning subject to the acting/transforming subject; from the individual subject to the collective subject; (c) change in training focus from educational and cognitive to cognitive and practical, cognitive and transforming activities, and practical educational outcomes; (d) change in the nature of training from traditional to interactive training based on direct experience; (e) change of training sources from information to the actual experience of participants; (f) change in the nature of assessing the training outcomes from assessment of the training outcomes to assessment of the impact of training upon behavioral manifestations (in a professional context – competences), as well as upon the production practice of students and the organization – up to assessment of the operational and financial effectiveness of training; and (g) change in the role of training in the organizational environment from a supportive to innovative/transforming role.

The innovative transformations of the experience correspond to the turning points and crises of both individual life, career development, and development of a collective subject. I believe that the defining features in the relevant restructuring of the experience include its subjective nature and focus on transformation of the sense-bearing landmarks (individual and/or collective). Appropriate educational practice encourages innovative changes of the experience (individual and/or collective).

Conceptualization of the innovative education. For the purpose of new didactic conceptualization, I propose to consider the restructuring of experience as transformation of the integral experience. Of course, transformation of experience always takes place in the educational practice; however, in traditional education the predominant character of transformation of experience is its initial development. In the innovative education, the predominant character of transformation of experience is its structural transformation. I believe that it is transformation of the experience that determines spread of the reflexive educational practices (interactive training [Klarin, 2000], “teaching by doing” [Garvin, 2000], tutorship [Kovalev et al., 2012; Shchedrovitsky P.G., 2014], and coaching [Klarin, 2013]).

Social potential of the innovative education: non-destructive changes. The particular application of innovative education is the development of professional culture, without which in modern Russia it is impossible to implement the urgent task of development and implementation of professional standards in hundreds of occupations. I see the specific area of application for innovative education in development of the occupational culture of teachers, who are supposed to organize the changing educational practices at all levels of the educational ladder. I believe that it is the innovative education-2 that is able to provide tools for the development of professional teaching communities. Transformations of the collective social experience with full potential for expansion may include the experience of communities that are subjects of development for social or socio-economic patterns. The innovative education can provide for peaceful changes, and ensure a positive, non-traumatic way of filling the “gaps in continuity,” which are marked in the social and economic analysis of development of modern society [May, 2013, p. 172–188]).

Conclusions

The identified paradoxes serve as conceptual challenges for the didactic theory, and indicate its zones for development. In order not only to describe, but also to build the innovative educational practice, I find it expedient to develop the conceptual tools of the educational process as *transformation of the integral experience* that would complete the construction of the traditional approach to the educational process according to the “principle of complementarity” (Niels Bohr). This development will continue and complement the line of analysis of experience, realized in national didactics in the theory of content of general secondary education and the process of training (I.Y. Lerner, V.V. Krajewski, M.N. Skatkin, etc.) [Modern didactics, 1994]. The main theoretical tasks are: to conceptualize phenomena of the innovative educational practice; to develop the theory of continuous educational process with its changing subjects as “a person’s mastery of new life, social, or professional experience” [Klarin, 1999, p.42]; and to expand fundamentally the conceptual research and teaching tools. The innovative educational practice emerges as a response to new life, professional, and social challenges, objectives of origination, and development of new experience. It affects professional thinking in the educational community, and has a high potential for impact upon the practice of both formal and informal education. I believe that this impact will affect all levels of the educational ladder, and will determine future development of lifelong education practices.

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THEORETICAL AND METHODOLOGICAL BASIS FOR DEVELOPMENT OF LIFELONG EDUCATIONAL SPACE

A. K. Oreshkina



Development of conceptual views regarding educational space as an object of pedagogical knowledge

A retrospective analysis of the study of historical and philosophical background for the formation and development of spatial representations in scientific knowledge has led to the emergence of such concepts as “educational space”, “social space of the educational environment”, “social space of an educational institution”, “training environment”, and “educational environment” in the conceptual and terminological apparatus of pedagogy.

From this perspective, identifying the informative essence and genesis of new categorical concepts, as well as identifying the underlying factors in the development of lifelong educational space becomes a priority among other urgent problems of modern pedagogical knowledge. Because of this, we should note that the vast context of contemporary theoretical research turns the strategy of pedagogical knowledge development towards philosophical and cultural framework for the analysis of educational processes and phenomena in their space and time dimensions and manifestations.

Within the framework of the modern educational paradigm, the appeal for analysis of the leading trends in shaping and developing lifelong educational space must actually be viewed from the standpoint of the relations which are formed directly on both the individual and group, collective, and national levels. The categorical and conceptual apparatus of pedagogy includes such concepts as “culture of social relations” and “cultural space of social relations”. Therefore, in order to get the most essential characteristics of pedagogical definitions, it is appropriate to consider the theoretical and methodological foundations for the development of lifelong educational space, first, based on its own “spatial characteristics”, and, secondly, “characteristics of activity space” [9].

In scientific and educational research, the concept of “space” is often defined as “integrative educational” space, the methodological principles of development of which are: variability, integrity, semantic unity. The informative/essence characteristic of educational space is revealed through the semantic and content-based component, consisting of coordinated educational programs, scientific research works, and research areas of all educational and cultural and leisure organizations, being part of the educational environment of an educational institution. In other words, the emerging educational space/environment is a set of constructs with various content and different technical and organizational complexity, which provides for not only accumulation, storage and transmission of

information to students, but also for the implementation of personal changes of subjects of the educational process. In modern pedagogical literature, information flows, information environments and the media are regarded as such constructs. The organization of educational space is created at different levels: at the level of the educational institution, neighborhood, district, city, region, country, and international level. Educational space is considered in theoretical studies to be an integral part of the social environment. From this perspective, educational space is defined as a social and pedagogical interaction of social institutions, which, in turn, has components, subspaces and resources of social and educational systems.

In contrast to educational space, social relations in educational space are differentiated and impersonal. I.K. Shalaev and A.V. Veryaev note that “the requirements made of people who are involved in the activities of an educational institution and organize such activities are also impersonal. Standardization of requirements of knowledge and skills, standardization leading to appersonification of responsibilities in a social educational institution is a step towards such impersonality. However, this does not mean the complete absence of informal connections and interactions in educational space” [10]. In the process of formation and differentiation of social relations, rights and responsibilities of each subject of interaction (teachers, students, parents, social partners) become clearly defined, regulation of interaction takes place (it gets tougher), and control over such interaction takes place. As a result, the strategic direction of a person in the educational process becomes more predictable, and the activities of an educational institution become everlasting. The above does not mean that the concept of “educational space” is fully synonymous to the concept of “social educational institution”. It is broader, and includes even such things that do not belong to the social sphere (the environment), and it is also less dependent on other social institutions [11].

The definition of educational space can be approached from a formal point of view. If we take the concept of educational services and educational information, the educational space can be defined as a space for the provision of educational services. We may talk about flow of educational information and educational services in the community, which is a relevant “channel” for the transfer of these services and information. The integrity of relevant “sources, outflows and transmission channels” gives an overview of the educational space and defines it. In this context, we should note that educational space has a strategic focus on the provision of various educational services, within the framework of which professional knowledge and experience of a person are based on practical examples and samples given by different educational institutions of lifelong education. The more streamlined and systematized communications between the educational institutions of lifelong education, the social microenvironment and a person are, the greater are the possibilities of educational space in the formation of a creative personality and creation of conditions for its personal-professional and life formation. A person, as an active actor of the educational process in collaboration with other stakeholders, being engaged in certain activities, expressing him or herself, and achieves self-development, which supports the idea

of the functioning of the educational space based on principles of subjectivity and poly-subject interaction.

Educational space is a trinity of such components as: educational space, institutions of the lifelong education system, and other social and educational institutions (formal education). At the same time all subjects of the educational space are related. For example, a school, a college, an advanced educational institution, by means of planning and implementation of the educational process, convert certain parts of the open social environment into educational resources, whereas activities of an educational institution change the open society by means of its transformation in accordance with today's changing needs. Thus, lifelong educational space is a dynamic unity of the educational process subjects and the system of their relationship. Subjects of the educational space in the educational institution are: a person who teaches (a teacher), a person who learns (a student), as well as the active environment between them (training materials and methods of their transfer expressed at the level of a certain educational program and level of education). As for the characteristics of the educational space, we should note that the space is understood as part of the social and cultural space (N.B. Krylov) [1], as a zone of interaction between educational systems and processes, system of influences and conditions for formation of a person, as well as opportunities for his/her development (V. A. Jasvin) [12]. The educational space is characterized by the principle of openness, which allows it to interact with social space as follows: educational space is enriched with the resources of the social space, and transforms them into the lifelong educational space. Thus, the integral social space of the lifelong education system serves as a resource for enriching the educational space of a particular educational institution, and subsystems of education considering constituents of its social and institutionalized components. Their essence/information range affects the actualization of activities of social and educational institutions of the society, as well as the variability of creation of a specific educational space throughout the whole life of an individual. Study by a person of educational programs in the lifelong educational process is carried out by means of a close relationship and interpenetration of social and educational components of the educational space, which is characterized as social and pedagogical interaction of social institutions of the society.

All the above is aimed at clarifying the essence of the concept of educational space in order to use this knowledge in the practice of social planning and pedagogical forecasting.

In relation to the multi-aspect process of the lifelong education system formation, we should take into account the research of this phenomenon from the perspective of organizational culture of the activity, which means the leading type of the form of organization of activity of a human being – design and technological activities – determined by the modern historical type of the postindustrial culture. In the context of the emerging organizational structures of institutional and non-institutional education, as components of the lifelong education system, special education space is being created – an integrated environment of activities allowing a person of any age to design and master the desired educational trajectories and

to move forward following the educational and life strategy. Accounting for the prerequisites available in the international practice of educational systems with regard to the formation of social space (USA, England), makes it possible to expand the conceptual aspects of the formation and development of educational space, which is formed and developed in the context of the leading ideas of continuous and postindustrial education. Pedagogical theory and practice, included in the context of the globalization processes, is developed within the framework of innovations caused by new goals and objectives of modern education methodology. From this standpoint we actualize the task of clarifying the essence of the concept of “educational space” defined as a set of multidimensional relationships developed in the educational system according to its own laws and characteristics that are unique for the social systems and have both subjective and objective character.

Social educational space, from the point of view of formation of its integrity, reflects the strategy of acquisition of integrative (systematic) features of lifelong education as a complex object. Consequently, overcoming the autonomy and differentiation in the development of continuity of the educational process aimed at the implementation of the leading type of organizational culture of activity of a human being caused by the historical type of modern culture of the postindustrial stage, is the essential characteristic of ways to create the forms of organizational culture of activities of a design and technological type. In the process of analysis of theoretical studies focused on identifying the leading form of organizing activity in the modern educational process, we should note that the most effective forms include: (1) institutional, and (2) non-institutional education. Let's discuss them.

(1) Institutional education is:

(a) A form of the public educational system which carries out the types of educational programs of appropriate level and focus. The organizational structures include: pre-school educational establishments, primary educational establishments, basic general educational establishments, secondary educational establishments, vocational educational establishments, higher educational establishments, postgraduate educational establishments;

(b) A form for socially disadvantaged and gifted students that implements special educational programs within the State Standards. The organizational structures include: employment services, academic complexes for gifted students and persons with impaired physical activity at higher educational establishments and other socially institutionalized educational structures;

(c) A form of pre-university training that within the framework of the school-university system implements educational programs in the following organizational forms: training courses, contests, and competitions. Educational institutions include: higher education institutions in cooperation with institutions of general secondary education, vocational training institutions, enterprises and organizations – potential employers;

(d) A form of scientific and social educational programs that implements educational programs of innovative character for young children and schoolchildren. The organizational structures include: the founders – the Department of Education, secondary and higher educational institutions, the Office

of Youth Affairs, interested companies, and organizations. There are the following priority organizational and educational structures: the Russian Scientific and Social Program for Youth and Schoolchildren "Step into the Future", the Program "Scientific and Technical Creativity of Youth", the Small Academy (at the Moscow State University named after M.V. Lomonosov), the All-Russian Minor Academy of Sciences "Intelligence of the Future", etc. This form is regarded as institutional education since the vast majority of basic organizers of such programs are higher education institutions of various kinds and types;

(e) A form of postgraduate education (additional professional education): as part of the standardized (approved by the Law on Education) postgraduate education (postgraduate school, residency training, doctoral candidacy training, professional retraining, advanced training, etc.). The educational institutions include: universities, institutions at the academies of science, research and scientific organizations, industrial enterprises and other organizations;

(f) A form of the system of psycho-pedagogical support of a person created at all levels and stages of the educational process - general, vocational training. The organizational structures include: "Center of examination of educational space psychological safety", "Center of psychological diagnosis", etc.;

(g) A form of scientific education implemented at all educational levels and stages of education. The organizational structures include various types of scientific societies and communities created on the basis of educational institutions of various types and different levels of education: "School Scientific Society" (at school), "Council of Young Scientists and Specialists" (at higher educational institutions), "Students Scientific and Technical Society", etc.;

(h) A form of scientific schools. The organizational structures include higher educational institutions, institutions of the academies of science, research and scientific organizations and institutions which have established scientific schools organized within the framework of a certain scientific field.

(2) Non-institutional education is:

(a) A form of the public educational system. The organizational structures include public education organizations: "Center of Game Child Support", "Family Kindergarten", etc.;

(b) A form of leisure education, providing educational services for all age groups. The educational institutions include the cultural and recreational institutions: "Center of Arts", "House of Scientists", "Recreation Centers for Young People", club associations, and clubs that implement different thematic educational programs of additional education;

(c) A form of additional education that implements educational programs focused on artistic and aesthetic, technical, environmental and other aspects. The organizational structures include: "Additional Education Centers", "Children's (Youth) Creativity Centers", children's health centers, centers for young naturalists, and others;

(d) A form of patents (intellectual property), which in terms of the innovation processes is acquiring a strategic focus. The organizational structures include: patent offices, certification organizations, and organizations related to intellectual property, entrepreneurship, and innovations.

**Conceptual Foundations
of the Process of Development
of an Organizational Culture
of the Design and Technological Type**

The development of forms of organizational culture of activities of the design and technological type occurs with regard to: (a) integration of institutional and non-institutional components of lifelong educational space; (b) diversification of forms and methods of organization of the educational process at all levels of general, vocational and advanced education; (c) flexibility of organizational forms; (d) variability of educational programs.

IT development of education is one of the significantly important trends in the development of modern educational space that creates vectors of lifelong education of a person throughout his/her life. The most important consequence of this process, as an integral part of the educational space, is: integration and expansion of the educational information resources, increased access to education, equalization of educational opportunities for the subjects of education, the spread of communication technologies in education, or technical support of the educational process. In its essence, computerization plays the role of a technical tool, whereas information and computer technology, databases, and the Internet play the role of a mediator between the source and the receiver of the information in the transmitting educational space, the elements of which are the carriers of information. It is crucial that information and computer technologies, databases and the Internet, as mediators between the subjects of the educational space, do not change the value-based essence of education. The process of IT development and development of information and communication technologies gives rise to new types and forms of educational communication: distance education, virtual university, and other forms. The unconditional advantages of this educational space as a result of the functioning of new types and forms of communication, include: (a) the possibility of asynchronous transfer of educational information, (b) individualized training, (c) reducing the cost of training, (d) account of psychosocial features of the subjects of education (d) variability and asynchrony of the educational process. New forms of communication in the educational space affect the content part of the educational space (data transfer speed, quality of the transferred knowledge, set of tools and methods for transferring information).

Information and communication technologies do not change the essence of education, and cannot do so, being a means of communication that indirectly influences the educational space. Implementation of potentially positive opportunities of the information and communication technologies, as a fundamentally new type of communication, anticipates the availability of educational subjects with new properties that interact in a breakthrough new way. The Information Age and active introduction of new information and communication technologies under certain conditions generate an updated educational space which is based on a new type of educational interaction – interaction of equal partners united by common norms and values that govern the process of exchange of information. The new type of interaction is based on the principle of dialogue, discussion and openness. If the content of the educational space (subjects of

education, rules and regulations governing the educational process, goals and objectives of education, etc.) remains unchanged, the new information and communication technologies of education perform technical functions. The external factors become the main changes of the educational space in the Information Age. It is important to note that in the conditions of formation of lifelong educational space, determined by a set of social and cultural and personally significant factors, overcoming the discreteness of the training trajectory of formal education is done by way of formation and development of the leading type of the form of organizational culture of the design and technological type by all organizational and structural components of the system of lifelong education. At the same time the task of harmonization of social, cultural, educational and individual domestic spaces of an individual under conditions of expansion of ways of fulfilling his/her educational and life activities becomes more and more important.

The ideas of lifelong and postindustrial education are implemented from the point of view of building the integrity of multi-level social space created on the basis of the needs of personal activity based upon educational paths that reflect the change of the dominant values of lifelong education (change of the priorities in organization of the educational activities). The organizational culture of the design and technological type under conditions of forming integrative educational space is created by means of implementing such principles as accessibility, mobility, variability, openness, diversification, democratization, and humanization. At the same time the essence-based characteristic of education under conditions of the foundation of the leading form of organizational culture of design and technological type lies in the following differentiation: (a) by the method of study (full-time, part-time, evening-shift, cooperated into production, distant); (b) by the number of educational institutions and socially institutionalized structures (one or more); (c) by the learning systems, i.e. within an integral educational program of secondary general education, vocational training, higher education, further education; (d) by participation or non-participation of teachers in the training process (self-study, or under the supervision of a teacher); (e) by the individualized forms of training (individual, individual and group, etc.); (f) by the group training systems (class-lesson with students of different age); (g) by the place of organization of lessons (in classes, field classes, combined classes, distant, online, etc.); (h) by targeting (introductory, to build knowledge and skills, to generalize and systematize information, etc.); (i) by types of lessons (lectures, conferences, tutorial, business game, training, consultation, etc.).

Thus, the formation of integrative lifelong educational space is aimed at ensuring the humanization of the process of globalization, and democratic orientation in the development of the society and educational space. At the same time the institutional structures of the educational space acquire a new role – they become one of the main resources of educational, social and cultural development, and contribute to the adaptation of a person to rapidly changing conditions of the social postindustrial stage and professional life. There is a specific feature of lifelong education development at the present stage – it ceases to be only the essence of formal education, but rather covers the entire socio-cultural environment (D. Blacker, K. Peters, M. Lippmann). The most important principle in

determining the nature of the leading form of activity organization in the lifelong educational process is the principle of adaptability, consistent with the system of social, economic, ethnic, demographic, and cultural relations at the present stage.

From the standpoint of philosophical and cultural interpretations of continuity of lifelong education, post-industrial education provides for receipt of knowledge and skills based on educational social and cultural space acting as a priority of vital interests, cultural preferences and choices of a person.

(V. Anoshkina, M. Radovel, S. Rezvanov, M. Cherkasova). Building a modern system of lifelong education has exacerbated the problem of genuine education (true values and needs in education in any age), because it is impossible to get it only within the framework of institutional education in connection with socio-cultural development of the post-industrial age (M. Scheller). Educational activities in the conditions of forming the integrity of social space in terms of all educational lines and organizational and structural components of the system of lifelong education is consistent with the leading form of the organizational culture of the design and technological type. It is organized subject to the following logic: building the structure of educational activities (a subject, an object, and their interaction, the system of forms and methods of activities), its characteristics (specific features, principles, conditions of organization of educational activities), and means of implementation. The scientifically valid forms of organizational culture are proved by their integrative essence by all educational lines and organizational and structural components of the lifelong education system.

Conceptual Basis for the Development of Lifelong Educational Space

In the process of implementing theoretical and practice-oriented analysis of lifelong education space development from the perspective of its levels of differentiation, it is necessary to take into account its multiple forms mastered by a person step-by-step by way of creating social relations, which contain the historical experience recorded in the organizational culture of activities. Consequently, the primary task of transition of a socially significant situation into a pedagogical situation is to solve an important problem – developing the leading (necessary and sufficient) properties of the educational space of the modeled system of lifelong education. In theoretical terms the following properties are defined as its main properties: orderliness, stability of the structure, mobility of the mechanism of adjustment of structural organization depending on the demographic, ethnic, territorial, educational characteristics, theories and concepts. In the context of this problem, we should note that the category of “space”, which is a part of several fundamental philosophical and general scientific categories, which reflects the most common state of existence, agrees under the teaching tradition with the idea of its essence that emerged in ancient Greek philosophy (Aristotle, Plato) and philosophers of newer times (Descartes, Kant, Hegel). Within the meaning of continuity, developing conceptual and theoretical and methodological foundations of educational space correlates with the development of ideas about the relationship between school and life and the society (N. D. Ushinskiy, N.I. Pirogov, S.G. Shatsky, K.N. Wentzel and others). An appeal to the modern philosophical

context of the concept of “educational space” indicates its multilateral and ambiguous interpretation (Peter Berger, T. Luckman, Y. Habermas, K. Jaspers). Thus, the multiple interpretable concepts of educational space in the works of N. Dubrovsky, G.E. Zborowski, A.N. Loy, A.M. Mostepanenko, A.I. Osipov, G.N. Filonov, V.G. Chernikov and other researchers deepen the philosophical and methodological aspects of modern educational theory of lifelong educational space from the perspective of its social and educational characteristics.

Identification of the essence of the “educational space” concept in terms of its social measurements makes it possible to note that the broadening of the theoretical interpretation of the concept is consistent with clarification of the essence of similar concepts, such as “environment”, “educational space of the environment”, and “social environment”. It is important to put an emphasis on the absolutely crucial postulate in terms of the modern theory and methodology of education, which says that the development of educational space, as a form of existence of material objects and processes, which has structural character and length in time, becomes a subject of intense study of the theory and methodology of education taking into account international studies (B.L. Wolfson, I.A. Tagunova, N.N. Naydenova, etc.). Thus, structural character is understood as the organizational components of the system of lifelong education (its levels and steps) in their institutional and non-institutional integrity and relationship. Length in time - continuity and succession of development of various types of lifelong educational programs, implemented in the integrating subsystems based on the strategic forecasting of their development. This process is implemented from the point of view of the approaches, the essence of which can be summarized as follows:

Firstly, a philosophical and methodological approach that allows us to find a solution to the problem of the meaning of the concept of “educational space” from the viewpoint of some of its objective characteristics as a special pedagogical phenomenon;

Secondly, the environmental approach, which interprets the term “educational space” as a synonym of the term “educational environment”, which allows us to interpret educational space as a set of conditions interrelated in a certain way, which may have an impact upon people’s education;

Thirdly, the structural approach, consistent with the structure of the educational space, i.e., the organizational structure of institutional and non-institutional education;

Fourthly, the activity approach, which allows us to consider different ways of interaction of students, families, micro social groups, civic groups, and professional and educational communities;

Fifthly, the cultural approach, which allows us to consider educational space from the point of view of a set of conditions, influences and opportunities for cultural development of a person according to a given pattern;

Sixthly, the systemic and holistic approach, in which the term “educational space” is interpreted as a variety of educational systems (subsystems of lifelong education) emerging in the field of education;

Seventhly, within the scope of the personal-developmental approach, it seems possible to consider educational space as a set of not only influences and

conditions for development of a human being in lifelong educational space, but also opportunities for development and improvement by the subjects of their social space, surrounding objects and environment – the educational environment. And other approaches.

We should note that the construction by a subject of an individual vector in a particular lifelong educational environment (taking into account a particular type and kind of the educational institution) is determined by the presence of educational space, created at the interdependence of its institutional and non-institutional forms of organization. These are a set of multiple forms of the spaces that exhibit personal qualities of a subject involved in the educational process in the course of mastering lifelong educational programs. Consequently, implementing the requirements of accounting for the spatial characteristics of the simulated educational space becomes very important. At the same time, the development of spatial representations of the normative educational space is very consistent with clarification of the essence of a “subject-focused developing function of the educational environment”, “pedagogical environment”, and “social environment” (L.V. Vershinina, M.G. Reznitchenko, M. S. Yakushina).

Summarizing the approaches available in pedagogical theory to the development of educational space in the framework of its social measurements, it is important to consider the essence of the interpretation that corresponds to a set of educational institutions of institutional and the non-institutional lifelong education system, educational processes and environments, the system of organizational and pedagogical conditions, and forms and methods of organization. In order to develop the conceptual and categorical apparatus of modern pedagogy, let us specify that lifelong educational space should be considered as a system. This system includes: a set of technologies to study the educational programs in the specifically defined educational environments, the management of the educational process in terms of its wide integration, and optimization of the ways of interaction of educational subsystems with external educational and social institutions of society. We should also take into account different typologies of the educational environments that form a person's educational space. The social space of non-institutional forms of education (centers, museums, libraries) acts as a form of expansion of the educational space of the domestic system of education, a particular feature of which is close integration of its organizational and structural components. Through socio-cultural space of the organizational structure of the system of lifelong education, a person becomes involved in the cultural and educational ties of the society. The environment is understood as a part of the socio-cultural space, as a zone of interaction of educational systems and processes, a system of influences and conditions for development of a person, as well as opportunities of his/her development. The educational environment is characterized by a guiding principle – openness, which allows the educational environment to interact with the social environment in the following way: the educational environment is enriched with the resources of the social environment and transforms it into the educational environment. Thus, the social space of lifelong education serves as a resource to enrich the educational space of both a specific educational institution and subsystems of education considering its

constituent social and institutionalized components. The content range of these components affects the actualization of activities of social and educational institutions of the society, as well as the variability of creation of an individual educational environment throughout an individual's whole life.

As a strategy for the development of theoretical and methodological foundations for the development of lifelong educational space, it is necessary to identify the main features that characterize the trend and forms of development of the educational space, which we will consider below.

(1) Theoretical and methodological bases of the development of the educational space: (a) introduction of innovations into teaching practice (the acceleration of movement in the innovation process from traditional education focused on own goals and objectives of the subsystems to an open and accessible system of lifelong education); (b) expansion of the developed innovations in the process of intercultural, interethnic and international cooperation of the education system with the surrounding society and the development of different forms of interaction; (c) development of various subsystems of lifelong education.

(2) Conceptual foundations of tendencies and forms of development of the educational space of the system of lifelong education under conditions of innovative changes based on the leading methodological approaches (personality-development, axiological, cultural, systematic and activity-based, motivational, competency-based, reflexive) and formed theoretical concepts about the nature of educational space, representing a scientifically based system of beliefs and ideas aimed at building a dynamic structural-level educational space in the innovation mode.

Conclusion

In the context of the problems of theoretical and methodological foundations of lifelong educational space, we can conclude that lifelong educational space is considered taking into account the interpretation of the concept of the "educational environment", which is used for analysis of all psycho-pedagogical conditions of a person's development in an educational institution of the lifelong education system. The concept of "educational space" is used to describe the totality of educational environments of the lifelong education system formed during the operation of educational institutions under conditions of a single legal and regulatory framework established by the government.

The leading trends and forms of development of lifelong educational space precondition the results of implementation into teaching practice of theoretical and methodological foundations that make it possible to determine: (a) characteristic properties of the educational space of the lifelong education system; (b) a certain formal structure in the form of a network of educational institutions of institutional and non-institutional education; (c) temporal continuity manifested in the presence of prospects, projects, programs and spatial extent (educational space of a district, a city, a region, a country); (d) social and psychological characteristics, which are manifested in permanent business and interpersonal contacts, the current system of attitudes, values, and norms that determine the essence within the boundaries of the educational space; (e) cultural characteristics – in the form of creating a special

space of “culture of education”, development of ideas uniting the modern society; (f) access to education – the presence of multiple alternative ways to meet the educational needs of an individual, a society, a state, a family, and other characteristics of lifelong educational space. Structural and functional variability of educational space of the system of lifelong education gives rise to a new quality of the national education system within the framework of development of the forms of the educational space – the “enriched environment with multiple choice”.

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AIM, MODELS OF DEVELOPMENT OF CONTINUOUS EDUCATION AND FORMING OF NEW VALUES AT LEARNERS

SUSTAINABLE DEVELOPMENT FOR CONTINUING EDUCATION FOR THE PRESERVATION OF THE FUTURE

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This paper discusses the social and economic background for the evolution of “education for sustainable development”, reveals the substantive essence of the concept in terms of social, economic and spiritual development, shows the ways of achieving sustainable development both in Russia and abroad, and identifies the capabilities and role of the Russian system of continuing education for the preservation of a sustainable future.

Crisis recovery and the essence of sustainable development

In the 1980s, the United Nations began to search for ways to recover from the crisis and determine the future development of civilization by establishing the World Commission on Environment and Development, headed by the Prime Minister of Norway Gro Harlem Brundtland, to develop the Global Change Program. The main content of the Program was described as “sustainable development”, a process that can be sustained for an indefinitely long period of time. The concept of “development without destruction” has been widely used since as early as the mid-1970s, followed by “ecodevelopment” as an environmentally acceptable development, aimed at having as little negative environmental impact as possible. The Declaration of the UN Conference on the Environment (Stockholm, 1972) outlined the link between the economic and social development and environmental problems. An important contribution to this understanding of development was made by reports of the Club of Rome (especially the ‘Limits to Growth’ (1972), which set out the ideas of transition from the exponential economic growth to the state of “global dynamic equilibrium”, and from quantitative to “organic” (qualitative) growth and to a “new world economic order”. Due to all of this, many countries began to develop environmental policies and diplomacy, environmental law, and a new institutional component: environmental ministries and agencies.

The issues of development and environment were particularly widely discussed in works by the U.S. research institute Worldwatch. The World Conservation Strategy (1980) presented by the International Union for the

Conservation of Nature and Natural Resources underlined that sustainable development required that not only economic but also social and environmental factors be taken into account. In 1987, the Report of the World Commission on Environment and Development, 'Our Common Future', placed the main focus on the need for "sustainable development" which "meets the needs of the present without compromising the ability of future generations to meet their own needs". Many countries currently widely use this interpretation of "sustainable development" as the basic framework. The Commission's activities were based on a new triune concept of sustainable (environmental, social and economic) development, involving the preservation of wildlife and the protection of the structure, functions and diversity of natural systems of the Earth, on which biological species depend. In this period, research on environmental security as part of national and global security appeared in many countries. The term "sustainable development" was enshrined by the UN Conference on the Environment and Development in Rio de Janeiro in 1992 (UNCED), which tried to structure this activity into a specific program framework. In 2001, the UN World Summit on Sustainable Development (an intergovernmental, non-governmental and scientific forum) affirmed the commitment of the whole world community to sustainable development for the long-term satiation of basic human needs, while preserving the life support systems on Earth.

Sustainable development concept

The concept of sustainable development appeared from combining three main perspectives: economic, social and environmental. The economic approach to the sustainability of development involves the optimal use of limited resources and the use of clean, nature-, energy- and material-saving technologies, including the extraction and processing of raw materials, the creation of environmentally friendly products, and waste minimization, recycling and disposal. The social component of sustainable development is focused on people, and is aimed at maintaining the stability of social and cultural systems and reducing the number of destructive conflicts between people. Important aspects of this approach include a fair distribution of benefits, the preservation of cultural capital and diversity on a global scale, and a fuller implementation of existing sustainable development practices. Man is regarded as the main value and a player in development, and as such should be involved in the processes that shape his living environment and contribute to making, implementing and following up decisions.

A considerable majority of UN international organizations have introduced a substantial environmental component into their activities, to focus on the transition to sustainable development. World Bank experts define sustainable development as "managing a pool (portfolio) of assets in order to preserve and expand the opportunities available to people". The assets include not only tangible capital, but also natural and human capital. According to the World Bank, the main indicators of sustainability are the "true rate of savings" or the "true rate of investment" in a country. It should be noted that the current approaches to measuring the accumulation of wealth do not take into account the depletion and

degradation of natural resources on the one hand, and investment in people as the most valuable asset of any country, first of all investment in education and healthcare, on the other.

In March 2000, after a six-year long international dialogue, the Earth Charter was officially adopted at the headquarters of UNESCO in Paris. It promotes the transition to a sustainable lifestyle and building a global community based on common ethical principles, including respect and care for the community of life, the principles of ecological integrity, universal human rights, respect for cultural diversity, economic justice, democracy and a culture of peace. The Declaration of Rio de Janeiro on Environment and Development set out 27 principles to guide the international community on the path to sustainable development. At the same time, each country tries to rethink and contribute its own set of principles by adopting its national strategy (for example, the U.S. President's Council on Sustainable Development identified 16 fundamental conceptual principles of this kind).

State policy for sustainable development in Russia

In Russia, the subject of sustainable development was first addressed at the top level in the Presidential Decree "On State Strategy of the Russian Federation for Environmental Protection and Sustainable Development" (February 1994) which approved the main provisions of the Strategy. The Strategy provides for two courses of action [16]: (1) to solve current social and economic problems in close connection with the implementation of appropriate measures to protect and improve the environment, conserve and restore natural resources; and (2) to implement the right of citizens to a healthy environment and the rights of future generations to use the natural resource potential to maintain sustainable development, as enshrined in the Constitution of the Russian Federation.

The significance of the document is that it has formalized the scale of Russia's goal to be committed to sustainable development and the need for appropriate measures to be taken by the government. In order to address the priority tasks, the Russian Government was instructed to prepare and approve the Action Plan for Environmental Protection for 1994-1995 as a first step. On April 1 1996, the Decree "On the Concept of Transition to Sustainable Development in the Russian Federation" was signed to give executive authorities clear instructions to follow the conceptual principles of sustainable development in their legal program and economic activities.

The Russian Government has determined steps for achieving this goal in its Resolution "On Drafting the State Strategy for Sustainable Development in the Russian Federation" (May 1996). The draft strategy was developed on the basis of the Concept, and included 11 sections on the most important areas of the transition to sustainable development in Russia: (a) the conceptual basics for the sustainable development strategy including objectives, basic principles, criteria and indicators for sustainable development, as well as steps and specifics of the transition; (b) the strategic goals and proposals on shaping the foreign environmental and economic policy of Russia, taking into account the reduction in the use of the limited economic capacity of the biosphere; (c) the contents of the domestic environmental

policy in the near future to stabilize the environmental situation; (d) proposals on shaping the state economic and macro-economic policy, taking into account factors of further economic growth and transition to sustainable development; (e) the improvement of the quality of life of the population, and identification of strategic goals for the labor market, employment relations, the development of social activity, improvement of social protection of the population, and development of healthcare, education and culture; (f) the greening of production and non-production activities with proposals on the improvement of the relevant legal framework for economic management; (g) the development of regional and local production systems, industrial and social infrastructure and solving of local social and other problems; (h) building an open society, taking into account the role of democracy in social development and its transformation in the transition to sustainable development. [16]. These goals are planned to be achieved in stages through the dynamically balanced operation of a trio – “nature – society – economy”. At the initial stage (5 to 7 years), it is expected to solve the priority tasks in the stabilization of social and economic development and to create a legal framework for green economic activity and the enhancement of the environment in environmental emergency areas. In the next stage (a medium-term time frame of 20 years), it is planned to implement the basic elements of the transition to sustainable development and use them as a basis for achieving a standard level of environmental conditions in the country. Subsequently (a long-term time frame, a few decades into the future), the problem of the harmonization of society and nature should be gradually solved to lay the foundations for a noosphere civilization [16].

To implement the development strategy in Russia, it is necessary to restore the spiritual potential and spiritual values of society and achieve a shift in attitudes from simple awareness of national identity to the global understanding of the idea of the noosphere as an integral part of the Russian mentality.

Measures for the transition to sustainable development

Analysis of literature enables us to identify the following basic principles of sustainable development: (a) the right of every person to a healthy and productive life in harmony with nature, in a clean and friendly environment; (b) improvement of the quality of life (health enhancement, increased life expectancy, necessary education, guaranteed freedoms, rights, etc.) within the context of social and economic development; (c) an opportunity to satisfy basic life needs of both the present and future generations while preserving the natural environment; (d) economic development, equitable social development and environmental security must be combined into a single concept; (e) the quality of life must be improved within the limits of the economic capacity of ecosystems, an excess of which can lead to their destruction; (f) a ban on the use of economically non-viable and environmentally dangerous production and consumption patterns and rationalization of the personal consumption structure; (g) a demographic policy aimed at stabilizing the population and rational settlement; (h) the development of processes of democracy and establishment of an open society, including the rule

of law, a market economy and civil society; (i) the restoration of damaged ecosystems; adoption of effective national laws to protect the environment; (j) the “greening” of people’s consciousness and outlook, a radical reorientation of education, upbringing and morals taking into account new civilizational values, etc. [6]. These principles combine economic, social, environmental and other spheres of human activity, providing a basis for and giving a noosphere-based focus to the civilization system paradigm, where purely economic parameters have no priority as is the case with the unsustainable development model.

Also important are the mechanisms of interactions between these components. The economic and social elements interact with each other, giving rise to new challenges, such as achieving equity within one generation (for example, with respect to the distribution of income) and providing targeted assistance to poor groups of people. The mechanism of interaction between the economic and environmental elements has generated new ideas on the valuation and internalization (through corporate economic reporting) of external impacts on the environment. Finally, the link between the social and environmental elements has raised interest in issues such as intragenerational and intergenerational equity, including respect for the rights of future generations and public involvement in decision making.

The emergence of the concept of sustainable development has undermined the fundamental basis of the traditional economy – unlimited economic growth. One of the basic documents of the UN Conference on Environment and Development (Rio de Janeiro, 1992) “The Agenda for the 21st Century” (part 1, Chapter 4), regarding changes in the nature of production and consumption, emphasizes that it is necessary to seek new patterns of consumption and production that will meet the essential needs of mankind.

The factor of nature has begun to be taken into account due to the progress in economic science. On the one hand, the majority of traditional natural resources are becoming scarce. This is true not only of non-renewable resources, but also of renewable resources (first of all resources of ecosystems and biodiversity). Ecological economics have offered theoretical approaches to the problem of stopping the economic growth without unacceptable social consequences. Works by Herman Daly introduced the concept of “steady state economy”, the physical components of which are limited and do not change over time. The Canadian economist Peter A. Victor offered an interactive model to explore the potential for achieving a stable, but not growing economy. The model demonstrates that there are opportunities to achieve a steady state even within the framework of common approaches to the economy.

The United Nations Conference on Sustainable Development (RIO +20) was held in June 2012 in Rio de Janeiro. The main objective of the summit was “to reinvigorate political will for sustainable development, assess the progress to date and the remaining gaps in the implementation of the outcomes of the major summits on sustainable development, and address new and emerging challenges”. Since environmental education is recognized as one of the main tools for sustainable development of society, the “Rio +20” process has opened an opportunity to encourage new sustainable thinking, which is essential for the

transition to a green economy. The interaction between social and environmental factors led to the consideration of another factor of production, social capital, which depends on the solution of management problems at different levels: national, international and at the level of civilization. *Science* and *education* have become important tools for the transition to sustainable development. Today, the sustainable development goals should be given priority in shaping the government policies for science, technology and education.

Science and education for sustainable development

The draft State Strategy for Sustainable Development of Russia states that the basis for the future sustainable development of society cannot be, in principle, created without the advanced development of scientific and technological potential and a modern education system. Science is given an essential role in the creation of the technological base for change in production.

It became clear in the second half of the 20th century that education involving the transfer of knowledge, abilities, skills, experience and culture to future generations is no longer conducive to the survival of mankind. Assessing education, Alvin Toffler wrote that it was not based on any vision of the future or understanding what knowledge and skills were required by man to survive in the midst of change. The founder of futurology Ossip Flechtheim noted that learning sciences in universities ended in the year when they were taught. Thus, a student is turned back, not forward, and the future kind of does not exist. This means that the content of education should include information that is justified in terms of the future and that contributes to the effectiveness of both education and individual behaviors, improves adaptation to the upcoming change, and facilitates the survival of civilization and preservation of the natural environment. The higher acceleration rates of this change, the greater the time horizon is needed to perceive the future and adapt to it [11]. In an educational system that is mainly focused on the development of not only a professional, but also a personality, the decisive role should be played by the state. This idea has been repeatedly emphasized by the Chairman of the International Commission on Education for the 21st Century Jacques Delors. His Commission believed that a responsible education policy could not only be based on the market, which is believed to be able to correct its own shortcomings fully relying on self-regulation [10]. Education should create new mechanisms within itself to facilitate the generation of knowledge and culture that can create our common future. The task is not limited to building a model of continuing education which is open in terms of the global space, but also involves the practical implementation of a future-oriented educational system which is able to help mankind solve global problems. The establishment of such a system must take into account the effective promotion of sustainable development ideas and continuing general environmental education. It is also important that the 57th Session of the UN General Assembly declared the decade 2005-2014 as the Decade of Education for Sustainable Development.

Level of development of environmental education in Russia

The currently low level of environmental education management in the country is due to an inadequate state policy for environmental education at federal and regional levels, regardless of measures taken. The drafts of the National Strategy for Education for Sustainable Development in the Russian Federation and the Action Plan for Formation and Development of Education for Sustainable Development have not received appropriate support from executive and legislative authorities of the country and in fact remained outside the educational field in Russia. It was only in 2002 that the Federal Law "On Environmental Protection" was adopted to point to the need for building an ecological culture and a system of comprehensive general environmental education, as well as for broad dissemination of ecological knowledge. It also underlined the need for teaching the fundamentals of ecological knowledge in general educational institutions, regardless of their educational qualification, specialization or form of business ownership, and identified the need for general environmental education of the population, which should involve all levels of government authorities of the Russian Federation, local self-governance bodies, the media, etc. [21]. Thus, since January 2002, Russia has legally established compulsory general environmental education of the younger generation and students and environmental education of the entire population of the Russian Federation.

The Parliamentary Resolution of the State Duma of the Russian Federation "On Participation of the Russian Federation in the Implementation of the Strategy for Education for Sustainable Development of the United Nations Economic Commission for Europe" (2006) notes that Russia has favorable preconditions for the development of a new field of education, based on the existing scientific schools in the field of environmental education. In April 2012, the document titled "The Principles of State Policy for Environmental Development of the Russian Federation Until 2030" was approved to list specific tasks related to the development of environmental education. These included the following: (1) ensure that the process of education and training in educational institutions is focused on the promotion of environmentally responsible behavior, in particular by including relevant requirements for the development of basic environmental literacy among students in federal educational standards; (2) develop a system for training and professional development in the field of environmental protection and environmental security for executives of organizations and specialists responsible for making decisions in the course of economic and other activities that have or may have a negative impact on the environment; and (3) include the formation of ecological culture and environmental education in state, federal and regional programs. At the same time, there is a rather low level of awareness of the state of the natural environment among the general public and a low ecological culture, which means that under the current conditions basic social institutions are unable to fully ensure the level of environmental awareness necessary for the transition to sustainable development [23]. Immediate economic interests still override environmental needs.

Environmental education in general education organizations

In the general education system, environmental education for sustainable development is provided in accordance with the educational standards (2008 and 2013) which lay down the basic requirements for the results of environmental training of students. In primary school (the subject area “The Surrounding World: Social Studies and Natural Science”), students are taught to respect the nature of the country, understand the integrity of the surrounding world, the basics of environmental literacy, the basic rules of moral behavior in the world of nature and people, etc. In the secondary school (the subject area “Natural Science Subjects: Biology, Physics and Chemistry”), students are taught to treat the environment with responsibility and due care, learn a cognitive ecosystem-based model and its application in order to forecast environmental risks to human health, life safety and the quality of the environment, and understand the importance of the concept of sustainable development. In our opinion, modern educational programs fail to develop vital competencies and skills in students. Today, you have to build an educational program so that philosophical ideas of sustainable development and substantive aspects of the environmental module are disclosed at each level: from pre-school to upper secondary education, in a consistent way and in various forms of curricular and extracurricular activities.

Environmental education in the professional education system

Special environmental education appeared in Russia about 30 years ago to train skilled specialists who, according to the concept of field-specific training, should have knowledge in many fundamental disciplines (biology, geology, chemistry, law, etc.). Traditional faculties at universities opened relevant departments. In the mid-1980s, technical universities and colleges introduced the specialty “Environmental Protection and Rational Use of Natural Resources”. Graduates in this specialty were assigned the qualifications of Environmental Engineer and Environmental Technologist, and their activities involved the protection of the natural environment aimed at the preservation or restoration of the original characteristics of natural features, as well as conservancy of nature. By the early 1990s, after the establishment of the Ministry of Environment and Natural Resources with an extensive network of divisions – environmental committees in all constituent entities of the federation, cities and regions – professional environmental managers have become in demand in Russia. Since specialists in environmental management had to complete special training outside the traditional classification of fundamental sciences, the educational standards have been developed for a few new specialties, including Ecology, Geoecology, Management of Nature, Emergency Management, etc. [9]. Later, specialists began to be trained in the following qualifications: Ecologist; Geological Ecologist; Ecologist in Nature Use; Engineer, Bachelor of Engineering and Technology; Master of Engineering and Technology in Emergency Management, Environmental Engineering and Environmental Protection. The system of secondary vocational education trains specialists in the following areas: Environmental Protection and Rational Use of Natural Resources; Land

Improvement, Remediation and Protection; Radiation Protection, etc. The higher education system provides training in Engineering Protection of the Environment; Environmental Protection; Environmental Geology, etc.

The availability of environmental training is currently one of the main attributes of professionalism for many specialties in professional education. The Federal Educational Standards of the first (1994), second (2000) and third (2011) generations, set out characteristics of environmental training. Whereas the educational standards of the first and second generations set forth requirements for mastering a specialty, the structure of the program, including the standard duration for program learning, training forms, qualifications assigned, and subjects to be studied by students, the standards of the third generation were developed on the basis of the competency-based approach, providing educational organizations with the freedom to build an educational program. However, the third generation standards for higher education do not provide for the inclusion of sustainable development in the disciplines of social sciences, humanities and natural sciences in curricula for any specialties or areas of training. Nor do they aim at developing in graduates, as part of general cultural training, a competence (ability and willingness) to solve sustainable development issues at the local level and in their professional activities.

A positive example here is the introduction of new innovative master's degree programs in Russian universities on the basis of the bachelor's degree training, where students receive a degree from both Russian and EU universities: a program of the most successful educational projects of the 20th century (MBA and MPA) and an MBA program in Executive Waste Management (Master of Environmental Management and Sustainable Waste Management) available in English, German and Spanish.

Conclusion

The analysis of historical and current experiences in education in the field of sustainable development suggests three models: practical, practice-oriented and the university model of professional training. The practical model is aimed at preparing students for activities related to sustainable management directly in everyday life. An example of this model is the educational system that was used in the Krestovozdvizhensky Labor Brotherhood at the estate of landlord Nepluyev (nowadays Yampol village, Sumy Region, Ukraine). Based on Orthodox values in combination with the recognition of personal dignity, social freedom and self-organization, the Brotherhood (530 members) could sustainably exist for forty years (1889 – 1929), including twelve years under the conditions of radical change in the political system. It featured a high level of agriculture, used the state-of-the-art equipment (tractors, a telephone network, a power plant), and had a nursery, a hotel, a refectory and a club [12]. The practice-oriented model is aimed at improving the quality of life for both present and future generations of people, by providing integrated solutions for social, economic and environmental problems and balanced planning in line with interests and on the basis of a partnership between the government, the public and businesses. In this model, learning is based on a combination of theoretical training and practical activities to develop and implement programs for sustainable development in a local community. The practice-oriented model was used to develop the first Russian teaching kit,

“Sustainable Development”, for the 10th and 11th grades of secondary school, which has been tested in twenty schools in Russia and Belarus. A similar project was implemented in Buryatia [17]. The university model of professional training informs students about the concept, principles and mechanisms of sustainable development and the role of the public in their implementation. This approach encompasses the practical involvement of students in the development and implementation of sustainable development programs after the completion of the theoretical course [8].

Thus, the system of continuing environmental education and upbringing in the Russian Federation has not yet been fully established, and its development requires that all educational entities be clearly coordinated and interacting. The selection of learning content for sustainable development requires a major reorientation of all training programs in the system of continuing education on the basis of integrity, and a cross-disciplinary approach for each of the three main aspects of the environment: social, environmental and economic.

Environmental education for sustainable development should be developed by taking into account international, national and regional environmental and natural resource characteristics, within the context of modernization of the country, and should be aimed at ensuring environmental security as an important component of the national security of the Russian Federation. The transition to the sustainable development of a society without doubt largely depends on the level of education of its citizens; their knowledge of legal and ethical standards that govern relationships between man, nature and society; the ability to take this knowledge into account in their daily and professional activities; the ability to understand the nature of social and economic transformations; and their commitment to the ideals, principles and ethics of sustainable development.

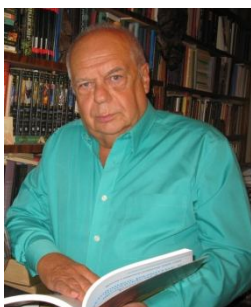
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PRINCIPAL MODELS OF LIFELONG EDUCATION

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The principal models of lifelong education are considered through the prism of the various underpinning social-economic theories. The influence of the relevant criteria on the parameters of activities of educational institutions is revealed with account for the kind of the services provided by them. The possibilities of integration of the approaches under consideration in the integral system of lifelong education in the process of establishment are shown.

Diversity of the established social-economic schools, and models of lifelong education

Education is known to be the basis of development of any society. The lifelong character of education makes development systemic and steady. Systemic development is ensured by integration of the spheres of production, science and education, their immensity and dynamism, and preconditioning the multidimensional and long-term (throughout the human life) involvement in the lifelong educational process. Sustainable development is attained by taking fuller (compared to the one in the system of traditional education) account for individual and group interests, formation of informal groups interested in lifelong education (the so-called learning communities) and eventually, expanded possibilities of social mobility and resolution of a number of objectively existing conflicts.

The development of any society does not occur spontaneously, but rather on the basis of a certain social-economic theory. It is natural that both the completeness of its development and the extent of its assimilation by social-economic subjects and even the degree of its “purity” (originality) are far from being the same. Besides, official documents often declare one theory while quite a different one is implemented in practice. Moreover, many regulatory acts more or less organically combine the provisions of different theories.

Everything that is mentioned above greatly complicates the task of studying the links between social-economic theories and models of lifelong education. However, the task of studying them is facilitated by the fact that every theory rather obviously contains the efficiency criterion. This criterion is actually some “mini-model” of social-economic theory. It is of principal significance for our research that the efficiency criterion allows “translation” of the postulates of the theory to different levels of the social-economic system – up to every educational institution and even individual participants in the educational process.

The criterion is naturally not a separate specially designed formula, but a summarized (and therefore simplified) expression of the theory of efficiency typical of the particular social-economic theory. The most diverse and even mutually denying theoretical-methodological and practical approaches to efficiency can be (and are) the basis for the formation of the models of lifelong education. Summarizing the aforementioned, one can assert that static measurement of efficiency (its level, institutions and interrelations) determine the major parameters of the system of lifelong education. As for dynamic measurement (growth rates, transformation of the structure, the expansion of connections), it determines the direction of development.

The link between the static and dynamic measurement of efficiency is its criterion. On the one hand, the level of efficiency is measured in accordance with a certain criterion; on the other hand, the measurement of the efficiency criterion transforms the system of education, changes the parameters of functioning of its institutions, the quality and composition of the relevant institutions.

We will compare different models of lifelong education mainly through analysis of the underpinning efficiency criteria. It is these that determine the direction of development of the systems, which is absolutely essential for the system of lifelong education currently in progress.

Accordingly, different efficiency criteria provide different assessments of the conditions and major specific features of lifelong education, and determine the direction of its development.

The control bodies and economic subjects of different levels have recently focused their attention on the aggregate indicators of efficiency and efficiency of education in particular. There have been assertions of the high degree of prominence and definiteness of the efficiency criterion, although actually it was substituted to a large extent for arbitrary groups of targets of requirements, norms and indicators.

The same refers to the very category of efficiency which is, though absolutely groundlessly, understood as preset and unambiguously defined. Study of scientific literature only shows that the task of identifying, assessing and controlling efficiency (or its regulation) is solved in a completely different way in currently existing economic (to be more precise, social-economic) schools. Moreover, in particular situations different theories give different answers to the question both about the level of assessment, and the direction of efficiency dynamics.

Disregard for this situation, both in the system of state regulation and in the practice of control at individual enterprises (educational institutions), results in the fact that both in the short term and medium term the impact on efficiency

characteristics is produced on the basis of weakly substantiated, insufficiently determined, internally contradictory, and even casual statements. This results, in particular, in the following phenomena: (a) a shift from comprehensive application of efficiency towards the use of separate, often contradictory heterogeneous indicators; (b) frequent and in most cases ungrounded change of efficiency characteristics; (c) application of the same efficiency indicators to different objects and processes.

Our task is not to form a typology of models of lifelong education: this problem probably has a multi-disciplinary character and requires the joint efforts of representatives of different scientific specialties. We will primarily confine ourselves to consideration of the theoretical schools underpinning different models of lifelong education. Apart from a brief description of the principal postulates of different theories, this paper will focus on the following issues: firstly, identification of the subjects of the system of lifelong education, its institutions¹ and its components of the educational process characteristic of every model (and relevant scientific school); secondly, identification of the merits and shortcomings of the respective approaches to education regulation; thirdly, analysis of the fields of labor, and scientific and educational activities within which, according to the authors, the model under consideration can receive priority development (with appropriate state and public support); fourthly, specification of classification of institutions of lifelong education and directions of their scientific-educational activities on this basis.

By the system of lifelong education in the broad meaning of the word, we will mean the entire educational system, including its practically completely established hierarchical subsystem, primarily "responsible" for acquiring knowledge and skills in the period preceding the beginning of working life. This subsystem may be called traditional (basic); the same adjective may be applied to the education acquired within its framework. Traditional education is characterized by the following specific features: (1) maximum proximity to the beginning of human life (through development of preschool education); (2) the availability of clearly defined and unambiguously identifiable educational levels; (3) a relatively small number of educational trajectories with the declared equality of possibilities of education; (4) orientation towards large groups of learners with the requirement and implementation of anti-discriminatory procedures; (5) a substantial and even dominant share of education guaranteed by the state; (6) a low degree of virtualization of education combined with the requirements of direct participation in different events, which may not necessarily be educational events as such.

The system of lifelong education proper is a part of the educational system which is far from being formed, ensuring processes of selection, assessment, and transfer and assimilation of knowledge and skills after the beginning of working life. This subsystem has a more complicated, sometimes ambiguously definable structure. It is only very tentatively that it may be defined as a network system. Its distinguishing feature is its close connection with the sphere of production and science. One can identify the following major specific features of this subsystem: (a) bound by the limits of human life only (in particular, the so-called education for

¹ For the sake of brevity, by "institutions" we mean primarily the rules related to appraisal of the participants in the educational process (both institutions and their graduates).

the so-called “third age”); (b) only partial correlation with educational levels (in some cases the connection with them cannot be established); (c) a huge number of educational trajectories with a free choice of the variants of continuation of education; (d) orientation to individual needs in learning with the requirement to ensure a broad spectrum of educational services; (e) a high share of education financed by the learners themselves, employers and public organizations; (f) the growing significance of virtual and distance learning.

Note that contemporary higher education occupies an intermediate position between the two subsystems, considered above partially ensuring the connection between them. To a considerable extent this is explained by the fact that in our conditions it is within the period of acquiring higher education that the gradual (starting from practical training) transition from the sphere of education into the sphere of production starts. Moreover, the period of higher training offers literally unique possibilities for the organic combination of the educational process and working activity. Therefore, the role of the higher school in establishment of the system of lifelong education is exceptionally high. Besides, in the present conditions, penetration of institutions of lifelong education in the entire educational system, including its traditional elements, is gaining increasing significance. This process both transforms this subsystem and increases the integrity of the entire system of education.

Therefore, contrasting of the considered subsystems is not absolute. One can speak only about the increasing role of the second subsystem representing the most dynamically developing part of the system of lifelong education.

Neoclassical school as the basis of the market model of lifelong education

It will be natural to start a presentation on the issue with the neoclassical economic theory (and the model of education corresponding to it). Until very recently it was the principal school of thought, its postulates being the basis for the beginning of the transformation of the economy in highly developed Western countries (from the mid 70's of the XX century), as well as radical transformations in Russia and a number of post-socialist states (starting approximately 15 years later). Even today, many Russian textbooks and monographs are restricted to presentation of this theory.

It should be noted however, that its principal postulates were formed in the period when lifelong education was rather a concept than a real functioning system even in the most developed countries. This economic school is based on the following main points: (a) economic subjects acting independently of one another maximize their usefulness; (b) maximization of usefulness is combined with the desire to minimize the costs related to acquiring education (one can speak both about the cost of education and the implicit costs caused by the late beginning of labor activity or its lower intensity: the latter occurs, for example, in case of extended education); (c) as distinguished from enterprises (which also include educational institutions), individuals evaluate usefulness less objectively; accordingly, their efficiency assessments are more subjective; (d) connection between subjects (including subjects of the educational process) is primarily

established through the market; (e) the criterion of the effectiveness of educational institutions is their position on the market of educational services (in simplistic terms – their very presence on this market during a long period of time); (f) the criterion of the learners' success is the real improvement of their position in the labor market (manifested, first and foremost, by the growing remuneration which they can receive in getting or changing their job); (g) with time a balance between the supply of educational services and the demand for them is inevitably established on the market, this balance being largely ensured by the rational behavior of economic subjects.

The criterion of efficiency within the frameworks of a particular model is the maximization of usefulness, taking into account the existing constraints (English literature uses the brief expression "constrained maximization"). Expression of usefulness in monetary terms is natural: it allows for the direct performance of maximization procedures. Constraints have both value and institutional character: they include the rules regulating the educational trajectory, conditions of creation of educational institutions, etc. The principle of maximization taking into account constraints as the basic concept of the neoclassical school is stated to play a dual role. Firstly, it forms the basis of building the rational model of an individual's behavior, which ensures an analytical description of human behavior. Secondly, it provides us with a fundamental method of building models [1, p. 27].

In general, the first condition of using the efficiency criterion is the rationality of the behavior of the learners, their employers (including potential ones), and educational institutions. The second condition should be taken to be the availability of a competitive market: one can say that it provides the necessary links between the subjects of the lifelong educational process. This market has a large number of characteristic features, with the following ones being of primary significance to our subject of research: (1) the large number of competing educational institutions (in particular, competition must be for exact prospective students, and must not be abstract completion of training programs); (2) high information content of the price of education, primarily as an expression of the quality of education (rather than abstract "prestige", and even more so some characteristics indirectly relating to the quality of education, such as the convenient location of the higher educational institution, "historicity" of the building, popularity of graduates, etc.); (3) the availability of reliable and freely transmitted data about the subjects and participants in the educational process.

This economic school primarily deals with such subjects of lifelong education (in the qualified sense), which improve the position of the employed on the labor market (in terms of the criterion of maximization of future incomes). This is achieved by gaining new, high-demand knowledge, and acquiring the competences recognized on the market. This primarily implies different courses, especially of linguistic and computer profiles. Their completion helps in getting a job, its characteristic being the mature market (the constant availability of vacancies with various forms of employment, existing levels of remuneration, and documented levels of qualification). In principle, this group of educational institutions also includes higher educational institutions, providing the possibility of getting higher education in the most high-demand specialties. These institutions

are traditional: these are the diplomas and certificates recognized on the market and, therefore, in demand with the applicants.

The model of making the decision about getting an education is based on such quite obvious, and at the same time potentially unstable parameters, as: (a) the level of employers' demand for graduates with a specific area of training; (b) the number of the people completing their education (including retraining programs) and starting their search for an appropriate job; (c) migration flows of specialists of a particular profile (both direct and reverse); (d) the dynamics of the transformation of the requirements into qualifications. It is obvious that it is practically impossible to forecast the dynamics of these parameters even for a medium-term period (three to four years)¹.

As for the educational process, within the framework of this theory it is "a black box": both employers and graduates are interested in the results of the educational process rather than its specific features². The latter, however, are of some significance for choosing an educational institution: this is primarily the availability of the necessary mode of studies, possibilities of combining studies and work, etc. These specific features have a substantial influence on the value of indirect expenses on education (first and foremost, conditioned by withdrawal from labor activity). The merits of this methodological approach from the point of view of efficiency issues may be listed as follows: firstly, it is qualitatively determined; secondly, the relevant efficiency indicators can be easily aggregated at different levels and within the frameworks of different structures; thirdly, efficiency is an integral characteristic of the behavior and position of rationally acting economic subjects; fourthly, the latter circumstance allows comparative appraisal and formation of grounded programs for increasing efficiency.

Ultimately, one can state that the efficiency of lifelong education within the framework of the neoclassical approach can be analyzed using a somewhat modified theory of human capital [4, p. 28–36]. Moreover, there are grounds to assert that the neoclassical model of investments into human capital is often the most adequate one precisely for extended education (as a major part of lifelong education). This is explained in the following way. As we have already said, the assessment of the efficiency of investments into human capital is based on analysis of the correlation between the benefits of getting education and the related expenses. In simplistic terms, the benefits come down to the increased income of the person who has completed the course of education while the expenditures amount to the direct expenditures (payment of its cost) and indirect ones (loss of time that could bring income, primarily from working). It is natural that during the five-year cycle of education typical for higher education, for example, only direct

¹ By the medium-term period, we mean the time of receiving higher education (including a second education). The long-term period corresponds to the task of implementation of integrated educational strategies related to several educational institutions and presupposing organic synthesis of labor and educational activity.

² In this case we will not consider pedagogical aspects as well as issues of regulation by labor law norms. They are usually considered to be practically unchanged within the framework of this approach.

costs (and not always even these) can be calculated rather precisely¹. A different matter is a short-term course where one can acquire the competences recognized on the market, and capable of resulting in a fast and guaranteed increase in income from working.

The special significance of the theory of human capital for the neoclassical school is explained by the following: (1) this theory targets individual behavior (collective actions are considered just as an aggregate of individual actions); (2) it is a full market theory: the mechanisms of demand and supply determine recognition of the results of the training; (3) education; (3) the one-dimensional nature of the appraisal and the single-criterion character of the model: use is made of the value indicators; even time indicators (for example, the time of participation in the educational process) come down to monetary indicators (loss of potential earnings in this case); (4) the substitution of qualitative characteristics for quantitative indicators (a typical example is appraisal of the quality of education on the basis of its cost).

The reasons above, on the one hand, reveal the constraints of the postulates of the neoclassical theory while, on the other hand, they allow identification of the sphere of application of its concepts. On the whole, the model of lifelong education adequate for neoclassical theory can be defined as a market one. The somewhat idealized picture of its functioning is well known from the op-ed pieces of the early 90's, which ecstatically described the market economy roughly as follows: educational institutions compete with one another raising the quality of their services. This is achieved both by improving educational technologies and establishing contacts with the sphere of production and science. The market regulates all the participants of the educational process: those who have lost the competition leave it while the most successful ones expand their scope. To survive, all educational institutions improve their teaching technologies. The most progressive educational institutions gradually enter into the international market, the less successful ones concentrate on satisfaction of the needs of local enterprises. All of them improve education standards independently, without any administrative enforcement. Government interference is minimized: it is limited, first and foremost, to the requirements of the safety of the educational process, and compliance with the requirements common for all economic entities.

Apart from the obvious utopian character of the picture described above, one cannot but name the shortcomings inevitable during its consistent implementation of the market model of lifelong education, based on neoclassical economic theory: (a) the real instability of the decision-making models (with their formal strictness and consistency); (b) a high dependence on information processes primarily related to monetary indicators; (c) orientation towards the current conditions of the labor market and the existing demand for specialists and certain competences (while the market situation changes parallel to the emergence of new competences); (d) the impossibility of adequate inclusion of the results of the lifelong educational process, lacking clear expression in taking quantitative (the

¹ One should not think that fixed tuition in the national currency makes direct costs strictly determined. A precise appraisal also requires consideration of the inflation and loan rate (if loans are used to pay for the education).

more so value) terms into consideration. The latter statement refers both to the educational institutions performing mostly social functions, and to the non-institutional forms of lifelong education (for example, self-education).

The insufficient attention to social functions can be overcome by the identification of at least two groups of educational institutions, aimed at economic efficiency and oriented towards social effectiveness in the system of lifelong education. This will lead however, to the need for serious modification of the model of investments in human capital. As for the non-institutional forms, an attempt can be made to incorporate them into the existing educational technologies. However, and this statement should be also considered fully grounded, the neoclassical economic theory has a certain "allergy" to the very notion of "technology". The only exception is, probably, the identification of labor-intensive and capital-intensive technologies; however, for the sphere of education this classification is, at least now, of little relevance (educational technologies are inherently labor-intensive).

All these circumstances predetermine the need to consider the model of lifelong education by reflecting the present realities of development of the system of lifelong education. It is based on the neo-institutional theory.

Neo-institutional theory as the basis of the hierarchic-market model of lifelong education

The genesis of the first concepts of the neo-institutional economic theory dates back to the period of establishment of the neoclassical school, i.e. the turn of the XX century. However, the holistic concept emerged much later, while the genuine "takeoff" of this social-economic theory started only in the last quarter of the XX century. By the beginning of this century, it had become possible to speak already about the integration of the neoclassical and neo-institutional theories within the framework of the general characteristics of the common approach (often called the mainstream of contemporary economic thought). Nevertheless, this economic school has its distinguishing features that do not contradict to the postulates of the neoclassical theory. The basic differences are as follows: (a) the new theory extends the neoclassical principles to new objects (family is the most frequently mentioned object among them); (b) economic subjects are considered as carriers of a complex structure, the components of which can have different mechanisms of connection with consumers, rather than elementary units; (c) great significance is attached both to the results and the process of interaction of economic subjects (primarily, the rules governing this interaction).

Note at once that all these new concepts fully comply with the specificity of the activities of educational institutions, including those in the system of lifelong education: firstly, the system of education deals with social associations¹, their functioning being substantially different from the activities of business entities. Strictly speaking, teaching institutions (if we abandon the purely formal positions) are primarily not business units but rather social communities with a complex (especially if they are involved in a lifelong educational process) system of external links; secondly, in training specialists of different profiles educational institutions

¹ We contrast them to economic (business) entities.

enter into substantially different relations with subjects of the external environment. The business and social partners are naturally also different (for the system of lifelong education their list can be substantially renewed within a short period of time); thirdly, the educational process (and its pedagogical component) is known to target not just the result, but is of independent value that may be the subject of special research.

It should be noted that both the system of external relations and the principal partners and the major specific features of the educational process can be the subject of an objective assessment. Besides, the system of external relations can be an object of regulation, while the major parameters of the educational process can be the subject of control at the level of the educational institution. It is also important to note that these appraisals will be stable enough. These circumstances bring the mechanism of appraisal, as an institutional mechanism inherent in the system of education¹, to the forefront.

Proceeding from the priority of the appraisal process, the basic concepts of this scientific approach can be presented as follows: (a) educational institutions as independent economic entities are subject to public appraisal (to a considerable extent to the state appraisal in practice), this appraisal more or less fully reflects the effectiveness of the educational process; (b) learners are also subject to evaluation during the course of the educational process, and at least in theory, this evaluation is not simple and is a often subjectively interpreted market signal, a complex expression of the potential effect in the course of their future labour activity; (c) the connection between the subjects of the educational process is established both through the market mechanisms (implementing the final results of activity), and through the mechanisms of interaction and cooperation (opposing the highly competitive market relations); (d) the criterion of effectiveness of the activities of educational institutions has a multidimensional character: their stable position on the market of educational services must be supported by a high public-state evaluation (having a number of components in its turn), as well as the system of mostly non-market relations and contacts with other educational institutions, scientific organizations, and enterprises.

Despite their significance (and, one may say, radicalism compared to the neoclassical approach) the basic concepts of the latter remain in force: the administrative-bureaucratic (and only to some extent public) appraisals of the relations, partners and processes do not overturn the market appraisals reflecting the graduates' position on the labor market. Moreover, contradictions may arise between these appraisals. For example, one can easily imagine a situation when the graduates of a higher education institution introducing the most advanced educational technologies, having a whole system of connections with the leading scientific and production organizations, fail to find a good job due to the crisis of the leading enterprises of the region. At the same time their peers, combining light studies and work, integrate into the activity of commercial structures, easily adapting to the changes of the market situation even before they get their diplomas.

¹ By the institutional mechanism we mean the aggregate of the institutions formed to solve some common task. This category primarily refers to the sphere of management.

Substantiation of the ways to resolve the contradictions between market and non-market evaluations is a complicated theoretical problem. In practice, however, its solution can be substantially simplified. This can be done through the dualization of the system of lifelong education and, first and foremost, through its division into elite and “ordinary” subsystems. In describing the systems of management, one can use the terms of “leading subsystem” and “led subsystem”. This division is actually an administrative-bureaucratic one. The introduction of the notion of “elite” is evidence of the implementation of the hierarchical approach. This refers, however, to the initial stage of formation of the hierarchy of identification of two, maximum three levels¹. Consistent implementation of this approach results in substantial modification of the criteria of efficiency characteristic of the neoclassical theory. Here is a brief list of the occurring changes: firstly, the criterion of the learners’ success is not the continuously distributed position on the labor market (reflected in the smoothly changing remuneration value), but joining certain public groups (primarily the so-called elite groups) by the results of their training; secondly, it is practically inevitable in this situation that there appears a group of elite educational institutions which are compared to “unpromising” and “inefficient” educational institutions (“common” institutions). Belonging to the elite is the resulting characteristic of efficiency. Thirdly, leading specialists, and experts correlate with elite educational institutions (though it is evident that, on the one hand, they become specialists and experts not only due to their institutional appurtenance but, on the other hand, one cannot exclude the possibility of the emergence of such people in other higher educational institutions as well).

Such a two or three-tiered model of lifelong education largely corresponds to the statements which were previously considered radical and repeated word-for-word by contemporary authors, that “schools in a capitalist economy are meant to transfer knowledge and skills corresponding to hierarchical roles, to be followed on the labor market”. It was noted, in particular, that vocational schools orientate young people towards complying with the rules and performance of their duties, while the universities meant for the elite are designed to support creativity and solving nonstandard problems [2, p. 171]. It should be noted however, that in our case the dividing line will go inside the university system itself. The system of lifelong education corresponding to this approach has both a hierarchical and a market character. It should be called a hierarchic-market, as the primary point is the distribution of educational institutions by two or three levels of hierarchy (in simplistic terms, common ones and those to be reorganized). The secondary (additional) instrument of evaluation is market competition, which is in most cases limited to the contest of educational institutions of the same level. It should be noted that the competition itself in this case proves to be quite limited. There are few elite educational institutions, while “common” ones are scattered throughout the territory of the country. The latter are characterized by the extremely high level of differentiation of the conditions of activities. The efficiency criterion is twofold: it

¹ The third and the lowest level are likely to be “unworthy” of inclusion of “inefficient” educational institutions in the hierarchy. The tag of inefficiency can be also referred to at least some part of their teachers and graduates.

integrates both the market success within the limits of its level, and the very appurtenance to a certain level of the hierarchy.

The criterion of evaluation of the efficiency of learners and teachers is more complex. Apart from the institutional criterion given above, there is the evaluation known from history: "it is better to be the first in Cannes than the last in Rome". In practice, the latter approach can be formalized on the basis of the notion of market niches. Within this scientific school in the system of lifelong education, we can distinguish at least two groups of educational institutions: (1) elite ones, aimed at the development of all aspects of efficiency and evaluation of other subjects; (2) "common" ones, oriented towards the formal, and frequently imitational, following on from the existing set of efficiency indicators.

The neo-institutional economic school prefers dealing with the so-called "transparent" (i.e. open for visual examination) educational institutions. What is meant here is not the characteristics of the labor market (which are generally well-known and unambiguously appraisable), but the parameters of the lifelong educational process. In general, they at least potentially, become visible to other economic subjects, not least of all to employers during institutional execution of the competences. In certain cases, the consistent implementation of this approach involves the evaluation of competences not related to any personification. Institutional "execution" of the latter has no traditional forms and can involve, for example, the creation of specialized Internet-sites, the formation of certain kinds of consulting services, and the publishing of periodicals revealing particular areas of activities. It is not difficult to notice that all these institutions are dynamic, and there are continuously developing competences corresponding to them. Thus, it can be concluded that they fully comply with the principles of the system of lifelong education. Temporary creative groups involved in solving especially complicated tasks are, without exaggeration, also working in this direction. They are characterized by their high degree of unity of the labor and educational processes. We should note that evaluation institutions are not always traditional in this case: it is often a question of informal recommendations, highly specialized and, therefore, little known publications, etc.

As we see now, the educational process does not look like "a black box" at all: the state, society, and economic subjects of different levels can observe the major stages of the educational process and sometimes even join in (or interfere with it). This process stops being the task of an educational institution only, and becomes a field of comprehensive cooperation.

The traditional model of payoff from human capital (where future revenues are the function of previous investments in the same way as the profit of the bank's depositor) is substituted for the curve of earnings based not on formal expenditures of education, but just on the indicators of development of the knowledge and skills (or test measurements) indirectly related to them. It appears rational for an employer to consider the human capital of the members of the organization through evaluation of the higher quality of labor behavior of the people who have received an education [2, p. 169–170]. Besides, elite educational institutions are largely oriented towards the increment of social capital embodied in the system of external relations and interactions. The principal differences of this methodological approach to efficiency appraisal can be represented as follows: (a) achievement of

a certain level of efficiency can be fixed within the framework of the hierarchical structures; (b) due to their multidimensional character, the efficiency indicators can be used by different subjects; (c) the integral efficiency indicator is largely an artificial construction; (d) the comparative summarizing appraisal of efficiency largely depends on the subject of the appraisal, which makes the process of decision-making on this basis a voluntary one to some extent.

The main shortcoming is the subjectivity of the efficiency appraisal and, hence, the possibility of sharp fluctuations of its level. Important components of the educational process may appear to be beyond the activities which are efficient within the framework of this approach. A lot of recently created innovative educational institutions may just fail "to fit" the existing requirements to efficiency evaluation. At the same time, this model fully conforms to the stable and established system of education in the country, having a high level of consensus about the directions of its development. These shortcomings are overcome in the approach based on the concepts of the new institutional theory. However, it is still in the making, and can be the subject of separate publication.

New institutional theory as the basis of the network model of lifelong education

The new institutional theory emerged before the neo-institutional theory considered above. These schools of thought are now considered to be competing ones. Moreover, this theory is considered as an alternative both to the neoclassical theory and the neo-institutionalism (that formed the single methodological approach which became the mainstream of social-economic sciences).

The fundamental specific feature of these two close theoretical approaches is the fact that the behavior (including educational behavior) of individuals and enterprises (employers) is based on rationality. The neoclassical theory studies absolutely rational behavior. Neo-institutionalism introduces the notion of limited rationality, taking into account the lack of information and the factor of uncertainty. However, both approaches are universal, and encompass the overwhelming majority of the subjects making decisions.

As noted by T. Eggertsson, it is rationality (more precisely, the model of rational choice) that is the watershed between the neo-institutional and new institutional schools of thought [3, p. 6]. In our opinion however, (and it is especially right for the system of education), during the course of practical activities, rational choice implies a universal, definite and steady choice. The choice when large groups of people use different criteria is not universal. One can speak about its rationality only to a limited extent, and it is this situation that often takes place in choosing an educational institution and specialty (training program). We will give some explanation.

Non-universality of choice does not mean that different groups of learners are oriented towards a different value of their future income. The social-economic mainstream has no problems in analyzing such quantitative differences. This is the question of principally different models of choice. For example, even at the initial

stage of education, an experienced teacher distinguishes those who have come to study in the particular specialty (program) "following the dictates of the heart", those whose choice was determined by a number of factors (forming the critical mass) and, finally, those whose choice was largely random. However, all these people have made the same educational decision that is described (or, more precisely, an attempt is made to describe them) by the same economic model.

Roughly the same conclusion can be made about the certainty and stability of the choice. One cannot speak about certainty given the complex structure of the object of choice. Even taking into account economic factors only, one cannot say that the benefits of receiving an education are known before the beginning of education. Generally speaking, they become clear only by completion of the educational program at best. These benefits do not come down to the assimilation of knowledge and acquisition of skills; a greater part of them means involvement in social networks, providing mostly advantages, having no unambiguous monetary expression, or providing non-economic benefits.

The principles which establish a balance which is traditional for economic theory fail to act in these conditions. The latter notion can be used for analysis of the process of entering educational institutions, but it characterizes the behavior in the networks to a certain extent only, one of the major functions of the networks being education: acquiring new knowledge and skills with their further recognition.

Finally, one cannot speak about such a prerequisite of building traditional models as the stability of preferences. It is obvious that the preferences of the participants in the educational process (based on development and, hence, change of preferences) can change rather fast. Moreover, their former preferences can be fully negated after some time due to the system of values (and not economic ones). In this case the efficiency criterion must reflect both the effectiveness of the very system of education, and (strange as it may seem at first sight) the possibility of transformation of this criterion, both in accordance with the changes of the external environment, and the subjects of the educational process. Neither the position nor the available resources of the subjects remain the same. Their interaction results in the emergence of new knowledge and new values and connections significant for them. All these changes necessitate the use of the category of social capital. In this case, the emergence of learners' communities on the basis of educational institutions (or in close connection with them) demands parallel analysis of the organizational capital.

In accordance with this, the principal concepts of the new institutional school as applied to the system of lifelong education can be represented as follows:

Firstly, evaluation of educational institutions intrinsically has a network character (both the place in the network of subjects of lifelong education in the broadest sense, and the character of interaction, are taken into account).

Secondly, there is no division into elite and common educational institutions (of primary significance being the role of individual working groups within the implementation of projects and organization of new forms of interaction - the status criterion is substituted for the activity criterion).

Thirdly, learners are assessed by the wide use of the criterion of involvement (allowing objective and differentiated appraisal simultaneously).

Fourthly, the appraisals are multidimensional and reversible, and differentiation takes account of different interests of possible partners, consumers and employers.

Fifthly, the major role in the system of connections is played by the relations of cooperation, joint use of resources, solving problems, and joining efforts.

Sixthly, formalization of the efficiency criterion has a polemical character and can be based, in particular, on the generalized account of the relations of involvement and recognition within the frameworks of the established system of network interactions.

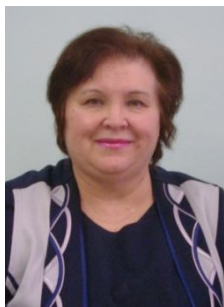
We would like to note in the conclusion that the new institutional theory is a school of thought in the making. This process reflects the present conditions of lifelong education. These circumstances create prerequisites for active scientific research in this sphere.

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INSTITUTIONALIZATION OF A CONTINUING EDUCATION IN UKRAINE

E. A. Podolskaya



The most principal features of an educational system in XXI century become an education fundamentalization, a highest possible development of creativity of each person, an applying of innovative technologies in the process of selection and saving, systematization and a knowledge transfer. In this case a principle of continuous education of citizens becomes more and more actual, in other words the growth of educational potential of a personality during whole life, based on using of a system of governmental and social institutes and according to the requirement of a personality and a society. However an assistance to education, a recurrent education of labor services and a transfer of cultural values and in personal development are the most important expectations of a society. That is why there is an urgent necessity in a correcting of basic educational aims, in an elaboration of innovative new approaches to researches and a reforming of new paradigms in reply to time challenges.

At all times an aim of education is considered to be: a development of principle humanity which is a part of an essence of human existence (J. Maritain); an assistance to individual in achieving of pure moral life (I.Kant, V. Soloviov); a self-development of sense (G.W.F. Hegel); a teaching of methods of problems resolving by experience (A. Comte, J. Dewey, W.Humboldt); a personality formation, which is bottom-lined realities of physical world (S. Strong, R.W. Sellars, B.F. Skinners); "ignorance level reduction" (J. Chorson, W. Belldrodge); social reality changes (K.H. Marx, F. Engels, V.I. Lenin, E. Berstein); an ambience "domain" of socio-cultural capital accumulating (L. Bernstein, P. Bourdieu, M. Foucault, M. Young) etc. All of them considered life to be education as a leading and assigned beginning, an inception of socialization, a principle tool of cultural intergenerational continuity. Furthermore all the researchers emphasized that the education is in dynamic cooperation with developed person (considering achievement age and restrictions) and processes of its elemental socialization. As far as personality socialization is a continuous and permanent process, a person should constantly assimilate this knowledge, skills and attains, which a person needs for its cultural, earthy and spiritual successful realization of exigencies. But if the socialization is continuous, then the education is subsequently should become continuous, appealed for help and facilitation of person advancement. In the course of the understanding of aims of education, a conception of continuous education, which in XXI century, rather, was an only conception, which was able to reply adequately challenges of a fast-paced world. First it was presented on the UNESCO meeting (1965) by P. Lengrand and evoked theoretical and practical resonance. The important principle of this paradigm is a personality development as a coordinator of an activity and a communication during whole life by all around

education. It is individualized by time, movement and focus which entrusts and gives possibility to everyone to choose his own education path. [2, p. 27–29].

In the beginning of XXI century a person can't already ensure his competitive ability during whole the life, based on an education got in the university youthful. As noted in report of M. Drencourt at World Congress on Higher Education in Paris (2009), "the main aim of any university is a growth of its foster children an efficiency to insight; their object is to prepare a person, capable of thinking, ambitious to knowledge" [4, p. 34]. A modern person is made to embed to the process of life-long learning. Literally, a term "life-long learning" is translated as life-long education that evokes the evident allusion with the expression "life sentence". But this case it reinforced a meaning of the expression: a person is sentenced for a life-long learning, provided that he wants to be active and successful member of a society. For this purpose this process is estimated not as a fashion, not as an advocacy, but as the objective consequence of society transformation in whole and conditions of functioning of its institutes in particular. [12, p. 57]. According to real global movement, today the educational system is transformed from an acquisition of knowledge system to an adaptation system of pupils and students to the status of manager of their future during the studying process. As late as in the process of school studying, the youth should just not form world view, but develop qualities, which allow estimating their individual potential, provided rivalry, tenders, a search of their own way of life success in the context of active participation in the democratization of social life, a development of market relations. They should get used to idea that success of their further life run over a search of their high-status state, a rating of social profile in personality social requests. In the system of continuous education emphasis is made not on information transfer, but on a reinforcement of target search mechanism, an efficiency to transform study information in practical tasks solution, managing of own idea "on a turnkey basis", an efficiency to work in team and to find actively solutions of creative problems, to present results of activity. The education should form a citizen, useful for a society and capable of maintaining a social activity during the whole period of active labor work. It follows thence that in the modern quick changing society the main thing is not an extent of knowledge, got into educational system of knowledge, but the development of an efficiency of its renewing and generating [12, p. 60].

A tendency of continuous education as a foundational, leading principle of education development, as an asset of each person, provides education of a modern person who under dynamically changeable socioeconomic conditions could actively live and act, maximally contributing as to own self-development, self-realization and the same time to society development and its progressive renewal. At that a personality development is considered as a continuous process, orienting study cognitive activity not just on acquisition of knowledge, but on active transformation of environment. [1, p. 262–263].

A *continuity* of education means that all of its levels, including the system of higher education, must not be secluded and isolated from each other. The reason of this is that technological revolution has led a person to the constant need of knowledge extension as due to self-development, so and by periodic further (changing) training. For another thing, implementation of resource-serving

technologies has inspired an evolution of field of expertise by human and made actual a necessity of education renewal during whole life. Main features of continuous education are: a life-long education, self-development, self-concept, self-improvement, individualization, interdisciplinary of knowledge, ability to get this knowledge independently and effectively use them. "From knowing of due, we lengthen to the realizing of accomplishing, to the knowledge from life and for life. [4, p. 38]. Ability to the continuous education during whole life determines a competitiveness of a person and a society in whole. Therefore besides traditional definition of continuous education as "life-long learning" there is a less spread wording – "life-wide education", emphasizing on formation of those educational field which gives a possibility to wide range of people who can get a continuous education "life-long and life-wide" [8, p. 53–54]. The continuous education becomes a process, which lasts whole life and where individual and social personality aspects and activity are integrated. Life-long education becomes a process which lasts the whole life and where individual and social aspects of a personality, his activity are integrated. There are three main qualities in the methodological analysis foundation of the essence of the life-long education. They ensure successful productive activity of a person during his life. They are: (1) *Biological essence*. According to this notion the basic meaning of the education is the adaptation of human biological nature to the society and a person supplying with all necessary for the fulfillment his function with the set of skills and knowledge. (2) *Social essence*. It describes education as the transmission-mastering of the socio-cultural experience, the formation necessary personal qualities due to social order. (3) *Humanistic essence*. The mastering of sociocultural experience, the development of skills, personal and necessary to profession qualities of a student are not denied. They are included into wider chain – into the help to a person in his self-development and spiritual ascent. Other components of this global aim are the creation of the condition for the development of subjectivity, life creation, personal functions of a growing human, and the support of self-knowledge, self-determination and self-realization. In total all these three paradigms fulfill the function of "coordinate system" for the comparison of different pedagogical projects, theories, approaches to the improvement of higher education. Besides these approaches don't contradict each other their separation is conditional enough because it's defined by priorities and viewpoints of education examination. During the development of the first approach the researches emphasize world view aspects of education and consider education as one of the means for the global human problems solving, factor of stable society development. The education is directed towards formation in the mind of specialist the holistic worldview, the awareness of human role in global processes and his responsibility for the future. The second approach is based on the aspiration to ensure specialist training responding the demands contemporary production, science, service and to overcome narrow-purpose training. The third approach is characterized by the examination of higher education due to the culture, the means of its translation, its conservation and development.

The educational conception is formed according to the function realization and demands formulated from outside: from society, production, state and civilization. And this is exactly common feature of the majority of the theories

oriented to first three approaches. But the questions about the targets of human education as it is are excluded in these approaches. Those targets which place in front of education state, production and society are also ascribed to a person. This potential shortage can be minimized in the case of target coincidence, otherwise it is actualized.

Recently thanks to researches of V.I. Astakhova, E.V. Astakhova, V.S. Bakirow, E.P. Belozercev, O.W. Dolgenko, V.P. Zinchenko, N.A. Lobanov, E.G. Mikhaleva, O.S. Ovakimian, E.A. Podolskaia, V.A. Slastenin, L.G. Sokuranskaya, N.P. Sorokina, N. G. Chibisova and others the fourth approach is being actively developed. It describes the recognition of the personality development as the target orientation of higher education. The personality development is considered as raising of human potential, formation of value-semantic system of the regulation of professional activity and vital functions on the whole, growth of subjectivity level as the possibility to turn his life into the object of practical transformation. Today the stream of growing information, increasing list of professions and specialties make a human search acceptable ways of adaptation in the headlong changing world. In the situation when informatizational and intellectual society has put in the forefront personality as the most important factor of the self-preservation and society changes, attention must be accented not only at how to teach a person his profession but how to form and develop social necessary skills and qualities. The formation of motivation to constant and life-long education during the whole life, the acquisition of new specialties and qualifications are the most important tasks. To date we need more specialists who don't have only some set of certain skills and knowledge, but who has great potential of personal characteristics and qualities capable to empathy, self-appraisal, reflection, value and valuable orientation formation, self-actualization and self-education in the process of further professional activity. Humanistic educational paradigm accepting the human value supposes the perception of a student along with society and state as the source of definition of objectives. The consistent target coalition of the higher education formulating by society, production, state and student him-self has great importance in the methodological aspect. The formation of value-significant "core", the acquisition of the quality of education subject, professional and vital activities on the whole are the value of each person because they create conditions for self-realization and achievement of any life targets. That is why the humanistic educational paradigm is in the base of life-long education conception which is the principle of the educational systems functioning in the conditions of the globalization. The organization and the realization of the education on the basis of sequence and continuity in the knowledge mastering, their future improvement and renovation are the essence of life-long education.

Lifelong education includes both special and general education. If special education concentrated on solving of the applied tasks of the higher productivity, general education allows solving the tasks of all-round personality development including intellectual, physical, moral and esthetic education.

The educational establishment which must evolve in the direction of realization of the life-long education ideology based on the principle "education through the whole life" is the subject of life-long education. The fulfillment of university mission is possible if the university established itself as multifunctional

model in the conditions of the life-long professional education. Meanwhile the university multifunctionality is expressed in career guidance, research, cultural and compensatory activities of its structures at the presence of its leading educational function (life-long education with a purpose of the personality development). The university target as multifunctional modal is to form professionally and develop student personality as a subject of his vital activity. The result of student development in the case of professional education stays open largely determined with the logic of personal development, the degree of awareness of its inner needs, targets. But if the target of professional education system consists in personality development of a future specialist, its sense is in condition creation for effective development, self-education, training, self-training, teaching, self-teaching. In this correlation the dominant of personal development of a future specialist, the educational system of the university, according to our point of view, changes into the basic which fulfills the function of "axial line" and leading condition in the formation at a student valuable attitude to the world, professional activity. Exactly in this case the professional mentality is formed [13, p. 18]. Accepting a formulae "education=training + teaching" we regard training first of all as the formation of constant motivation to education at all its subsystems and forms. In this case all traditional elements of the "educational work" are as informal supplementary general education which can be productively realized through students' councils, clubs, and different forms of students' self-government.

For understanding the modern concept of life-long education it is important to distinguish its forms: 1) *formal* (corresponding to program-goal process which usually ends with the certification and award of a qualification), 2) *casual* (no neediness in certification) 3) *informal* (may not even pursue certain goals) [8, p. 54]. Shortcomings and contradictions of formal education, its lack of flexibility, efficiency in reaching the educational needs of different categories of people are overcome by extending of the area of non-formal education.

Modern educational environment is a set of equally important successive systems such as (a) the pre-primary education, (b) primary general education; (c) primary professional education with a number of levels (primary, secondary, higher, post-graduate), (d) additional professional education. Periods of studying in primary, secondary and complete secondary school rather precisely coincide with childhood, adolescence and youth. Each level of education on the one hand allows solving a specific problem of formation of knowledge and skills, and on the other hand it prepares the human to the next stage. Higher education is the fourth level of this "educational ladder". It helps to become an intelligent, acting and responsible adult. The higher education system brings out the most comprehensive proper procedure of higher education that allows reaching the highest qualification level [6, p. 8]. Higher education provides training for those groups of people whose mentality, knowledge and skills determine the higher possibilities of society. Educational institutions of higher education through its main functions (research, training and educational services), carried out within the established autonomy and academic freedom, should strengthen interdisciplinary training, develop critical thinking and active citizenship. All this will support the steady development of the world, the human rights, including gender equality [3, p. 53–54].

Life-long education as a leading trend of the modern educational system involves solving problems of continuity not only between school and university, but between the university and future activity of students. The task of improving the training of students should be taken into account. Life-long education in Ukraine is realized through the coordination of educational activities at different levels and preparing for the possible change to higher levels of education, formation of the necessity and ability to self-education, optimization of staff retraining system, creation of integrated curricula and programs, connection between establishments of secondary, vocational, higher and post-graduate education. *Post-graduate education* is a particularized improvement of education and training by deepening, expanding and updating professional knowledge, skills or getting another specialty based on previously obtained educational qualification level and experience. It creates conditions for life-long and stepwise education, development of specialist's potential, meeting the requirements of the economic system in the qualifying staff. It also includes: (a) training is getting a specialty based on the previous level of educational qualification and experience, (b) specialization is acquisition by a person the abilities to perform individual tasks and responsibilities that have features within the specialty, and (c) expansion of the profile is acquisition by a person the abilities to perform additional tasks and responsibilities within the specialty (this is focused on the education market and increasing of quality requirements of professional development due to the necessary solution of society problems in conditions of competitive environment and growing expansion of educational services), 4) training is acquisition by a person of experience in performing tasks and responsibilities of determined specialty.

Essentially, post-graduate education is the most striking reflection of the society needs in educational services demanded by the market. PGE as an indicator of these needs, on the one hand, is a marketing signal for the development of basic education, and on the other hand, it is an effective complement to it that provides a comprehensive and high-quality training for innovative development [8, p. 57–58].

The purpose of training is to increase professionalism, which can be reached in the following tasks: self-motivation, self-education, professional growth, career; raising of competence (such as social, economic, legal, special, environmental competence etc.); development of psychological properties, professionally important qualities, correction of professional kinds of behavior; formation of social, professional and personal competence; ensuring conditions of self-development, self-education and self-realization. The important function of training is the professional self-preservation of specialist as professionalism provides social security and improves competitiveness. At the World Congress on Higher Education the need to develop life-long education system was linked with increasing of life expectancy because «people who don't want to become "old" work ... that is why enterprises will have to take into account the growing life expectancy. Under these conditions the idea of life-long education is in the foreground» [4, p. 37].

Dynamic connection between individual stages and levels of education and within them is provided by such a pedagogical principle as *continuity*. Because of its introduction to the educational process it is possible to broaden and to deepen

the knowledge acquired at the previous stages of studying. Individual ideas and students' concepts are transformed into a well-composed system of knowledge and skills. Educational programs are considered continuity if they assist in the formation of intellectual, personal, behavioral qualities, knowledge and skills of students, creation of potential for further development of the personality. Thus, continuity in the broad sense is the basis of life-long education when each previous level of education is considered as the source for all subsequent levels [10, p. 3–4]. In our opinion there are possible mechanisms for interfacing educational programs and continuity of educational technology in life-long education. We can recommend the following: 1) the organization of special academic institutions in order to expand the interaction between secondary and higher education; 2) the development of school educational programs aimed for personal development and invariant to different forms of socialization; 3) creation of the infrastructure to ensure the rational use of resources for the implementation of school and university programs; 4) collecting data on the results of the development of students' educational programs at various levels; 5) monitoring the views of graduates and students [10, p. 7].

Dominating factor in the modeling of educational systems that exist nowadays is a social functional approach. On its basis the models of socialization and adaptation of the personality to society are formed. Under it the development of a person is carried out in accordance with functional role-playing activity communicative destination (a person as a citizen, family man, toiler, consumer, subject of generalization, cognition, etc.).

At the heart of life-long education functioning underlie the following principles that determine its specificity: the principles of humanism, generality, system, mobility, advancing, openness, succession, continuity [11].

(a) *The principle of humanism* indicates the appealing of education to the person, the freedom of personality's choice of forms, terms, types of education, professional development, self-education.

(b) *The principle of generality* of education presupposes availability of education at any age due to the variety of educational forms in accordance with interests, possibilities and demands.

(c) *The principle of system* means that all the components of the life-long education system are in interconnection and interaction with each other.

(d) *The principle of mobility* is expressed in the variety of means, methods, organizational forms of life-long education system, their flexibility and readiness for fast rearrangement according to the changing demands of production, society, person.

(e) *The principle of advancing*, relying on scientific prognostication, demands a faster and more flexible development, reorganization of educational establishments and institutions of the life-long education system with respect to demands of public practice, mobile renovation of their activity.

(f) *The principle of openness* of the life-long education system requires from educational establishments the extension of activity by attracting non-traditional audience, auditors to education and professional development. At the same time there is a need to work with different age layers and groups of people that differ with the level of education and vocational training, relation to education,

life aspirations that demands creation of additional faculties, universities, departments, professional development and education courses, arranging of seminars, club classes on a day off, not only at the educational establishment, but also outside it, and also arranging TV and video programs. Openness of educational establishments and education systems is provided with existence of various education and educational programs that have various levels, content and directivity. Developing in line with tendencies of globalization, informatization, democratization, the system of modern education uses the principle of open information networks, modifying the known forms of education by means of communication and telecommunication technologies. With the help of this it is provided: firstly, freedom of access to education; secondly, universality of educational services; thirdly, convenience and easiness of work with educational information [7, p. 21–22].

(g) *The principle of succession* of education provides close connection between all its levels so that pupils and students could pass without excess expenses of time from the lowest education levels to the highest ones. The principle of continuity of education according to which all its levels, including the higher school, shouldn't be closed and isolated from each other acts as the systematizing principle in the system of principles. In the conditions of acceleration of information updating one needs to deepen constantly the knowledge both due to self-education, and by periodic professional development.

For the purpose of effectiveness increase of continuous education it is necessary to determine the main criteria of estimation of its performance success of social functions and opportunities of satisfaction of educational needs of people of various age and social statuses.

The situation that develops in many countries of the world and particularly in Ukraine, under the influence of change of system of civilization values, demands in the course of realization of the educational policy principles not only sequence, but also considerable flexibility. The ability precisely and adequately to react to the influence of changeable social practice, to changes in structure and criteria of the social order is, in our opinion, the new principle of educational system development that can be defined as an *institutional reflection* [11]. The principles of continuity and succession of education can't be limited today only with structural interrelation of the public educational establishments: they have to be supplemented with organic parallels from innovative educational establishments that are created on the off-budget basis. *The formation of "free educational environment"* acts as a new social principle of development of the educational system. Parallel continuity and communications that are shown here, comprise truly democratic principles: strengthen opportunities of the choice of a young person (or an expert) of desirable profession, mobile requalification, profile expansion on the profession, make social guarantees of employment more reliable. The unity of educational and educative work taking into account calls of the present provides *coordination of actions through educational structures* of all humanitarian and mass organizations, mass media, family, macro – and microenvironment concerning their influence on formation of psychological, moral and civil maturity of the personality. *The principles of innovative pedagogics* that are introduced into the educational environment are directed on the development by the subjects of educational

process of abilities and motivation to mastering methodology of scientific analysis and “perspective determination” future. At the heart of model of “innovative training” there is an essentially new philosophy of education that has to correspond to the new type of the post-industrial civilization and postmodern “information” society [11].

The continuity between the educational programs of undergraduates and graduates is at the top of the contemporary higher education. Besides this continuity concerns both content and educational purposes. Post-graduate and graduate courses are created to solve the problem of reproduction not only academic staff but also high school teachers on the basis of scientific, psychological, educational, cultural and educational training [10, p. 9].

In general, the modern education system allows obtaining the basic guidelines, which helps to find the life position by means of adaptation to certain social environment by preparing for life and activity in a specific profession. In reality, systemic education is supported by another type of education – a mosaic one, which is disordered (educational projects which are non-governmental organizations, as well as additional education, various initiatives of the educational centers beyond the scope of the traditional programs). It does not provide an entire worldview, however forms a mainstream man and his culture.

Unprecedented acceleration in changes of socio-economic conditions has led to dramatic increasing of need in professional change during the development of a career of an individual. In Ukraine of 1990s, such changes took place due to radical social and economic reforms that had changed the structure of the labor market, having developed further institutionalization of life-long education, joining together educational institutions of various levels in a single organism. Such educational complexes include: a kindergarten, school, college, high school, etc. Depending on the ideology of a created complex, the goals and objectives that it pursues may include different research organizations or production companies. The main purpose of such systems is to build the most rational way of the educational process and improve teaching methods. Such educational complexes appeared in Ukraine in the 1990s, on the basis of the private educational institutions. They may include: the European University (Kiev), Kharkiv Humanities University “People’s Ukrainian Academy”, University “Krok” (Kiev), Interregional Academy of Personnel Management, Alfred Nobel University of Dnepropetrovsk, Open International University of Human Development “Ukraine”, Yuri Mook International Science and Technology University and others. Being created in Ukraine, educational complexes include higher education institutions (universities, institutes) and secondary educational institution (specialized secondary schools, high schools, colleges, kindergartens) and provide for the achievement of unity and interaction of all components of the educational process. For the past two decades such educational systems have been functioning effectively on the basis of systematic, continuity and interrelation of all organizational forms and methods of the educational process at different levels.

Among private educational complexes, which are being actively put into practice life-long education, we can name the followings: Humanities University “People’s Ukrainian Academy”, which organization includes: children’s school of early development, secondary school of economic and law, Humanities University

which also gives an opportunity of the postgraduate studentship, higher doctorate and institute of supplementary education; the Institute of Economics of market relations and Management, including: the kindergarten – educative complex – higher education institution; the Institute of Ecology and Social Protection, to which belongs as an independent unit a specialized private school “ECOSOC”; the educational complex “Education of Solomon”, that unites the Solomon International University and Lyceum № 9 and others.

Educational complexes that provide life-long education are functioning actively on the basis of public educational institution: Kharkov National Technical University “KhPI” and College of Computer Technologies, Karazin Kharkov National University and its Lyceum, Yaroslav the Wise National Law Academy and the law Lyceum, Kharkov Academy of Art and Design and the Art Lyceum etc. Even at the level of secondary education these educational complexes resolve issues of professional formation and personal development, by maintaining continuity and developing tradition of their educational institutions at all educational levels. However, in our opinion, the most successful concept of life-long education was adopted in the European University in Kiev and the Humanities University “People’s Ukrainian Academy” in Kharkov, because their organization consists of elementary school with pre-school classes and kindergarten or school of early development for preschoolers.

Educational complex, where the model of life-long education had been implemented fully, was represented by the University of Humanities “People’s Ukrainian Academy” (KhUH “PUA”), established in May, 1991. It is this educational complex that from its first days of establishment set a goal of working out a model of life-long education under the slogan “Education. Intellectuality. Culture”. Also were elaborated the concept of development of the complex until 2010 and the concept of educational work. In 2006 was adopted the concept of the Academy development until 2020, and in 2012 was developed a new concept of educational work in terms of transforming of the Ukrainian society. All these institutional measures have led to gain important results in the implementation of the life-long education concept. The Academy has created a unified cultural and educational environment, which allows to carry out educational activities at all stages: beginning with the Children’s School of early development ending with the Faculty of Postgraduate Education, groups “Dialogue +” (the age of participants is 50 years and over). In the educational complex with long-life educational process – People’s Ukrainian Academy are developing actively “subject-subject” relationships between teachers and pupils, students; the school and students’ governments have been improved their work effectively, also such inner organizations of work are concurrent to the development of students’ activity, initiative and creativity. The faculties in the KhHU “PUA” are integrated, thus allowing school and high school teachers to work in a cooperable way, share experiences, develop common projects, programs, hold competitions and festivals. Organization of educational work within the educational complex provides opportunities for teachers to realize their boldest innovation plans.

Experience of implementing the concept of life-long education in Kharkov Humanities University “People’s Ukrainian Academy” allows us to conclude that in the modern era the determining factor of the upgrading of all educational systems

indeed is life-long education, i.e. the creation of appropriate conditions for self-improvement and self-affirmation of each person during his lifetime. For twenty years, the scientists of the People's Ukrainian Academy under the guidance of Professor V.I. Astakhova, have been developed the concept of life-long education, also comprehended the essence and basic principles of such education system. The real-life experience that KhHU "People's Ukrainian Academy" has obtained, permits to make suggestions about the success rate of the experiment for the development and implementation of educational practices in the Kharkov region and Ukraine as a whole, – the original model of life-long education. All components of life-long education system operate successfully: the Children's School of early development, secondary school of Economics and Law, Humanities University (full-time, part-time, distance learning), postgraduate education, including "50 +" groups training etc. Education process at all levels is based on programs that were developed on specific integrated basis. Also the concept of the individualization of the educational process has been implemented successfully in the People's Ukrainian Academy; even in the controversial socio-political conditions, the civic-patriotic education concept allows forming a pupils' and students' proactive approach to life and their high level of public spirit. Generally agreed [5, 9], that namely "PUA" has established a new institutional model, that is functioning completely, and managed to enroll into the educational environment of the city and the country.

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THE VALUE GROUNDS OF THE PERSONAL ACTUALIZATION OF LIFELONG LEARNING

L. Socuryanskaya



The formation of life-long education system is going on in the context of the global trend to «knowledge society», "which acquires the features of the new social ideal that defines the orientation on policies and programs of regional, national and international structures" [1, p. 9].

P. Drucker, whose name is associated with the appearance in the scientific use of the term "knowledge society", emphasizes the sociocultural role of knowledge and sees it as a strategic resource for the creation of a new society [2]. Knowledge society, pursuing cognitive rather than the technological goals, that are the characteristic of the information society, radically modifies its requirements to the education system, actualizing a new educational paradigm, the motto of which is "lifelong learning". The most important characteristic of this paradigm is the emphasis on the need to manage the modern man "means for continuous acquisition of new knowledge and the ability to learn independently" [3]. However, this is only possible if the person will form a stable demand for education, retraining, additional education, i.e. there will appear one of the basic human needs of the knowledge society – the need for knowledge, in its constant replenishment. Still, such a need may arise only on a strong value base, relevant to axiological parameters of the knowledge society.

Despite the fact that the post-Soviet countries such as Russia, Ukraine and Belarus (as well as all the other post-Soviet states and, more broadly, post-socialist, post-communistic and not only they) are still far from the characteristics of the knowledge society¹, the educational system of these countries must be transformed from taking into account the prospects of becoming a knowledge society, its educational paradigm, including targeted at actualization of human creativity, self-realization, life-long self-development. Achieving this goal is possible on condition of formation and development of continuing education as a factor and simultaneously measure humanity's transition to a knowledge society.

¹ P. Drucker, analyzing contemporary Western society, which he defines as a post-capitalist, wrote: "Perhaps it is premature to consider the present society as a "knowledge society", now we can only talk about the creation of the economic system on the basis of knowledge" [2, p. 71].

Value dynamics as a factor and indicator of society transformation

Accepting an extremely broad interpretation of the concept of "lifelong learning", namely, understanding it as education throughout life (lifelong learning¹), we are absolutely convinced that the development of its institutionalized² and, especially, non-institutionalized³ forms depends not only and not so much on the activities of the state in this direction, but on such a subjective factor as the personality values, including the perception of education as the most important value in life.

Numerous international, national and regional case studies conducted by sociologists of V.N. Karazin Kharkiv National University during the 1991–2013⁴s, describe that one of the main indicators, and at the same time, the factors of post-soviet transformation of society as a whole and its individual institutions, particularly higher education, are value changes taking place at various levels: societal, group, personal.

What is postmaterialization (postmodernization) personality's value

In the context of the problems analyzed in this section the dynamics of values on a personal level are of particular interest. The results of our research, including those listed above, as well as data obtained by fellow social scientists of other countries, not only capture the dynamics, but also demonstrate a significant differentiation of values discourse of post-soviet students.

¹ In this sense, lifelong education is understood as a process of lifelong replenishment of the person's knowledge, the development of skills in all areas (not just professional) and on all stages of life (from early childhood to the end of life). Along with this understanding of lifelong learning is seen in the scientific literature as an adult and as a continuing professional education too.

² Institutionalized lifelong education is carried out in the framework of existing institutions in society: educational institutions, various courses and registered clubs, associations and unions, publicly declared educational programs, etc." [4, p.18].

³ Under the non-institutionalized lifelong education we understand various forms of self-education.

⁴ We are referring to such studies as "Intelligence as the quality of the future expert: problems of formation in the university" (1991-1993, based on a representative sample of 1,000 students surveyed in Kharkov universities), "Problems of forming the qualities of specialists of XXI century in the University" (1995 -1997, based on a representative sample of 1,652 students surveyed in Kharkov universities), "Contemporary universities as centers of formation of Ukrainian society intellectual elite" (2000-2001, based on a representative sample of 1,810 students surveyed in Ukrainian universities), "High school as the subject of social and cultural transformation" (2002-2004, based on a representative sample of 1,972 students surveyed in Ukrainian universities and 981 students of Belarus), "Higher education as a factor of socio-structural change: a comparative analysis of post-communist societies" (2005-2007, 3057 university students in Ukraine were interviewed in a representative sample, 750 in Belarus and 577 university students in Russia (unrepresentative sampling), "Problems of youth civic identity: the role of education as a factor in the consolidation of society" (2009-2011, based on a representative sample of 3058 students surveyed in universities of Ukraine, 628 university students of Russia and 300 university students of Belarus (sampling by Russia and Belarus is unrepresentative), "Social and cultural barriers to the modernization of higher education" (2012-2013, based on a representative sample of 3,225 students surveyed in universities of Ukraine). Scientific director of research (except the last one) – the author of these paper. Scientific director of the latest study – the Academician of National Academy of Sciences of Ukraine – V.S. BAKIROV.

It is not necessary to explain to the reader the importance of analyzing the value consciousness of students, including educational values, in the context of the formation of lifelong learning system. In this regard the focus is on value shift that occurs among students. Formulating a hypothesis concerning the value grounds of contemporary transformation processes in the field of education, we have assumed that the "post-modernization" of student value orientations, especially its focus on self-realization is the most important factor in updating a system of lifelong education. In this context, we emphasize that the concept of "post-modernization" as a shift in the value system has become widely used in sociological discourse, in part due to theoretical and empirical studies of the American sociologist R. Inglehart (see [5-13]). Already in the early 1970s after his first study of the dynamics of values in a global perspective, he concluded that the materialistic values, which can be summarized as a desire for physical and economical security, are banned by post-materialist values (later he gives more broad list of these values and call them postmodern) that are manifested in attitudes to freedom of speech, self-expression, self-realization, quality of life, political participation, belonging to a group etc. Talking about postmaterialization (postmodernization) of value consciousness, R. Inglehart primarily has in mind the economically developed countries, where, in fact, were conducted his first study. However, by including in a sample of his more recent research some of the post-communist, including the post-Soviet countries (which do not have a high level of economic development), R. Inglehart, however, found that these countries have trends toward posmaterialization (postmodernization) of value consciousness of the population, especially youth cohorts. We reached the same conclusion while analyzing the results of research of our students' value orientations in Ukraine, Russia and Belarus (see [14-16]). Moreover, the comparative analysis of survey data conducted in 2006 (that is a period of relative economic stability in these countries) and in 2009 (at the height of the economic crisis not bypassed the post-Soviet societies), witnessed decrease in the level of postmodern value orientations of future professionals, confirming the R. Inglehart's conclusion that the economic crisis, a surge in inflation, even in countries with high levels of economic development, leads to increasing of materialistic values by reducing postmaterialism.

Our appeal to the theoretical constructs of R. Inglehart in the context of the analysis of the problems caused by the formation of lifelong education at least two reasons. First, as outlined above, it is connected with the search for value grounds of actualization of lifelong education at the individual level. Below we will try to prove that postmodernization of individual's value orientations, in particular its commitment to self-realization, is the most important factor in the formation of the system of continuous education. Second, we were inspired by the concept of "cognitive mobilization" of society in the theory of R. Inglehart. According to this concept, such mobilization is the result of raising the educational level of the developed countries population, as well as changes in the nature and character of the work that began to claim another, higher level of specialized knowledge and independent judgment [9, p. 3]. In our opinion, the transition to lifelong education in the post-Soviet countries will contribute to the cognitive mobilization that is the

important condition as well as the indicator of economic and socio-cultural development of modern societies.

Thus, this section will present two research focuses. The first is an analysis of objective and subjective characteristics, including students' orientations on lifelong education (in the value discourse of whom the post-modernist values dominate). The second – the analysis of educational practices of post-Soviet space as students realize its value orientations in the field of education, including lifelong education.

Studentship as socio-demographic and socio-professional group of contemporary post-soviet society

By choosing students as an object of study, our first assumption is that under current conditions (at least in the post-Soviet countries such as Ukraine, Russia and Belarus) it is one of the most numerous groups of young people. For example, recently in Ukraine a significant part of secondary school graduates continued their education in higher education institutions of III-IV accreditation levels: 47% of high school graduates in 2007, 47,8% – in 2008, 43,7% – in 2009, 52,3% – in 2010 [17]. Today, this trend has become even more pronounced. In an interview, the Minister of Education and Science of Ukraine Dmitriy Tabachnik¹ said that in recent years 80% of secondary schools graduates have joined the ranks of Ukrainian students. This situation is due to both objective (quantitative growth of universities and university majors) and subjective factors. Speaking of the latter, we mean the focus of an absolute majority of Ukrainian high school students on higher education². As the results of the study conducted by the Department of Sociology of V.N. Karazin Kharkiv National University in April - May 2013 among students of Kharkov and the Kharkov region, 86,8% of eleventh-graders of the city and 79% of eleventh-graders of Kharkiv region plan to enroll at the University after school (technical school, college – 6,2% in the city and 11,1% in the region, vocational school – 1,6% and 5,3% respectively, go to work – 2,7% and 0,8% respectively, to serve in the army – 0%, and 1,6% did not know what they will do after high school: 1,6% respondents in the city, and 2,1% in the region).

Secondly, the students is the most "resourcable" social group of Ukrainian, Russian, Belarus and other former Soviet societies since it has such significant social resources as age, high level of education and, as shown by our studies in Ukraine, Russia and Belarus, subjectiveness potential. In this context, we emphasize that under subjectiveness potential we understand the willingness and readiness of the individual to responsible social activity, which is reflected in the corresponding system of values and value orientations, as well as attitude to actualization of life strategy of self-realization (for details see [16, p. 155–179]). As demonstrated by the recent history of Ukraine, the subjective student potential is

¹ D. Tabachnik - Minister of Education and Science of Ukraine (from 11.03. 2010 to 23.02.2014, the). Pointed by the author.

² A similar trend is actual for Russian society (see [4]).

updated not only in education but also in the economic and political practices. Students are becoming one of the main subjects of social transformation.

Thirdly, the contemporary studentship can become the generation for which lifelong education is a necessity, a need which will help individual self-actualization in all areas – from the profession to the family, household and leisure time. According to experts, lifelong education can provide "every person the opportunity to form their own individual learning paths for further professional, career and personal growth» [4, p. 36].

Features of contemporary student youth's value discourse

As emphasized above, the focus of our attention are at two issues – the value foundations of forming lifelong learning and educational practices of contemporary post-Soviet students that promote or hinder this process of actualization.

Let us turn to the analysis of value discourse, especially conducive to the establishment of lifelong education as an institution of public knowledge. For this we use the results of research conducted under our supervision by the Department of Sociology at V.N. Karazin Kharkiv National University among university students in Ukraine, Russia and Belarus during 2009–2011. In particular we should use the cluster analysis, which was built on the basis of students' attitudes to the terminal values and self-assessments of their personal qualities (instrumental values)¹. We emphasize that the various procedures of cluster analysis as one of the traditional methods of data mining² (DM) are the methods of the empirical typology (in this case, the typology of values of students), allowing to carry out the differentiation of the studied population into separate groups (clusters). The most important task of cluster analysis is the choice of classifiers. Defining them, we turned, as outlined above, to the orientation of our respondents on the terminal values, as well as their self-assessments of the level of personal qualities development (instrumental

¹ Separation values as the terminal (the target value) and instrumental ones (means-value, in particular personal qualities that contribute to the implementation of terminal values) as part of their philosophical interpretation was suggested by Scheler, in the context of a sociological analysis of the actual values – by M. Rokeach. Not doubting the scientific significance of the typology Scheler - Rokeach, we nevertheless believe that the division of values into two basic types is characterized by relativity, as well as any other typology. In this case, the relativity is determined by the close functional relationship existing between the terminal and instrumental values. First of all, this dependence manifests itself in the possibility of their mutual substitution. The concern is that in certain situations the terminal value can be instrumental and vice versa. Furthermore, the same value can be a terminal and instrumental simultaneously. And it depends not only on the carrier (for someone such value as education may be terminal, for someone - only instrumental). There are options when the same person perceives a particular value as a goal and as a means. Again as an example, such a value as education. In any case, we saw that in the course of numerous studies of value orientations of post-Soviet students.

² Under the Data Mining (DM) some mechanisms which convert the data of empirical social research to high-level data objects are usually understood. Conventionally, these mechanisms can be divided into two parts of analysis - imaging data and modeling. One of the specific features of social science data mining is that DM allows you to find not only the statistical regularities, patterns "on average", but the model (pattern), which describes, explains and predicts rare events. Methodology for data mining, which is independent of a particular domain and can be successfully used to solve a wide range of applications in a variety of scientific and practical fields, allowed to develop research in the field of artificial intelligence (see more about DM: [18-23]).

values) (a total of 44 values). In this case, represented in the toolbox of our study (student questionnaire) 18 terminal and 26 instrumental values we typologized in terms of their cultural genetics, highlighting the traditionalist¹, that are originated in the depths of a traditional society, modernist², that are inherent to a modernity type of society (also called achieved values), and postmodern values³ that are characteristic of post-industrial (post-modern) society, the formation of which is happening right now. This allowed us to identify clusters obtained as a traditionalist, modernist and post-modernist. Of course, allocated as a result of a variety of procedures, cluster analysis typological groups are not ideal from the point of view of application of our civilization (social and cultural) criteria, and cultural genetics of values. As with any typology, classification that we have proposed is quite arbitrary. Thus, all clusters obtained by us has such traditionalist values as family and health (in all the clusters of array (Ukrainian, Russian and Belarusian), these values have 1–2 rank place). Nominating the separated clusters, we started with what values (traditionalist, modernist or postmodernist) dominate the minds of their representatives. In this case, the values of "family" and "health" we "took out in the brackets".

So, let us turn to the results of the cluster analysis. Given the limited scope of our section, and, most importantly, the identity of the data obtained in the Ukraine, Russia and Belarus, we believe that it is possible to analyze only the materials of Ukrainian array of international study we conducted in 2009–2011.

In this study we obtained 5 clusters differentiating Ukrainian students on the base of value orientations. Moreover, one of the clusters (the least numerous, it included only 2,6 % of our respondents) was nominated by us as a traditionalist, in accordance with the dominant values in it. As for the other four clusters, it turned out that two of them tend to be modernist, and other two share postmodern discourse. After analyzing the differences in these pairs of clusters we found that the modernist value discourse actualizes itself on the axis "individualism – communalism", postmodern one – on the axis "pragmatism – idealism". Clusters have the following names: "modernists – individualists" (this cluster represented 34,9% of respondents), "modernists – communalists" (40%), post-modernists pragmatists "(10,3%) and "postmodernists – idealists" (12,2%).

¹ Traditionalist values in our studies were classified as terminal values such as "family", "health", "good relations with other people", "the benefits brought to society", "personal peace, lack of experience, trouble", "understanding with parents and the older generation", etc. As well as instrumental values such as "simplicity, modesty, moderation in needs", "kindness, friendliness, willingness to help people", "integrity, discipline", "honesty, decency", "responsibility".

² Modernist values (terminal) we classified as "interesting and creative work", "material wealth", "high official and social position", "comfort at home"; instrumental values - "determination, willingness to take risks, enterprise", "creativity to business, the ability to implement something non-standard, the new", "high general culture, erudition", "education, professionalism", "self-esteem", "confidence", "persistence in achieving goals", "the ability to bring to the begun by the end of the business", "communication skills, the ability to establish contacts with other people" easily.

³ Among the post-modern values, we have identified the following: terminal - "education, knowledge", "environmental security", "personal freedom, independence of judgment, action", "opportunity to develop, implement their abilities and talents", "economic independence"; instrumental - "autonomy and independence of judgment and action", "ability to be a leader, to lead the others", "intolerance of shortcomings in themselves and others", "self-discipline, self-organization", "tolerance for the views and opinions of others", "initiative", "critical mind", "the desire for self-realization", "pragmatism, prudence".

Objective and subjective factors of student's value postmodernization orientations

To test the above hypothesis formulated by us with respect to such factors of actualization of continuing education, as postmodernization value consciousness of contemporary students, we compare objective and subjective characteristics of students belonging to the post-modern, on the one hand, and to the modernist and traditionalist clusters.

Let's start with the objective characteristics. As our analysis shows, postmodernist students (especially pragmatics) – are mostly come from big cities (the capital city and major regional centers). Modernist students also feature an urbanized way of life (although they are primarily residents of small towns), but among the "traditionalists" most people are from the village.

"Postmodernists" (every second) are the children of the wealthiest¹ (in comparison with other clusters) parents. "Traditionalists" are mostly poor² people (one in four), among the "modernists" are those who "have enough money in the general, but the acquisition of durable goods (TV, refrigerator, etc.) causes certain difficulties" (up to 42%).

Despite a high level of material security, "post-modernist" students have a higher economic activity: among them the most of those who in parallel with study has a permanent job (12%) (the least of such students among the "traditionalists").

"Postmodernists" are children of the most educated parents. A higher level of cultural, including education, capital of students belonging to the post-modern clusters, are determined by the fact that the majority of them have extensive (more than a thousand books) library at home, and they have very high (compared to other clusters) academic successfulness (up to 76 % of them are studying on "excellent" and "good or excellent"), a good knowledge of foreign language that they are studying not only as one of the high school subjects, but also on their own with tutors and etc. (the "postmodernist" more likely than other clusters, use knowledge of foreign language to read the literature in their specialty in high school), and digital – competence, using the Internet, including the search for scientific information (up to 60 % of the respondents in these clusters).

The particular interest in the context of our research problem is the analysis of subjective characteristics of students (value orientations, attitudes, motives, activities, particularly in the areas of education, social and professional plans, views on the factors of success in life etc.) in selected clusters, and, first of all, among "postmodernists". If we talk about the value orientations of postmodernist students, the very name of these clusters indicates their post-modern value preferences and, primarily, attitudes toward self-realization.

As for admission to higher education, representatives of postmodern clusters (especially the "postmodernists - idealists") are primarily motivated by a desire to

¹ In this group we included those respondents who assessed the financial position of the family as following: "we live in abundance, but we can not buy some expensive things (car, apartment, etc.) ", as well as those who gave this response: "we have the opportunity to purchase almost anything we want".

² In the category of the poor we classified those who are evaluating the financial position of the family, gave the following response options: "not enough money even to the most essential products" and "the entire salary is spent on food and buying the necessary unexpensive things."

become a highly skilled in their chosen field of expertise (two-thirds of the respondents in these groups) (for comparison among the "traditionalists" slightly more than a third part of respondents reported on this motive).

Among the postmodernist students are the most of those who would like to get a second degree (about one in four), (among the "traditionalists" – only 5 %, among the "modernists" – about 10 %). Moreover, 5 % of "postmodern pragmatists" at the time of gathering the survey data were enrolled in a second educational degree (this is the highest rate among all clusters). In this context, we emphasize that students belonging to the post-modern clusters, more often than the other typological groups, have expressed a desire to continue their education abroad (about a third part of the respondents in this group comparing to only 7 % of "traditionalists"). Importantly, comparing to the study of 2005–2007, in the whole sample of respondents in a survey of 2009–2011 the number of students whose emigration plans are due to the desire to study in foreign universities, has increased from 12 % to 18 %. At the same time, the number of those who would like to go abroad for permanent residence has not changed: according to the first of the above studies there were about 14 % of such respondents, according to the last – about 15 %. The number of students, explaining their desire to leave the country¹ forever due to impossibility of self-realization at home country, has increased significantly. Among respondents of typological groups this reason was mainly reported by the representatives of postmodern clusters, least often – by traditionalist students. Traditionalist students justify their emigration mood primarily by the desire to improve their financial situation.

Articulating their social and professional plans postmodernist students, first of all, talk about the desire to create their own business (45 %). Those who want to get a second degree, motivate this choice by the desire to gain the knowledge needed for business. At the same time, most of those who would like to pursue after graduation research project are among the "postmodernists" (12 %, it is twice as much as in each of the other clusters). This, in particular, can be attributed to orientation of "postmodernist" students on getting postgraduate study (this desire expressed by 46 % of them, while at the same time among the "traditionalists" have expressed this desire only 17 % of respondents; among the "modernists" – from 21 % to about 30 %).

Thus, we can assume that due to innovative activities (in particular, the creation of their own business), that minimize the risks of post-graduate employment, and through post-graduate studies, "postmodernists" will actualize their desire for self-realization.

According to our study, this desire of "postmodernists" is realized in the process of studying through active participation in the life of student groups. Analyzing the positioning in the group of students of different clusters, we saw that most of the leaders and activists are from the "postmodernists" (14 % of the leaders and 64 % of the activists, among the "traditionalists" such positions are 6 % and 31 % of respondents respectively).

¹ Similar trends are recorded by us in the analysis of immigration sentiment Russian and Belarusian students.

Striving for personal self-realization as a condition of lifelong education

Analysis of students' perceptions of the life success factors showed that "postmodernists" is somewhat higher than students from other clusters, assess such factors as "own intelligence, abilities" and "professionalism, business qualities" (70 % and 47 % respectively). At the same time they give enough importance to such factors as "influential friends, relatives" (every second among postmodernists-pragmatists), "the ability to use any means to achieve this goal" (from 35 % to 38 %), «business grip, pragmatism" (46 % of "postmodernist – pragmatists").

These estimations of life success factors closely correlate with the moral preferences of students "postmodernists". For example, among the "postmodernists - pragmatists" there are much more of those who in one way or another stick to the moral principles such as "an eye for an eye, a tooth for a tooth" (72 %), "do not deceive - do not survive" (53 %), "barbarism is destroyed by barbarism"(47 %), "every man is for himself"(47 %), " man is a wolf" (31 %). In fairness it should be noted that the moral values of the members of another postmodern cluster ("postmodernists- idealists") are closer to the New Testament precepts ("if you get hit on the right cheek, turn the other," etc.).

Thus, the analysis of some objective and subjective characteristics of the students – "post-modernists" showed that highly urbanized lifestyle is inherent to these students; they are the children of the most educated and the wealthiest parents; they are distinguished by a high level of academic performance, digital competence, leadership, focus on innovative types of activities after the graduation, the desire to get a second degree, to continue their studies in post-graduate school, etc. In particular, it can be explained with the specific value discourse of "postmodern", primarily the desire for self-realization.

As we have already pointed, our interest in this group of students is determined by the desire to test the hypothesis formulated by us that the high importance of such values as self-realization is the most important factor as well as the indicator of continuing education on a personal level.

While exploring the students' orientation for self-realization, we used a variety of methods of sociological data analysis, including multidimensional scaling procedures. Its description is provided in our previous publications (see [24–25]).

The use of multidimensional scaling allowed us to identify three scales that characterize the orientation of today's college students to various types of self-realization.

The first scale we called the communalist one. It is socially oriented type of self-identity: a person realizes his personal potential through active participation in public life, public service, reaching the highest professional and public positions, etc.

The second scale characterizes individually oriented type of self-realization: a person tends to self-actualization in various areas of private life (family, companionship), needs public recognition of individual qualities, wants to express oneself with professional activities, finally, it is incredibly important to it to develop one's own skills.

The third scale can be called spiritual and creative one. It represents a type of self-realization, in which the main emphasis is put on freedom, creativity and

communication with "the beautiful" (art, nature). In this case, the values of family well-being and personal peace have the lowest scores within the third scale. This is quite natural as a general rule is that creativity is not compatible with peace, and freedom with family ties.

Thus, the use of such method of data analysis as a multi-dimensional scaling has allowed us to clarify the content of such value of the modern students as self-realization. It turned out that it actualize not only postmodern values and value orientations (especially such as self-fulfillment and quality of life), but also modern ones (achievement-oriented values) and traditionalist ones (family, community service, etc.).

In order to discover internal (subjective) determinants of actualization of self-realization value, we used another method of data analysis, namely the method of classification tree. The purpose of the latter is to allocate a set of attributes which are potentially the root causes of the phenomenon under study. In the context of the ongoing analysis the value of self-realization stood out as the target variable (classification variable)¹. The feature of the classification tree method is the ability to use all the features incorporated in the questionnaire as a predictor (independent) variables (according to which the classification will be based as well).

This method allowed us to reveal the inner (value) directional causality of a young person (in this case – the student) to self-actualization. With its help we have fixed aspiration conditionality for self-orientation to such values as "personal freedom, independence of judgment and actions", "interesting and creative work", "education", "bring benefits to society."

In the context of our study the relationship between such values as "self-realization" and "education" is particularly significant. According to a survey (we mean quantitative information), which results are analyzed in this section, in the structure of Ukrainian students' orientations to terminal values, education has the 10th rank ($S^2 = 3,47$), self-realization – 5 – 6th place ($S = 3,55$), sharing it with the value "personal freedom, independence of judgment and action» ($S = 3,55$). However, as our analysis shows that sufficiently close correlation exists between education and self-realization as the values of the youth (student) consciousness, especially characteristic for those groups of students in the value discourse of which the modernist and the post-modernist values dominate.

Important confirmation of this correlation was obtained within qualitative research conducted in 2009–2011, particularly during the focused group's interviews with students of Ukrainian universities as well as through the use of biographical method.

¹ In our case, the level of importance of self-realization was measured by using the questionnaire questions: "How valuable is for you personally the possibility of development, the implementation of your skills and talents?". Alternatives for the answer are the following: 4 – very valuable, 3 – valuable, 2 – not very valuable, 1 – not valuable at all, 0 – it is difficult to say definitely.

² S – an average rating of a value, which ranges from 1 – "not valuable at all" to 4 – "very valuable."

According to the qualitative data, education and modern education are perceived by students, as has been emphasized, as a terminal value (goal-value) as well as an instrumental one (means-value). Thus, on the one hand, education is valued for its ability to *"become a knowledgeable person"*, on the other – it is perceived as a means of social mobility. In this context, we note that in some biographies, as well as during the focused group interviews, knowledge was called one of the most important values for the students. At the same time the attitude to this value as well as to education has often been ambivalent: both as a mean and as a goal. However, some students who had such ambivalence, increasingly perceived knowledge as a terminal value, often recognizing that they find it difficult to cope with the flow of information, which falls on them *"and so want to keep up with life and know as much as possible"*.

According to our study the terminality of education and knowledge values is largely conditioned by the desire of the person for self-realization. Here is what one of our respondents writes in his biography: *"The main thing is self-actualization ...In which field is not important. In the profession, in love, in friendship, in hobby, but you need to know a lot, study all the time, perhaps during a lifetime, as in the proverb: " Live and learn" (Andrey, a 4th year student of the Faculty of Biology, Kharkiv). Let us quote another student - focused group interview participant: "Do I like to study? Well, yes and no. When it is interesting - I like; when it is not interesting - I do not like. You just have to understand what will be useful for you in future. But of course knowledge obtained at the University is not enough. It needs to be filled up all the time. Today everything changes so quickly, I mean in science. If you do not want to fall behind, you should study. In this case you will not live on the sidelines, then life will be interesting I think" (Svetlana, a 4th year student of the Faculty of Philology, Lutsk).*

The analysis of qualitative data showed that the connotation of instrumental importance of such value as education is also connected with the desire for self-realization. This is shown in the following fragments of the focus group interviews with Ukrainian students.

"I want to make a career: at the professional level as well as at the public one. I shouldn't mind to engage in political activities, go to MPs. I think I can. Well, I have the quality for this, the skills (leadership ones). My knowledge is not enough, but I will learn as much as necessary"(Alexander, a student of the Faculty of Economics, Kharkiv).

"My parents say that the most important reason why I need an education is not to live in the village, but in the big city. But in order to cling there you need to have a job. I have already applied for work, I haven't been hired. I was tested and they said: you need to learn a little. I think in order to be hired for a good job with a good salary it is necessary to have knowledge ... This is about a foreign language, a computer, and the professional knowledge. For me, it's difficult, but necessary. It seems to me that in order to stay in the city (I like it here very much), you must study all the time, even after university"(Pavel, a 4th year student of the Faculty of Physics, Lviv).

Educational practices of contemporary students: value determination

In our opinion the actualization of continuing education on a personal level depends on how training activities of today's youth meet the characteristics of educational practices inherent in the system of education throughout life.

We should emphasize that by the educational practices we understand everyday habitualized (usualized) actions of individual aimed at obtaining the knowledge in the context of formal education (especially academic practices at school and university¹) as well as in the process of initiation to the various forms of self-education.

Let us see to what extent the educational practices of contemporary students are stimulating the development of a continuing education. In order to do this let us turn to a study conducted by the sociologists of V.N. Karazin Kharkiv National University in 2012–2013 (we have provided more detailed description of this study above). In its context we were interested in such features of educational practices of modern Ukrainian students as attitudes to studying, motivation, learning activity, regularity of attendance, the full implementation of learning activities, academic honesty, participation in scientific work, self-education, etc. Herewith, the analysis of educational practices was carried out in the whole sample of respondents as well as taking into account the value differentiation of students, in particular, their belonging to the post-modernist, modernist and traditionalist clusters.

Let us start with such measure of educational practices as attitude to studying. With respect to data for the whole Ukrainian sample, the importance of such factor of attitude to studying as interest in the subjects was indicated by 44 % of respondents. For the "post-modernists" students it was the most important factor (75 % of respondents-representatives of this cluster indicated this factor, while there are only 38 % of such students among the "traditionalists").

The "postmodernists-pragmatics" students are very ambitious: their self-esteem does not allow them to perform poorly in studying (it was stressed by about 47 % of respondents). This feeling is more developed only among the "modernists-individualists" students (52 %). In the whole sample of respondents this factor was mentioned by about 36 % of the respondents. The representatives of the cluster "modernists-individualists" more often than the "postmodernists" explain their attitude to studying with the desire to be better prepared for future professional activity (62 % of respondents - representatives of this cluster stressed that this factor stimulates their learning activities to the greatest extent; in the respect to the whole sample of responses it is about 44 %). In both "post-modernist" clusters this factor was noted by approximately every second respondent (among "traditionalists" students - 30 %).

¹ Since the academic practices are an essential component of educational practices in formulating a definition of "educational practices" we relied on the definition of the "academic practice" concept proposed by Ukrainian researcher S. Shchudlo. Under the academic practices she understands the "everyday habitualized (usualized) actions of students as participants of the educational process, which is the intersubjective and interactive reality by its characteristics" [26, c. 230].

The "postmodernists-pragmatists" and the "modernists-individualists" more often name the desire to secure their professional career as a factor of attitude to studying (46 % and 61 % respectively; in the whole sample it is about 40 %).

Subjectedness¹ of "modernists" and "post-modernists" students is manifested in the characteristics of their learning activities. For example, among the "post-modern-pragmatists" and the "modernists-individualists" there are most of those who regularly discuss with the classmates (43 %) and teachers (36 %) the studied material and emerging studying problems, take part in discussions on lectures and seminars, etc. (74 % and 57 % respectively). Among them there are more of those who fully perform all the tasks on the majors (50 % and 41 % respectively; as for the whole sample of respondents there is only one in five), systematically engage throughout the semester (41 % and 62 %, respectively; as for the whole sample – one in three). A half of the "postmodernists-pragmatists" emphasizes that the perception of educational material is achieved by them without difficulty (as for the whole sample – only 11 %). Apparently, this is the reason why the representatives of postmodern clusters to a lesser extent have such quality as academic dishonesty (we are referring to the practice of "downloading" essays, term papers, etc. from the Internet, which is inherent to almost all students, including the excellent ones that may indicate a certain mental characteristics of post-Soviet students).

The performance of their educational activities as well as scientific activities are the evidences of aspiration of "modernist" and "post-modernists" students to the professional excellence through continuous knowledge updating. Thus, the most of those who involved in university scientific work are among the "postmodernists" (including the "postmodernists-pragmatists" – 32 %, the "postmodernists-idealists" – 23 %; for comparison: among the "traditionalists" – 16 %); a quarter of the "postmodernists-pragmatists" participates in the scientific club, 22 % – independently working on the problem of scientific interest (among the "traditionalists" there are only 6 % of such students). The results of the scientific work of "postmodernists" students are significantly higher: more than 21 % of the "postmodernists-pragmatists" and 15 % of the "postmodernists-idealists" participate in conferences and seminars (the "traditionalists" – 11 %); 18 % and 13 % respectively have scientific publications (among the "traditionalists" – 6 %), 7 % and 5 %, respectively are noted in the competitions of student research papers.

The representatives of the "postmodernist" clusters are more eager to use their free time for self-education (25 % of the "postmodernists-pragmatists" and 17 % of the "postmodernists – idealists"), for the training deepening (11 % and 18 %, respectively), for intellectual and aesthetic development (21 % and 23 %, respectively).

While estimating the quality of education received the most critical were the "postmodernists - idealists", the least critical - the "modernists - communalists". As the correlation analysis showed, the criticality of students "postmodernists" in relation to the quality of education is closely linked to their desire to get a second degree, to continue their studies abroad, with outer-university educational practices (self-study of foreign languages, visiting all sorts of courses, etc.).

¹ Under the subjectedness we understand the socio-cultural phenomenon, the essential quality of a subject (individual, group), primarily manifested in its value orientation, strategic of life choices, purposeful activity (for details see [16, p. 155-166]).

Thus, the above analysis of the results of our study largely confirms our formulated hypothesis about the value conditionality of personal actualization of continuing education. We have shown that students in the value discourse of which post-modernist axiom-phenomena and the desire for self-fulfillment are dominated, are more focused on the constant updating of their knowledge and education throughout life, than other typological groups, selected by us according to the valuation criteria. Another thing is that these students are not numerous in Ukraine as well as in Russia and Belarus. Moreover, the educational activities of "postmodernists" students do not always meet the characteristics of educational practices of continuing education subjects. And when you consider the fact that the post-Soviet student mainstream is not distinguished by these characteristics (let us mention that from 35 % to 42 % Russian, Ukrainian and Belarusian students enter the University in order to get a degree, not knowledge), then making optimistic plans for the establishment of continuing education in the three Slavic states is problematic.

Nevertheless, the trend of postmodernization of students' value consciousness fixed in our research, somewhat slowed by the economic crisis in 2008, gives us hope that our societies, even in the longer term, will be not only only the "communities of knowledge" but also the "communities of wisdom"¹ where people are not only constantly updating and improving their knowledge, but also learn to apply them in practice, without causing harm to themselves as well as the world around them.

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PSYCHOLOGICAL CONSTITUTION OF INDIVIDUAL DEVELOPMENT IN THE CONTEXT OF LIFELONG LEARNING

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For the present-day world the lifelong learning is a must of its progressive and civilized development. The accelerated pace of changes – both technological and social ones – set the Herculean task of corresponding to the variable reality for a modern person. This task is nonexecutable without the lifelong learning support. Typically there is growing interest to the problems of lifelong learning all around the world. An educated person, a person who is on the march as an individual and a specialist, is the major mover for inoculation of the positive changes both in the particular country and in the whole world.

From the psychological point of view one of the most important issues is ones of genetic effect, environment and upbringing influence on the process of individual development in the context of lifelong learning.

Back in the 1990^s one of the leading specialists of educational psychology A. A. Verbitskiy was pointing out the key moments of the educational process. The first one is perception of each educational level as an organic part of the lifelong learning system of public education [5].

But while creating the system of lifelong learning they have to understand that the mechanical combination of already existing educational establishments (kinder garden – school – higher education institution) will not work efficiently. We share the judgment of B. S. Gershunsky, who saw the gist of lifelong learning in creation of necessary conditions for encyclical, harmonious development of an individual regardless his age, initial profession, speciality, residency, but taking into account his particularities, motives, interests and values by all means [8]. So the development of an individual is the main target and the most difficult task of lifelong learning. In psychology the problem of individual formation and development are fundamental. Despite the differences in the factors score the common position is that this process lasts till the end of one's life, varying in intensity, direction, character and quality.

In the works of L. S. Vygotsky and B. G. Ananiev development has been proved to be a complicated evolutionary and processive movement during which personal, intellectual, behavioural, pragmatic changes are taking place. These changes may have both progressive and regressive character [3, p. 7]. Thus the establishment of a lifelong learning system is closely related to the solution of fundamental problems of psychology— the problem of individual development, the factors influencing upon this process, as well as the driving forces that determine speed and efficiency of the transition from one stage to another.

Analyzing the theoretical and methodological approaches to the personal study in psychology, which may be a part of the concept of identity formation in a lifelong learning system, we should pay particular attention to the work of top-class Russian psychologist S. L. Rubinstein. He was the one to define the concept of the individual as the subject of life and activity: "The line leading from what the man has been at one stage of his history to what he has become at the next stage passes through what he did" [26]. The concept of the subject of life allowed S. L. Rubinstein to reveal the individual pragmatic principle, to analyze the idea of the individually active person, the person who creates the conditions of his or her life and forms attitude towards it. As K. A. Abulkhanova-Slavskaya pointed out "the novelty of his (Rubinstein's) approach lied in the idea of life changing, in understanding its terms as the tasks requiring certain human decisions" [1]. The idea of the unity or the dialectical interdependency of internal and external was the main theme of S. L. Rubinstein's works. Any impact he considered to be the interaction where the effect of external factors is improved by internal factors; the internal factors anyway cause external ones. At different levels of existence (physical, biological, social) content of external and internal, as well as the nature of their relations take different forms; the higher is level of organization, the more complex and multifaceted is the relationship of internal and external, the more radically impact of the third part is transformed, the more flexible activity is.

These data are reflected in the principle of determinism to the fullest extent, according to which the external is coming through the internal: a reflection of reality is mediated by the mental activity of the subject, who in such or another way alters the reality itself. An uninterrupted chain of objective events turned to be closely related with the subject and his properties. To uncover the regularities of "internal" (this is the general problem of psychology) means to indicate how to convert an object in the process of reflection and regulation of subject activity. Serve as the original methodological mindset principle of determinism emphasized the generating (active) role of internal conditions and the necessity of self-motion, own logic existence and development of the psychic element. This position is extremely important for those who work in educational sphere: "external" is the system of education and upbringing which can be perfectly designed and implemented in practice, but the result of this external influence may be in rather broad continuance of success, as these external influences have been refracted through absolutely various "internal conditions", so to say, individual traits are formed till this moment. K. A. Abulkhanova-Slavskaya stresses that each person is an individual but not everyone can become a subject (according to S. L. Rubinstein) and a creator of his or her life [1]. An individual is included into the set of causes

and effects of his or her life not only as a dependent on external circumstances part, but as an part actively transforming them, moreover, as a part which forms his or her position and the line of his life under the certain limits.

And this position is also very important for understanding the backgrounds of modeling the effective lifelong learning system. Though understanding of that fact a student is not an object but a subject of the educational process became the generality in modern psychological and pedagogical literature but in fact most of higher educational institutions' teachers and professors are trying to impose upon pupils and students their own point of view of those processes (especially it is common for the tutorial work). The contrary is the case with the system of lifelong learning when the subjects of educational process become not only children, teenagers and young people but also adults with an established stand in their life. Such approach may lead to negativity of the trainees, a confrontation that will not contribute to the successful educational process. A personality is not just changing his or her lifestyle and going through various stages of age but it is the subject of his life, a person acts as the manager. Individuality of life is the individual's ability to organize it in accordance with their inclinations, aspirations (they are reflected in the concept of "lifestyle"). The less person thinks about its life, the less he or she tends to organize its course, to identify its main direction. The more, as a rule, his or her life becomes imitative, and therefore similar to the lives of other people.

If in a period of stagnation of our society imitation could be a sufficient condition for the prosperous life, then now there is a need for dynamism in a unique structural building of the whole complex of properties and qualities, which form the identity of a modern person. Activity of an individual is manifested in the way it doesn't simply adjusts, adapts to the new social conditions, but also converts the circumstances which direct the way of his of her life, creates a new image of oneself [10]. The formation and backing up of such an active individual who is able to create one's own life is the most actual but at the same time the most difficult task of the modern educational process in general and lifelong learning in particular.

One of the most known and widely accepted definition of "individual" in the post-Soviet space is the definition given by A.N. Leontiev "a systemic quality of the individual, acquired by him during the cultural and historical development and having the properties of activity, subjectivity, inequity and awareness [16].

It is widely known that individual differences are generated by multiple and complex interactions between heredity and environment, i. e. between the features given to a person by nature and by diverse external influences. Heredity provides stability of the species, the environment sustains a person's variability and ability to adapt to the changing life conditions. L. S. Vygotsky argued that individual development is possible only because of the culture (generalized experience of mankind) [6]. The innate characteristics are the conditions of human development, the environment is the source of its development (because it contains what a person should have). The highest mental functions which are peculiar only to person are mediated by symbol and object-oriented activity that represents the cultural content. And in order a child could assign such a feature it is necessary for him of her to interact with the world. This interaction includes not adjusting but

active appropriation of the experience of previous generations in the process of collaboration and communication with adults being carriers of culture [6]. The process of communication is purposefully implemented in the educational system.

Value of learning activity for the formation and development of human consciousness is very accurately reflected in the concept of Y. M. Schwalb [33]. In the context of research of the phenomenon, which has been out of focus of national psychologists for a long time, Y. M. Schwalb arranged a chain which builds relations between changes in the culture, the social situations where person is in the process of his or her vital function and the corresponding changes in consciousness are included into his research. The changes in the cultural environment through an intermediary "activity" are reflected in the human mind. Y. M. Schwalb indicates that "...universal sociocultural mechanism of "changing" forms of culture into the content of consciousness are all forms of educational activity". The general sequence of movement, generating new content of consciousness is presented by Y. M. Schwalb in the following chain: the cultural space → social management → values → educational activities → cultural samples → their adoption → subject → transformation → cogitation. This scheme is accompanied with the models, metaphors, symbols. There is a reverse process going from consciousness to culture. The obvious is the author's idea of the correspondence of the situation to consciousness and the correspondence of consciousness to the situation, i. e. changing of one component leads to the changing of another. This confirms the urgency and necessity for the changes in the educational process once again in such a way that educational process corresponds to reality, and is not a reflection of yesterday. For lifelong learning it is the issue of the biggest importance for a pragmatic and busy modern person to learn throughout his life only if he or she sees the results of this process which are expressed in changes of his life quality.

There is a need in changes of personality, in his mind, in thinking and S. D. Maksymenko indicates the presence of great potential for these changes, noting that a human being is very malleable and is eager for continuous development, for existence and for socialization [17]. Still ongoing the scientific debates on constitutive of heredity and environment, the degree of influence of each of these components. The positive result of these discussions is the broader understanding of heredity and environment affecting upon the formation of personality. For example, under the the study of heredity issues, in addition to studying the properties of the nervous system, undoubtedly influencing human behavior, attention of the researchers began to attract the so-called innate program of social behavior. The bright example of such behaviour is reproductive behavior. These programs differ from each other in the successive characteristics of the medium. In this case the trajectory anticipated by development; the program contains both time of its "start" and a sequence of critical points [28]. The social environment is considered to have a complex structure of multi-level education, which includes numerous social groups, which have a joint effect on mental development and behavior of the individual [34]. These typically include a microenvironment; indirect social education affecting an individual; the

macroenvironment. Most often the influence of the microenvironment – i.e. person entourage, the people he is in direct contact and the macroenvironment in the literature – a system of social relations in society have been analyzed in scientific literature. But we think in modern society the influence of indirect social formations, which are not directly related to the individual but affecting him or her is growing. Parents' involvement into the child's interest groups to which the child is not included could be a bright example. But the processes which take place inside these groups have an indirect influence upon the child's attitude formation, lifestyle etc. through his parents.

Speaking about the development of an individual in the system of lifelong learning, we cannot but touch upon the issue of the special form of environment – the educational environment. Its creation is the complex and most urgent challenge ever facing the education system. V. A. Yasvin determines the educational environment as a system of influences and personality formation conditions for a given sample, as well as opportunities for his development contained in the social and domain-spatial environment. The author points out three main components in educational environment. These components are: (1) the spatially-objective component; (2) the social component (defined by inherent to this type of culture kind of child-adult community). Here it's important to comply with several conditions: teacher and student are one polysubject of development; collaborative relationships between teachers and students; collectively distributed learning activities; saturation communicative life of students and teachers in the university; (3) psycho-didactical component (content of the educational process, adapted by the students ways of working, organization of teaching process). Inside this component the answers to questions of what and how to teach are provided [37]. Y. Kulyutkin and S. Tarasov define some reasons for the typology of educational environment: (a) the style of interaction within the environment (competitive – cooperative, humanistic – technocratic, etc.); (b) the nature of the relation to the social experience and its transmission (traditional – innovative, national – universal, etc.); (c) the degree of creativity (creative – avoidant); (d) the nature of the interaction with the external environment (open – closed) [15]. It is but naturally that within one educational establishment there may be a combination of different environmental conditions. V. I. Slobodchikov emphasizes that the educational environment can not be regarded as something unique, preassigned. Environment begins where a forming thing and a formed one meet, where they jointly design and build something. This environment can be considered as a subject and a source of mutual activities. That is also impossible to estimate its influence, although the educational environment differs from the "environment" in general by definite set course and structure, its influence can not be estimated only by characteristics. Effectiveness of its impact can only be determined at the intersection of the learning environment and the subject of educational activities. Therefore, one and the same environment can be really educational and formative personality for one person and has minimal developmental impact on the other one. V. I. Slobodchikov indicates that in most cases educational environment is characterized by two features: saturation (resource potential) and structuring (ways

of organization). Educational environment will only promote personal and cultural growth of the students when socio-cultural content turns into educational content, i.e., educational environment itself [30].

Despite the fact that educational establishments in general, their established educational environment, the educational groups included are the relevant factors of the social environment. These factors influence upon the formation of an individual, the share of this factor at each student is different. It is impossible to establish a direct correlation between, for example, time spent at school and the degree of its influence on a personality. And indeed a person can realize in behavior various patterns of environmental interaction. J. Vulvill identified four models of interaction between subject and environment: (1) the model of "hospital bed" when the subject is under the influence of the environment as a helpless patient (these are the conditions of the first months of life) ; (2) the model of "amusement park" when the subject chooses the entertainment he wants to try but he can not change their subsequent impact on himself; (3) the model of "swimmers' competition" when the experience is like swimming lanes where the subject performs its way regardless external stimuli (here the medium is only supporting factor for the subject behavior); (4) model of the "tennis ball" when interaction between the environment and the influence of the subject is constantly carried out. A tennis-player must adapt the actions of his opponent but at the same time he affects the behavior of his opponent by ball reflection [22]. These models show the importance of subject's activity degree the process of development. The student put in the educational environment can exhibit different degree of activity, so offsetting to some extent the impact of environment on his development.

Besides heredity and environment in a civilized society there is another important factor of influence – education. Specially organized process of influence upon individual formation is an important factor of his development. "At each stage of its development society sets some general principles of perception and interpretation of the world, determines the value of certain aspects of life, shifts the focus on certain values for a developing individual. It also lets you know what kind of emotions, in which situations and at which stress levels these emotions are appreciated or approved, makes the system of social norms and patterns" [4]. Contrary to the environment the impact of education is specified and performs the following functions: it (a) organizes the activities in which the personality is forming up and developing; (b) selects the content of training and education, contributing to the development and formation of personality; (c) eliminates the influences that may adversely affect the development and formation of personality. Thus, education forms the personality, contributes to his development, focuses on the processes that are in a formative stage [32]. We would like to note that even B.G. Ananev pointed out that education, anyway, includes the elements of training or learning: "None of the initial stages of education – intellectual, moral or aesthetic ones - is not carried out in addition to learning of the appropriate behavior acts and action regulation" [2]. Taking into account that in the process of lifelong education teachers have to work with different age groups – from children to adults. The meaning that training and education are closely intertwined is extremely important.

While working with adults we should remember that the best principle is an indirect effect on individual development in the learning process. Here we can quote S.L. Rubinstein: "We educate by teaching and teach by educating» [27]. But we can not ignore the fact that now education is being implemented in much more difficult conditions than it has been in before. V. V. Muratov notes that "extremely strong egocentric orientation is taking place, as well as self-reliance and reducing the role and importance of personal qualities in the sphere of relationships with other people. Trying to be freed from the impact and influence of other social values leads people not to internal growth and significant for this growth values but to inner emptiness and loss of their community with society" [21]. As the cause of this change the author points to the fact that society is paying little attention to the role and the importance of the purposeful of moral formation sphere, as well as to the discussion and implementation of universal values which are especially significant in the context of complex socio-economic changes. Unfortunately, this statement can be fully attributed to the modern Ukrainian society where a shortage of targeted actions for the formation and maintenance of universal moral values is felt.

Heredity, environment and education as the factors of the development and formation of individual affect the person depending on his age. Thus, children have strongly pronounced features of temperament which is based on the inherent characteristics of the nervous system. Adult stage is characterised by grading of these features under the influence of education and the environment but the features of character, formed system of values, motivations will be more noticeable. It is impossible not to take into account the changes that happen in the individual depending on the passage of various age stages within the framework of lifelong learning. At each age stage there are its "neoplasms", its contradictions and conflicts that the teacher must take into account in his/her daily activities .

Despite the fact that in psychology both foreign and domestic there are a lot of periodization for developmental age. Most of them are concentrated on childhood, adolescence and youth. As for period of adulthood and anility did not attract the attention of the researchers. Therefore, in terms of psychological and methodological framework of the personal development analysis in the context of lifelong learning the theory of psychosocial development of E. Erikson will be the most appropriate. This theory consists of eight stages of self development. On each stage the orienting points to themselves and to external environment are worked at and revised. It is important that E. Erickson examines individual in interaction with the environment in the process of socialization. He examines the changes in personality in the process of growing up, in terms of human development as a social being. Eight stages of personality development by E. Erickson include the development and individual transformation throughout life: from birth till the end of life. He argued that both for adult and mature age as well as for the children thier own crises are characterized. During these crises the corresponding problems are solved. Considering the formation of human as a stepwise process E. Erickson paid special attention to the crisis facing the personality during his development. Experiencing a deep crisis and internal conflict he regarded as an essential component of growing up, through which any young

human passes. From the standpoint of E. Erikson after successful resolution of one crisis person progresses in his development to the next crisis and gets a chance for personal growth and expanding of his features. Favorable resolution of another individual psychosocial crisis provides more opportunities for growth and self-realization [35, p. 14].

Table

Individual development stage by E. Erikson

Development stage	Sphere of social relations	Opposite personal qualities	Result of progressive development
1. Infancy (0-1)	Mother or alternate	World's credibility – World's incredulity	Energy and vivid gladness
2. Early childhood (1-3)	Parents	Independence – froze, doubts	Independence
3. Childhood (3-6)	Parents, brothers and sisters	Initiative – passivity, guilt	Sense of purpose
4. School age (6-12)	Scholl, neighborhood	adequacy – inadequacy	Knowledge and skills acquisition
5. Adolescence and youth (12-20)	Groups of counterparts	Personal identity – rejection	Self-determination, devotion and loyalty
6. Early maturity (20-25)	Friends, darlings	Proximity – Insulation	Cooperation, love
7. Middle age (25-65)	Occupation, one's own home	Productivity – stagnation	Creativity and worries
8. Late adulthood (after 65)	Humanity, neighbors	Integrity – despair	Wisdom

In the formation of individuality and child's psychiatric health E. Erikson gave big role to the social institutions and, in particular, to education: "In the sequence of acquisition of the most significant personal experience a healthy child with a certain education will obey to the internal laws of development that specify how to deploy potentially interact with the people who care about him, who are responsible for him, and those social institutions that are waiting for him Personality develops according to the steps predetermined by the willingness of the human body to be encouraged by expanding range of significant individuals and social institutions and to be aware of them and to cooperate with them"[36]. In fact, one of the main tasks for an individual development in the context of lifelong learning can be formulated as creation of conditions for a successful resolution of age crises and progressive development of the individual.

As M.E. Zvantsova notes modern education should serve for the needs of the individual, develop his abilities, teach the science to think outside and adequately react to unexpected circumstances. Accordingly, the purpose of lifelong learning will not be in the fact that man should study all his life, but in that he learns how to learn on his own throughout his live [13] On the need for a new understanding of human being and claims to him in the context of lifelong learning issues say A.A. Fedorov, L.E. Shaposhnikov, V.V. Nikolina. Now creative freedom, self-awareness, self-determination, self-realization are coming to the fore. In accordance with this, it is necessary to take into account the reorientation values of

youth in modern conditions: it is not education which determines life strategy of individual but it is individual develops a life strategy designing his own educational route. Proceeding from this, the role of lifelong learning is creating of conditions for success of this route development [31].

Changes in the socio- psychological situation in the context of globalization is a powerful factor of influence on the personality may either adapt to the new reality (with varying degree of success) or to actively influence the processes of globalization depending on his available psychological resources. Individual activity is manifested in the fact that it is not simply adjusts, adapts to the new social conditions but converts circumstances, directs the course of his live, makes a new self-image, becomes not an influenced object but the "figure of influence" [11].

Questions of a personality formation which is ready to realize his potential are not new, because the attempts to solve them dated back to the mid-20th century. Especially this perspective actively developed in the humanistic psychology in general and in the works of its founder A. Maslow in particular [19]. The priority areas of research in this field representatives are such categories human choice, creativity and self-actualization. A. Maslow shared people on self-actualizing / healthy and the "others". To the "others" he refers practical, realistic, worldly, skilled, secular, living "here -and-now" people. They live in a world that A. Maslow called "deficit reality" [18], where the major components are deficit needs and motivations. Some existential motivations make person to rise above the routine flow of his life. For example, uphold justice, fight for truth, etc. This can cause discomfort in the relationship with the environment, to make a person forget about quiet life. That is why most people are guided by scarce motives, providing the usual course of theirs lives. As one rises in the hierarchy of needs, he becomes more and more free to choose the direction and personal growth. By following these directions chosen by him, he is not just changing but is evolving as an individual, as a person and as a stakeholder.

Continuing development of the ideas of A. Maslow, K. Rogers considers the notion of self-actualization not as a result, but as a process of constant movement of individuals by the way of his own growth and self-improvement. K. Rogers believes that the pursuit to full self-actualization is innate to each of us. Just as the plants develop to grow up healthy, as the seed contains a desire to become a tree, and a person is aiming to find integrity and to fully realize himself. K. Rogers proposed a dynamic model of "fully functioning person" who is in the constant process of development. "A fully functioning person is constantly in the process of a comprehensive self-actualization. He is always able to respond freely to the situation and experience freely his reaction" that allows him to live a genuine, truly good life. Going to the "good life" suggests an increase in the outdoor experience, the desire to live in the present and to trust in your body [25].

In the most works of the psychologists of the Soviet period, the modern Russian and Ukrainian psychologists actualization is interpreted through the categories of subject and its orientation (S.L. Rubinstein, K.A. Abulkhanov-Slavskiy, A.V. Brushlinskii, B.G. Anan'ev, A.N. Leontiev, L.I. Antsyferov, D.A. Leontiev, L.A. Korostylev, E.E. Vahromov, V.V. Lapik etc.). While this approach a human being is regarded as a integral, developing and a pragmatist one. Let us note that both in the works of foreign and domestic scientists notion of

self-actualization is regarded as a process of conscious, purposeful activity and requires a certain kind of maturity. Therefore, in the early age stages we can not touch self-actualizing. On the other hand, personality most vividly manifests and realizes himself in the working practice at the stage of adulthood [24]. It is lifelong learning has the potential to create proper conditions for the development of self-actualizing person. In other words personality who in its development reveals and realizes its intellectual and spiritual potential. But, as noted above, self-actualizing individuals are mature ones. And unfortunately, now the issues related to the psychology of adults' teaching are the least developed in educational and developmental psychology. Therefore, the education system of the 21st century has a very difficult problem to solve which requires on one hand serious scientific research, and on the other hand requires the organizational and substantive changes in the educational process. This problem is adults' education [12].

Actually the the traditional triad (kindergarden – school – high school) is one of the most difficult problems of lifelong learning. So while vast practices of teaching and child-, teenagers- and youth-rearing are accumulated inspite of this the teaching and personal development of adults remains largely unstudied. Now demand specialists are able and willing to work in a rapidly changing economic conditions and new non-standard situations. Now the specialists who can work in changing economical needs and new irregular situations are in demand. Graduates need to quickly adapt to the needs of companies, to work effectively from the outset of his career [29]. They must also be willing and able to learn throughout their lives. [9] And this need and ability should be formed in the process of learning. Moreover, one should consider the fact that after graduation the process of personal development is closely intertwined with professional development. The process of professional development embraces all the characteristics of development in general. Being deployed in space and time this process has his own contradictions, dynamism, incompleteness, stages of development [20]. Graduates must be prepared to executive turnover of types and levels of professional activity, be able to promptly adapt to this with a minimum of psychophysical efforts. This requirement expects a high level of a person's ability to actively absorb some new activities and, which is the most important, associated with this ability of lifelong learning assistance [29].

Summing up we would like to mention the most important positions: (1) the major task of lifelong learning is forming up the mature and psychologically healthy personality, who is able not only to quickly adapt the changing ambient conditions but also to change them himself; (2) for solving this problem we should understand the impact of external factors upon the individual development at each age stage; (3) particular attention we give to the studying of factors which have the impact upon the individual development. These factors are: educational environment and upbringing. (4) Working efficiency of the lifelong learning system will depend on that fact whether the subject-object relationships would be created inside the educational process; (5) personal development depends not only and not so much from the influence of external factors but also from activity of individual interaction with himself, so one of the main objectives of educators is to encourage the trainees for this activity; (6) firm understanding of those universal, humanitarian and humanistic values which lifelong learning should form. On the other hand,

students should understand and accept a wide variation of lifestyles in the modern world, be tolerant to different attitudes and points of view; (7) lifelong learning requires serious psychological changes in attitudes, opinions and teachers themselves. Work with adults requires a genuine partnership, attention and respect to others experience, skills not just “saying a mouthful” that nowadays causes rejection in pluralistic world, but to be able to create such situation in the learning process which will improve the individual.

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LEGAL REGULATION AND STAFF PRACTICE FOR THE DEVELOPMENT OF CONTINUOUS EDUCATION

THE LEGAL BASIS FOR LIFE-LONG EDUCATION IN UKRAINE AS EXEMPLIFIED BY THE UKRAINIAN PEOPLE'S ACADEMY

V. V. Astakhov



The status of any country in the modern world is determined by its intellectual, rather than military and economic potential. The world community understands that no country is capable of ensuring sustainable progressive development without education, without educational and research institutions training skilled and well-educated people. Therefore, the key to the prosperity of a state, and to the enhancement of its role in the world, is in the educational system. Together with science, higher education, promoting transformation and progress in society, is a vital component of social-economic and cultural development of human beings and society. But education may render a systematic positive influence on the progressive development of society only if it enjoys permanent economic support on the part of the state, and a legal environment capable of ensuring successful development of this sphere of social life. However, even by the middle of the second decade of the 21st century, the results of educational legislation reform do not fully meet the requirements for development of the Ukrainian state.

One of the main tasks of legislation in the sphere of education is to ensure and protect citizens' constitutional right to education, and to create legal guarantees for the free functioning and development of both the educational system as a whole and all its components. Inadequate provision of the above guarantees by states is a hindrance in the realization of the planned reforms. The main priority of the early 21st century Ukrainian educational policy is to develop lifelong education as a cornerstone of success in life, and the well-being and competitiveness of each person, and of society as a whole. This idea has been codified, starting from the National Doctrine of Development of Education in Ukraine in the 21st century that was adopted by the Second All-Ukrainian Congress of Educators in October, 2001 and ending with the Decree of the President of Ukraine "National Strategy of Development of Education in Ukraine for the Period up to the Year 2021"¹ that codified the priority of lifelong training in the country. Unfortunately, this decree remains only a decoration so far. There are several causes for that, and they are mainly consonant with the situation in the

¹ No. 344/2013 of June 25, 2013.

sphere of lifelong education in Russia: there are a lot of slogans and declarations, but in reality both precise methodological developments and even the minimum legal base capable of giving an impetus to further development and improvement of lifelong education are lacking. And this is not surprising, because neither theoretical research nor social practices give us a holistic idea even of the conceptual framework of lifelong education; moreover, there are no specific ideas of the optimum ways and forms of lifelong education.

Both normative documents [1] and academic literature [2, p. 284–298] contain very different, sometimes even mutually exclusive interpretations of the concept of "lifelong education", from the emergence of a new, global educational system [3] to the principle of continuity that becomes decisive for the functioning of any educational system during the epoch of globalization [4, p. 221]. Some authors think that there are historic prerequisites for rapid development of various forms of lifelong education in the territories of the former Soviet Union. The opportunity to get a free professional education only once in one's lifetime, and the duty to "work out one's diploma" for several years, were not conducive to people's self-improvement and permanent creative growth. Furthermore, the basic knowledge one received was sufficient virtually for a lifetime. The opportunities for lifelong education that were created by those circumstances allegedly gave a powerful impetus to the development of lifelong education. There is a ring of truth in this thesis, but the promulgation of lifelong education on a global scale does not permit one to adopt this viewpoint as an initial one. Therefore, it cannot be used as a base for the development of normative documents.

Many people interpret lifelong education as "education for adults" today. Such a position (which is also unjustified in our view) is directly connected to an insufficient understanding of the very essence of lifelong education as education throughout one's life, from babyhood to the end of one's lifetime based on the principles of continuity, integration and integrity of the educational process, ensuring the unity, interconnection and coordination of goals, content, methods and forms of education and upbringing at various stages of education, under different conditions and with different needs [5]. Such an interpretation permits one to functionally characterize lifelong education more precisely, to define it as the basic principle of functioning of any educational system in the epoch of globalization and transition of humanity to an informational society. I think such an approach can become a methodological basis for developing the legal base of lifelong education and the modernization of educational systems in the modern world in general. It is only important to take into account that legal regulation of the processes of lifelong education and development requires sufficiently long-term and in-depth experimental research. However, the legal base for such research is also completely lacking, and this is the case not only for Ukraine. One of the principal causes for this is the Ukrainian and the Russian states' reluctance to incur additional material costs, to shoulder additional expenses and problems [6, p. 167–169].

Nevertheless, some Ukrainian higher educational institutions (moreover, both state-owned and private ones) have started creating affiliated lyceums, colleges and training institutes integrating natural science, humanitarian and

engineering specialties within the framework of a multilevel specialists training system. One should agree with G.I. Bolshakova's opinion that the main goal of creating such complexes, e.g. in Russia, is the opportunity to implement structural components of the model helping a person to choose effective professional educational programs corresponding to the best of one's abilities and potential, developing one's personality as such and improving one's competitiveness in the labor market [7]. Whereupon the majority of educational institutions attempting to implement the lifelong education concept in practice, put the main emphasis on adult education, because the latter, like higher education as a whole, is not being dramatized any more; it is becoming ever more utilitarian, formally limiting itself to the training of an actively functioning professional. This is caused by the wish to direct education primarily at standard requirements of a profession, not to satisfying the need for continuous human development.

The above tendencies are primarily connected with the fact that adult education in Ukraine has not yet got a state institutionalized status. And the idea of the priority development and basic significance of the lifelong education system is proclaimed proceeding from the postulate that "everything begins with a teacher" with an adult who does not only come to the students, but creates and initiates conditions for innovation and progress in education, and therefore, in society [8, p. 105]. Therefore, in spite of the attempts at creating a more modern and more flexible system of lifelong training, the existing vocational training system remains obsolete and inefficient, while its further development requires a closer integration of the primary, secondary and vocational education that will permit raising the system being created to a qualitatively new level. For that we have to reconstruct and renovate the existing educational institutions, both organizationally and in respect of education content, and to create an appropriate regulatory framework.

The implementation of lifelong multilevel education must lead to the creation of educational institutions with a multilevel organization of educatees/students/trainees training. Training in such institutions must be implemented according to integrated curricula and educational programs of various educational levels: primary, secondary, higher and supplementary ones. The upbringing component of the integrated training and upbringing process being implemented in the above structures must be an important component of their activity. Such activities may result in a network of educational institutions providing opportunities for a changeover to multi-level, multi-tier, successive and variable educational problems. Therefore, in spite of the fact that the overwhelming majority of educational institutions implement the idea of lifelong education in practice by organizing joint activities or creating associations of legal entities interconnected by an agreement or shared goals of the above concept, in our opinion, the concept of lifelong education can be implemented to the best extent in educational institutions (complexes) comprising all the basic educational activity structures, from preschool to postgraduate education, moreover, within the framework of a single legal entity.

Among the first educational institutions in Ukraine that implemented this model was the Kharkov Humanitarian University "Ukrainian People's Academy" (hereinafter, the UPA) that took the lifelong education concept as a basis for its activities. However, full-fledged implementation of the *lifelong education* concept

that became the key one for the educational system of the world's leading countries encounters serious obstacles created by the existing legislation. The problem is being made even more difficult by the fact that the practical implementation of the above-mentioned lifelong education model in Ukraine was undertaken by private higher educational institutions whose legal status is still not determined unambiguously, and remains the subject of scholarly debate and heated disputes.

When we consider the legal foundations of lifelong education, it seems feasible to demonstrate their specific features in two respects: At first, we will present a brief characteristic of the legal status of a private higher educational institution and analyze the status of its regulatory control. Then we shall demonstrate the specific features of regulatory control of activities of an innovative educational complex requiring codification as exemplified by the UPA.

It is self-evident that the codification of the equality of legal status of higher educational institutions irrespective of their ownership pattern will improve the competitiveness of Ukrainian higher educational institutions in the context of escalating competition in the sphere of education. In its turn, the escalation of competition is caused not so much by the demographic situation as by increasing international accessibility of educational services, the accession of Ukraine to the Bologna Process, the intended accession to the WTO, and the future signing of the European Union Association Agreement and other agreements. At the same time, one of the major problems is as follows: the educational services rendering activities carried out by private higher educational institutions on a contract basis is codified as business activities, in spite of the fact that it is essentially anything but. For fairness' sake, we should note that private higher educational institutions made multiple attempts to codify their non-commercial status, but they failed to solve that problem unequivocally. The legislation is in no haste to solve it. The fact that the Verkhovna Rada of Ukraine holds over the adoption of the Law of Ukraine "On Higher Education", the principal normative act regulating the high school activities, bears eloquent witness to that.

One should note here that in spite of the difficulties of its formation, the present-day Ukraine is a state with a market economy becoming, in its turn, a global consumer and sponsor of educational services. All that, together with a market of educational services, builds up an interconnected and self-regulating system where education ought to respond swiftly to the demands of the economy. However, one should uphold V.A. Zernov in maintaining that the educational system that trained excellent personnel for an industrial command-and-control economy cannot operate as effectively in a democratic state with a market economy [9, p. 3]. Therefore, it was required to reconstruct the whole educational mechanism. As a result, the educational system lacked the necessary resources to provide free education in state-owned higher educational institutions to everyone who wished it. The Ukrainian state was forced to adopt a so-called "intermediate option" under which free services of state-owned higher educational institutions were provided collaterally with the paid ones, and state-owned higher educational institutions coexisted with private ones [10, p. 6]. However, the existing Ukrainian legislation divides higher educational institutions based on different ownership patterns, outlining different scopes of opportunities for them. E.g., a state-owned

higher educational institution remains a non-commercial institution in respect of its legal status even if it renders paid educational services. This, in its turn, gives the latter a number of advantages, e.g. in respect of taxation, in the matters of providing pensions to its teaching staff, providing stipends to students being orphans, etc.

At the same time, a private higher educational institution whose educational activities was initially classified as a kind of business by including it into the list of licensable business types [11, Article 4] can claim a non-commercial status only in case profits obtained from it are not only reinvested in the educational institution in question, but may not be distributed among its founders [12, Article 85]. Unfortunately, the above norm created a situation in which the majority of private higher educational institutions were established in the legal form of business companies, e.g., joint-stock or limited liability ones. This, in its turn, predetermined their business status, as distinct from the state-owned higher educational institutions [Ibid, Article 84]. Whereupon in spite of the attempts the Ministry of Education and Science of Ukraine makes in order to universalize the legal forms of higher educational institutions, many of them continue functioning as business companies whose goal is obtaining profit.

However, when one discusses the business activities of higher educational institutions as a whole, one must note that it does not lose its intrinsic qualities, because the profit obtained as a result of their implementation is spent for specific purposes. Moreover, the literal interpretation of Article 42 of the Economic Code of Ukraine ("Business as a Kind of Economic Activities") permits us to maintain that the appropriation of obtained profits is not a part of the business activities concept, and therefore, it is unable to diminish the business nature of the activities that generated it (the profit) [13, p. 17]. Moreover, in the present-day economic realities, underfinancing forces the higher educational institutions to solve problems connected with the survival of the higher educational institution in question and its highly qualified teaching staff, carrying out research work, renovating and expanding its material and technical basis, etc. The funds obtained from carrying out business activities are primarily allocated for solving the above problems. Therefore, carrying out business activities by a higher educational institution is a forced, but necessary action [14, p.95]. Therefore, fee-based education must be qualified as a type of business activity carried out by any higher educational institutions irrespective of their ownership patterns. This assertion does not contradict the Civil Code of Ukraine either, namely its Article 86, that goes as follows: "non-commercial societies and institutions may carry out business activities alongside with their principal activities, unless otherwise established by law, and if those activities correspond to the goals for which the above societies and institutions were created and contribute to their achievement."

Unfortunately, the distinction between commercial and non-commercial organizations is the Achillean heel of the present-day Ukrainian civil legislation. The core of the problem is not only the choice of appropriate criteria for delimiting those types of organizations, but also consistent application of chosen criteria to various types of legal entities. In our opinion, since a private higher educational institution is defined in theory as a specific non-commercial higher educational institution established in accordance with the existing Ukrainian legislation with the

goal of carrying out business activities in the sphere of educational services rendering the basis of self-financing and self-control [15, p. 152], we consider it expedient to codify non-commercial status for private higher educational institutions. This will permit carrying out legal regulation of their activities according to special preferential rules used for entities operating in the non-profit economic sector, including state-owned higher educational institutions.

Thereby, equality in the legal status of the higher educational institution, irrespective of their ownership pattern, will be reflected in the existing legislation of Ukraine. It is partially formalized in the provisions of the new draft Law of Ukraine "On Higher Education". We are confident that the authority and quality, prestige and attractiveness of Ukrainian higher education institutions will be substantially enhanced upon creation of optimum functioning terms for all higher educational institutions meeting the requirements of state standards, irrespective of their pattern of ownership. The equality of legal status will permit them to reduce the intensity of competition, transferring it into the field of improving the quality of higher educational activities, thus enhancing substantially both their educational and research potential and the degree of their protection from possible negative consequences of globalization. As to the differences in the normative and legal regulation of activities of a private higher educational institution implementing a training program within the framework of the life-long education system, they primarily touch upon individual legislative provisions in the sphere of social protection of their teachers' employees, creating such an innovative complex within the framework of a single legal entity and the delimitation of powers and responsibilities of its various structural subdepartments. At the same time, the fact that the quantity of the abovementioned peculiarities is small is primarily caused by the exclusive novelty of such educational structures within the Ukrainian educational framework. This is the cause of lacunae in legislation and inconsistencies in law enforcement activities, unfortunately causing the marking of time of the whole mechanism of legal regulation of the educational activities they carry out.

The innovative experimental project implemented by the UPA for nearly 25 years presumes uniting several educational structures carrying out training at certain educational and educational qualification levels within the framework of a single educational module. However, in the process of carrying out its activities, such a legal person encounters significant difficulties of legal nature. This is caused by the provision of the existing legislation requiring that general educational and preschool educational institutions must be created only as legal entities and their existence as structural subdepartments of higher educational institution is excluded (Cl. 1, Article 10 of the Law of Ukraine "On General Secondary Education"). Apart from difficulties encountered in the process of state registration of such an innovative complex, this creates serious problems in the sphere of social support of its employees. E.g., the matters of pension support of the teaching staff of the school being a part of a single educational complex are not codified unequivocally. On one hand, the pension support authorities refuse to include work at the higher educational institution whose structural subdivision the school is in in their employment record. On the other hand, while working at an

innovative educational institution, many of them engage in research activities and have degrees of Candidates of Science, but they are not listed as research and teaching staff entitled to scientists' pensions under the law "On Science and Research and Technical Activities" because their teaching activities are carried out at a secondary school or preschool structural subdivision of the UPA.

The lawsuit initiated by a former director of the Specialized Economy and Legal School of the UPA (hereinafter, the SELS) vs. the Administration of the Pension Fund of Ukraine (hereinafter, the APFU) lasted for several years. The respondent who referred to the existing norms persisted in not recognizing the plaintiff's rights to receive length of service pension, refusing to include work at the UPA in his employment record. The main arguments of the APFU were as follows: primarily, the SELS is a structural subdivision of the UPA and not a legal entity. Secondly, according to the table of the Kharkov UPA, the post of school director is referred to as vice-rector for secondary education; that is how it was entered in the employment record book. However, the above post is not included in the list of posts entitling their bearers to receive length of service pensions. Other SELS employees encountered similar problems infringing their right to receive length-of-service pensions as well. Nevertheless, as one of the judgments in a similar dispute justly stated, the plaintiffs' demands are absolutely justified. Thus, under Article 43 of the Law of Ukraine "On Education", higher educational institutions may create various types of research, educational and production complexes, associations, centers, institutes, branches, colleges, lyceums and gymnasiums. Furthermore, under Article 8 of the Law of Ukraine "On General Secondary Education" a general educational institution carrying out innovative activities may have the status of an experimental one. Such a status does not change its subject, type and ownership patterns. The UPA meets all the above requirements, carrying out its activities as an experimental ground for refining the conceptual basis and model of lifelong innovative humanitarian education and upbringing [16], as stated in the Charter of the latter. As to the posts and actual jobs of teachers at the higher educational institution, the court ruled as follows. Under article 18 of the Law of Ukraine "On Education", educational institutions, irrespective of their status and ownership pattern must ensure the quality of education meeting the requirements of state educational standards. The UPA SELS formalizes this quality by issuing state education certificates to its alumni. Therefore, it is the essence of the functions being carried out that must determine the rights of the SELS teaching staff to receive length-of-service pensions. Without a doubt, the norms of the above regulatory acts referred to by the APFU are to be modified. However, since a court ruling (a precedent) is not a legal source in the Ukrainian legal environment, there can still be many such lawsuits. Naturally, such a judicial procedure of settling the above collisions, even if the court rules in favor of the plaintiffs, renders a very negative influence on the employment policy of an innovative higher educational institution: people are just afraid of committing themselves to it.

Thereby, the theoretical understanding of the process of creation and functioning of a private higher educational institution as a whole implementing the lifelong education concept, in particular as exemplified by the UPA, permits us to conclude that its nature does not permit it to exist and develop without systematic and diverse innovative activities, without flexible responses to the changing

situation in society, without searching for new, untraditional and efficient solutions. All the above processes will become possible and have positive results only if they are adequately reflected and codified in the norms of the existing educational legislation.

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STAFF PRACTICES FOR INNOVATION ACTIVITIES IN LIFELONG LEARNING CONTEXT

**E. V. Astakhova
V. V. Ilchenko**



Lifelong Learning in the present context

There has been a notable increase in interest in LL development issue lately. The LL concept formulated by UNESCO as early as in 1972, there exists a great number of its definitions with more than a dozen in Ukrainian literature only. Notwithstanding the variety of approaches, the LL essence would appear to remain invariable: modern learning should take place throughout life with society called upon to enable the process and provide for conditions for its implementation.

Close attention to LL as one of the key concepts of education development is but natural. Blistering life complexification, piling up of constantly aggravating contradictions, rapid knowledge, skill and job obsolescence, a collapse-like accumulation of information as well as other numerous reasons make man actively seek ways to ease the emerging contradictions and means to render help in coping with the over-the-top life dynamics. Otherwise stated, far from being yet another newfangled concept, LL is one of the objective modes of modern education development arising to meet the current challenges of life. Nevertheless one should be sensible to the fact that the LL concept vision peculiar both to modern Ukrainian society and educational environment is quite simplistic; the above being interpreted as a mere summation of certain elements of the educational system such as a school kindergarten or a university lyceum or college while it would seem appropriate to regard LL as a certain transition capable of yielding dramatically new and different forms of educational institutions.

Proceeding to analyze the specificity of LL staff resourcing, it's necessary to mention that a change of educational models has already taken place (at least in most developed countries) bringing on a new LL-focused model.

LL is traditionally regarded as a certain add-on element, a kind of further education compensating for the lack of the basic one, while the new educational model approaches education as being incomplete¹. Under new economic conditions education constitutes a life-long career core while as long as in the mid 20th century career was based on job-related authority and life experience accumulation. The above results in learning pattern individualization with the responsibility for educational service package formation shifting from the state catering for the needs of immature passive learners to the learner himself individually and independently tailoring the educational service package to meet his own requirements. Coupled with it is a number of fundamental effects important for higher school staff strategy determination in the current context. They find their reflection in (a) a by far wider selection and formation of an open market for educational programs and modules substituting for pre-established standards; (b) a transparent and clear system of recognition of educational results in each model; (c) a new educational market regulation focused on completeness and reliability of the information conveyed to the market players.

Under the new model learners create their own learning patterns instead of the rigidly predefined and terminal ones and grow mobile by means of choosing courses and programs both at all levels of formal and further education². The above is possible provided higher school academic staff is ready to meet such challenges otherwise the mismatch between the needs of the age and the high school potential will only increase. The most important factor of conformity is creating conditions for targeting educational content at formation of both creative and social competences and willingness to obtain further education (the later being crucial within the framework of the issue in question) rather than at acquiring ready-made specialized knowledge.

According to experts, "in LL context the key efficiency factor is students' self-directed learning i.e. their free access to learning resources and self-education technologies"³. Therefore all levels of educational system should provide access to learning resources primarily by means of generally accessible national libraries, digital learning resources based on national findings and localization of the best world-wide learning resources. Academic staff should be first to master the above resources.

¹ Volkov N.E., Kuzminov Y.I., Remorenko I.M. and colleague, *Russian Education – 2020: Education Model for Innovative Economy*, "Voprosi Obrazovaniija: Scientific and Educational Journal for Researchers, Analysts and Experts in the Field of Education", No. 1 (2008), p.32–64.

² Volkov N.E., Kuzminov Y.I., Remorenko I.M. and colleague, *Russian Education – 2020: Education Model for Innovative Economy*, "Voprosi Obrazovaniija: Scientific and Educational Journal for Researchers, Analysts and Experts in the Field of Education", No. 1 (2008).

³ Volkov N.E., Kuzminov Y.I., Remorenko I.M. and colleague, *Russian Education – 2020: Education Model for Innovative Economy*, "Voprosi Obrazovaniija: Scientific and Educational Journal for Researchers, Analysts and Experts in the Field of Education", No. 1 (2008), p. 40.

Higher school academic staff transformation

Dynamic development of the LL system, learning pattern individualization and increase in self-dependence have dramatically changed a faculty member's role and functions. The traditional faculty member, a monopolist in the area of knowledge transfer and interpretation, makes way for a lecturer, the lecture integrating the functions of the researcher, educator, tutor, and project manager. Accordingly, the labour-market of the corresponding sector acquires the following characteristics: (a) the share of self-contained education institutions with academic staff not employed otherwise is decreasing while the share of part-timers from areas other than education (science, business, public organizations, mass media, government agencies, etc.) is increasing; (b) academic labour-market overlaps with that for brainworkers from other employment areas thus significantly increasing the faculty member's competitive wages; (c) the selective mechanism providing for prompt substitution of those inefficient for promising ones¹.

Otherwise stated, educational models have undergone dramatic transformation, and the LL concept has ceased to be merely theoretical and proceeded to being currently implemented. Under the circumstances the state of the academic staff gives rise to doubt as to its ability to face the challenges of the age. The majority of currently-employed academic staff started on their academic careers in the Soviet period, their expertise and frame of reference were shaped under different political, social, and economic conditions. It stands to reason that while Ukraine was acquiring her own statehood, its academic staff was also undergoing significant changes. Nevertheless, it must be acknowledged that in order to meet the objectives set before the educational system currently adopting the LL principles it's crucial to meet the conceptually new requirements for the academic staff skill level, objectives, value system, personal attributes, methodology, ideological and organizational framework of their professional activities.

The above issue has proved most complicated as the current staff practices were basically formed in the mid 20th century and have experienced no fundamental changes as yet. It must be admitted though that the above system used to be quite efficient provided plan-based economy, centralized state, and state monopoly on education. To a certain extent this system proved viable at the early reform stage. But going on preserving the model invariable poses a formidable obstacle to adopting the LL principles. Through certain objective reasons, at the turn of the century Ukrainian higher education system was again exposed to thorough structural modernization. It is fair to say that reformation has permanently been characteristic of Ukrainian educational system since as far as the 80-90s of the 20th century. However the challenges of dynamic eurointegration set before the Ukrainian educational system following the signing of the Bologna Declaration and adoption of the LL principles have significantly expedited modernization and made it multidirectional. Even the first approximation to the

¹ Volkov N.E., Kuzminov Y.I., Remorenko I.M. and colleague, *Russian Education – 2020: Education Model for Innovative Economy*, "Voprosi Obrazovaniia: Scientific and Educational Journal for Researchers, Analysts and Experts in the Field of Education", No. 1 (2008), p. 44.

analysis of such ambitious objectives makes it clear that the key problem of higher school modernization and its inclusion in the LL system is academic staff as it is the staff that the reform efficiency significantly depends on. And it's not the correction or improvement that we are concerned about but a fundamental change in the human component.

The continuity of the modern education structure has resulted in rapid emergence of new parties to educational process requiring new practices and new technologies. The new parties to higher school educational activities provided the new context include: (a) traditional students entering tertiary institutions after leaving general school; (b) those granted a "second chance"; (c) working professionals requiring additional and new knowledge; (d) people of all age groups aspiring to personal development.

Changes in the quantity and quality characteristics of the student population are among the new tendencies imposing on the academic staff a fundamentally different working pattern. Massification of post-secondary education coupled with other tendencies resulted in polarization of student population and quest for breakthrough methods.

Through all previous stages of its development, tertiary education being pronouncedly elitist worked to gain experience of educating and training young people competitively selected and trained to embrace higher institution curriculum. A sharp increase in the number of higher education institutions, emergence of commercial-based forms of education, and demographic problems lowered requirements to entrance requirements thus giving way for a new student population, for various reasons, less prepared to embrace tertiary curriculum than their predecessors, which, in its turn, required relevant changes from academic staff. Teaching staff, and academic staff above all, faced the necessity to react, without downrating the training quality, to yet other consequences of adopting LL principles, the most significant of the above consequences being: (1) a certain increase in the number of student population (the so-called "coverage", i.e. the higher education system capacity to graduate specialists in number that is rather big as compared to that of population); (2) the growing influence of the labour-market (the so-called "efficiency", i.e. the higher education system ability to graduate specialists with marketable skills); (3) a need to work through certain practices and methods suitable for split-level students (the so-called "accessibility", i.e. the higher education system willingness to embrace students that left school long before entering a tertiary institution or, for various reasons, are not quite prepared for tertiary curriculum); (4) emergence of student population categories beyond the traditional student age aspiring for both formal and informal tertiary education (the so-called "age coverage", i.e. the higher education system ability to function as an institute providing LL); (5) an ongoing reform of the educational system on both macro- and microlevels (the so-called "flexibility", i.e. the higher education system ability and willingness to embrace changes)¹.

¹ Ederer P., Willms S., Schuller P., *University Systems Ranking: Citizens and Society in the Age of the Knowledge*, "Voprosi Obrazovanija: Scientific and Educational Journal for Researchers, Analysts and Experts in the Field of Education", No. 3 (2009), pp. 177-192.

An urgent need for academic staff to establish and maintain numerous and new social ties that the higher education system acquired together with adopting the LL model dramatically changed the familiar educational context accentuating the necessity for establishing contacts with parents which didn't use to be typical of tertiary institutions, as well as for ensuring versatile and ideally regular cooperation with graduates, business community and employers.

The whole set of such fundamentally new requirements and challenges extremely complicates teaching activities so far as they are exposed to ongoing and high-rate changes and remodeling. Some of the above challenges are prolonged in terms of their formation and influence and therefore require a long time to be faced. Others require immediate and dynamic measures but the essentially conservative educational system and academic staff as one of its key subunits are by no means always ready to take them. Indicative of the above situation are the demands placed on the academic staff by the Bologna Process that was initiated in the late 90s of the previous century and supposed to attain its basic objectives by 2010¹.

It goes without saying that such profound changes in the academic staff quality are next to impossible provided the short and limited period of time. However, the eurointegration line set challenges requiring to be faced dynamically, the so-called academic mobility being one of the most formidable ones. The 2001 Salamanca Convention of European higher education institutions "Shaping the European Higher Education Area" regards staff and student mobility as one of the key issues of eurointegration in education area. "The free mobility of students, staff and graduates is an essential dimension of the European Higher Education Area. European universities want to foster more mobility – both of the "horizontal" and the "vertical" type – and do not see virtual mobility as a substitute for physical mobility. In view of the importance of teaching staff with European experience, universities wish to eliminate nationality requirements and other obstacles and disincentives for academic careers in Europe."² In order to meet these objectives it's undoubtedly necessary to resolve a whole set of problems preventing Ukrainian academic staff from involvement in eurointegration processes. Apart from the cost and structure components, the former is not provided for in the university budget, the present system of academic staff involvement in teaching and educational activities prevents staff impedes European-style staff mobility. Therefore it appears appropriate to consider more complex and time-consuming aspects. As opposed to financial and organizational issues that, given all attendant problems, can be managed by administrative means, academic staff actual willingness to join in actual academic mobility is still an open issue. Absence of relevant traditions and practices, poor knowledge of the state of the European academic market and "rules of the game" are feasible though time-consuming problems. Proficiency in European languages, English in the first place, poses a more serious problem. Though no reliable statistic data presented in special literature, the general

¹ Ukraine actively joined in the eurointegration processes in higher education in 2002/03 academic year, and it was in May 2005 that the country signed the main documents.

² *Shaping the European Higher Education Area. Message from Salamanca, Spain, March 29-30, 2001 // Salamanca Convention 2001. The Bologna Process and the European Higher Education Area. – Genève: EUA Genève, 2001, p. 15.*

situation is quite obvious. The majority of the academic staff have but elementary language proficiency level, holders of any Certificates of Proficiency in English, TOEFL being the most popular one, are few. The situation varies depending on the institution and region but on the whole the language issue seriously impedes academic mobility and the process of bringing the academic staff up to date.

The issue of demand for Ukrainian higher school academic staff Europe-wide is no less important. Academic mobility a priori assumes that a certain member of the academic staff should be invited to a certain European university to lecture as a guest professor. Academic community should be familiar with the researcher himself as well as with his academic works and be willing for him to deliver a certain course. Here the traditional customary international interacademic exchange arrangements fall flat since new tasks call for new approaches to their solutions. For a Ukrainian researcher to be in real demand on the European academic market, his scientific findings should be presented in due format, be in copyright and patent right, etc. and be published internationally. Regular participation in scientific conferences and academic conventions outside Ukraine is also essential. Otherwise stated, the problem of Ukrainian academic staff involvement in European academic mobility has no simple and single-aspect solution.

In the current context the academic staff has both to meet dramatically new and graded requirements and face the challenges adding diversity to the job profile of the university professor and making it a really unique one. Current trends in education together with its transition to the LL model prove that the quality of specialist training is still conditioned by efficiency and scale of academic staff performance.

The development and formation of the Ukrainian academic staff is influenced by their high expectations and diversified professional duties, on the one hand, and by extremely negative tendencies ruling the post-soviet educational landscape, on the other hand. Thus being shaped is the academic staff whose responsibility is to solve the quasicomplex educational tasks set at the turn of the third millennium, setting up operating institutions ensuring lifelong education. A modern creative higher education professional can a priori be trained only by an equally or even more creative faculty member. Such is the commonplace yet ever-important postulate of any general and professional educational system development. Irrespective of any changes and transformations the fundamental role of the faculty member influences each element and stage of the specialist training from development of educational standards, curricula, and course programs to separate lecture and seminar contents. The synergies between the scientific and pedagogical potential of the academic staff and the quality of the specialist training are a still relevant axiom.

It is common knowledge that a faculty member has irregular working hours, his duties are not limited to those regular staff ones, he's expected to combine pedagogical, scientific, and research activities with other professional activities and practical studies. Scientific and research activities, a key constituent activity of higher school, in general, and of the one adopting new educational models, in particular, is being underrated, which becomes especially apparent against the international background. Most Ukrainian higher education institutions make but a

limited contribution to Big Science which is adverse both to science development prospects and academic outcome. "Nowadays, all leading universities worldwide shape their activities as an overall process presenting a synergy between scientific, research and academic activities. The stronger the synergy, the higher potential for successful development a university has. Otherwise a university runs the risk of scientific and academic decline."¹ However, it's worth taking into account the fact that precedence given to research activities may yield certain negative results as well. A vivid example of the above would be any western university where academic staff career and reputation both depend not so much on academic activities as on research and the number of individual academic works. However successful his academic activities may be, a faculty member will never further his career to hold a professorship unless he has a certain number of reputable individual academic works. Thus is the phrase "publish or perish" widespread among the academic staff of the most prestigious American tertiary institutions. Consequently, university academic activities tend to fall by the wayside.² The issue of balance between academic and scientific and research activities in a tertiary institution is the focus of attention for leading universities worldwide causing heated debate that reveals polar approaches to the issue. Finding a balance between academic and research activities is a key challenge facing Ukrainian higher school given active eurointegration and transition to LL model.

However, it is fair to say that education sector currently exhibits a growing tendency to differentiate academic staff into those having to and capable of carrying scientific and research activities and those inclined to academic activities only. Though far from being prevailing, the above practices are obvious.

Higher school staff practices in the LL transition context

Working out one's own progressive staff practices requires higher school to be sensible of the fact that educational system is being actively pervaded with market relations. Universities are more and more actively competing for government subsidies and private company orders for research and engineering development contracts, departments are rivaling each other so as to enroll the best students on their courses, while students are contending for enrollment in the most prestigious education institution, scholarships and better careers. The academic staff profile is undergoing certain changes as well. Controversial viewpoints on the above tendencies are presented in special literature, though. Many faculty members are concerned about the fact that market relations and business morals pervading higher school distort its objectives and goals and undermine the academic value system so far as the transformation of the education sector into the service sector threatens to transform education from a means of want formation and development into a location for want satisfaction.

¹ Kukushkin Y.S., *Euro-Wide Process and Humanitarian Europe: the Role of Universities*, Moscow 1995, p. 369.

² Wolfson B.L. Higher Education in the West at the Turn of the XXIst Century: Successes and Unresolved Issues, "Pedagogica: Journal on Education, Training and Teaching Problems", № 2 (1999), p. 94.

One can't ignore and underrate different viewpoints on the above tendencies as a faculty member entrepreneurship can be beneficial as well since it can promote efficient training of students and shape them into a successful member of a business community. Pursuit of not only money-earning but of financial independence and stability can be regarded as the impetus for a faculty member to set up his own business. There are yet other factors ensuring synergy between academic and business activities under the condition of transition to the LL model. Specialists supporting such synergy believe that, firstly, involvement in industry-funded projects promotes academic staff further training thus enriching their practical experience in the corresponding industry. Secondly, it promotes knowledge and experience exchange between scientists engaged in corporate research centers and academic staff. Thirdly, many corporate employees get directly involved in teaching and educational activities by means of delivering lectures, giving seminars and practical classes, participating in informal student club, societies, and round-table meetings. It goes without saying that all of the above results in promoting the quality of the specialist training and fully meets the needs of the age. Anyway, as already mentioned, the tendency towards synergy between academic and business activities and active involvement of academic staff in rendering consulting services is obvious and is to be allowed for when facing the challenges offered by various approaches to the prospects of higher school academic staff resources development.

The present system of higher school academic staff performance must have an efficient further training system ensuring that academic staff can successfully comply with the requirements of the LL model. The former system of further training that used to be rather efficient under certain conditions and at certain stages turned out to be completely destroyed in the early post-Soviet period and all attempts at its revival within certain CIS educational systems had no positive effect. According to official data Ukrainian further training and personnel development system used to comprise more than 500 education institutions and training units catering to about 500,000 workers and specialists from various areas. Given the new age, new objectives and fundamentally new parties to further training, it hardly seems appropriate to revive the former system. By the mid 10s of the new century the further training and personnel development system had gained momentum and is presently structured as follows: (a) postgraduate studentship (registraship, graduate military course, etc.); (b) registration at a higher education institution in order to enroll on Ph.D. Qualifying Exam Course and work on a PhD thesis; (c) creative scientific and research in-plant training taking place at scientific and research institutes, design offices, higher education institutions and other home as well as worldwide locations, (d) a sabbatical to complete a monograph, textbook, or thesis; (e) academic staff training and professional development courses at Institutes for Continuing Education, Centers for Continuing Professional Development, etc.

For the most part, they are well-known further training and personnel development forms, but their content is supposed to be constantly revised and updated to meet the needs of the age. Given the new context and needs, the further training and personnel development system should be, firstly, flexible and diversified, and, secondly, continuous, which is equally important. Further

development of the next-generation personnel development system should be planned with a glance to the fact that the new academic staff that is being currently shaped is more individualized than their predecessors. Academic staff can no longer be homogeneous, as homogeneity, though comfortable, is adverse to academic careers. In order to achieve an intellectual and educational breakthrough we should renounce averaging out the further training and personnel development system and work out a strategy for consolidating strong academic personalities striving to achieve a common goal.

As already mentioned above, modernization of Ukrainian educational system makes high demands on academic staff performance. It's seldom possible to measure the quality of a faculty member performance against a graduate's academic outcomes since the latter integrate performance results of many people and it's next to impossible to single out the contribution of an individual faculty member. In order to create an objective and overall profile of a faculty member performance it's necessary that the separate criteria presently should be applied to evaluate a faculty member performance should be reduced to a system and additional job-sensitive criteria should be possibly worked out. The simplest subjective evaluation criteria similar to "competent lecturer" or "poor lecturer" can't resolve the above problem in full. Diversified faculty member job characteristics and professional duties call for an approach to job performance evaluation sensitive to quality and effectiveness of all the core academic activities. Among the challenges outlined in the Bologna Declaration that serves as a certain guideline for European higher education development is the fact that the existing system of a faculty member rights and responsibilities doesn't allow for an individual's contribution to the high performance results of a higher education institution in whole. The Declaration states that, given the dynamic nature of the educational services market, faculty member objectives but slightly correlate with the objectives of an education institution. The present Unified Rate Schedule-based compensation practices for academic staff are still to a considerable degree of equalization nature; an individual's approach to work, performance quality and efficiency are as a rule disregarded.

The majority of Ukrainian tertiary institutions have various academic staff requirements lists used to measure a certain faculty member job competence while performance evaluation criteria are by far less numerous, included in various sections of individual plans, reports, etc. and seldom reduced to a system. However, taking in consideration the above, it seems appropriate to work out a comprehensive system with a special emphasis on tertiary institution autonomy to resolve the above issues.

Among other issues of utmost importance are those of performance motivation and incentives. First-hand experience has made both public and private tertiary institutions realize the fact that further development of higher education as well as academic staff retention and modernization are impossible without new and up-to-date motivation and performance incentives mechanisms. However, it must be admitted that the issue of performance motivation and incentives proves a real challenge given traditions and overregulation. As already mentioned, the present academic staff requires consideration of personality, differentiated approach, and freedom from formerly viable models and schemes. Creating individual

professional and career advancement patterns, flexible individual work programs and schedules, and special forms of further training can enhance academic staff quality characteristics and, as a result, performance efficiency, especially given the transition to the LL model.

Ensuring innovation practices in modern educational systems requires working out and implementing innovation staff practices. What is at issue here is not further state empowerment. Modern educational tendencies being obviously decentralized, autonomy of the educational system in whole as well as of its constituents in particular increases. However, the above by no means implies that the role of the state should be minimized. Given the fact that the state is one of the core customers and consumers of the educational system performance results, its objectives and functions, though modified, retain and diversify.

Working out balanced and scientifically grounded academic staff practices proves one of the state core functions. It's impossible to resolve the issue of transition to a breakthrough level without considering the issue of further development of higher school academic staff resources. Higher school academic staff practices in Ukraine are of complex and contradictory nature simultaneously featuring both positive and negative tendencies that have even chances to transform either into sources of development or degradation. The outcome largely depends on the staff practices adopted by the higher education system in whole and by individual institutions in particular as well as on how consistent a certain education institution, especially the one claiming the innovation development pattern, can prove in perusing the above staff practices.

Education institutions implementing the LL model in Ukraine are not numerous, work through the LL concept is rather experimental and takes place at isolated institutions, though. Typical are more simplistic approaches implementing the LL model through various combinations of secondary and higher education units within one institution, e.g. a university lyceum, etc. Different is also the experience of implementing innovation staff practices varying as to its scale, profoundness and efficiency. But the available data though fragmentary and 25-year-long hands-on experience of implementing the LL model gained by Kharkov University of Humanities "People's Ukrainian Academy" (PUA), one of the pioneer LL education complex in Ukraine, are grounds to conclude that the staff policy and practices as well as academic staff composition characteristic of such innovation complexes have their own peculiarities. The above peculiarities at times quite obvious and at other times barely noticeable or even hypothetical are well worth consideration.

High-level expertise, psychological stability, soft skills ensuring conscious and responsible attitude to research and experimental activities are ideally required of LL education complex academic staff. Language expertise, skills in handling new IT-technologies and their educational use are other important characteristics of a proficient modern faculty member. Experience confirms that experimental practical activities require understanding and acceptance of the essence of the ongoing experiment, the LL message, as well as a certain education institution mission, its corporate culture and educational strategies. In this context understanding is rendered as a social category ensuring peculiarities and approaches acceptance, involvement in creative activities and process,

contribution of personal perception and perspectives. Otherwise stated, banal though it may seem, active and creative involvement is the core attribute of a faculty member working in the LL context. In this respect it is essential to differentiate between the concepts of 'reliability' and 'loyalty' that are also of utmost importance in the innovation activities context. Though difficult to adopt, they largely ensure implementation of the action patterns allowing for preservation and transmission of academic culture. If reliability is traditionally perceived as a degree of normativity a staff member conduct, that is compliance with the institution standards, norms and rules, than loyalty in this case is perceived as a more profound and conscious degree, a spirit of belonging to and involvement with a common cause and institution perspectives, a desire to be employed at this particular institution, complete acceptance of the institution goals and adoption of its values. Being subtle, the above categories are not to be regarded as mandatory for each faculty member; however, their importance in the context of innovation and experimental practices shouldn't be underestimated.

Interesting developments in and innovation approaches to the implementation of staff practices in Ukrainian higher education institutions are not numerous, at any rate those presented in public media, at scientific conferences, or exhibitions. The statement as the fact that separate elements of the above innovation practices are more typical of private education institutions forced to actively compete to gain individuality seems quite substantiated. Special literature contains references to the experimental models of rating approaches to academic staff performance evaluation system employed at the KROK University, Kiev, and the motivation and incentives system used at Alfred Nobel University of Economics and Law, Dnepropetrovsk.

PUA structured both in form and in content as an experimental educational and scientific complex implementing the LL model has worked our and is consistently implementing its own staff practices. However, the model developed in the integrated program "Staff" that is an appendix to "The Concept of PUA's Development up to 2020" is not altogether perfect and is not being hundred per cent implemented. Among the reasons that are quite numerous are, firstly, limited financial resources preventing complete support of all the projects and areas of focus of the program, namely training courses, certain costly forms of further training, etc.; secondly, highly dynamic and politically charged context of modern education activities that also make certain allowances. Nevertheless, in whole, the program "Staff", adopted at PUA in 1996 and constantly revised and supplemented, is being implemented in the educational and scientific complex in a consistent manner. As a result, regardless of all quite serious subjective and objective difficulties, academic staff generally meeting current requirements and above all having a clear vision of the education system in whole and its separate components in particular as well as of the LL model has been formed. Alongside this PUA has succeeded in crating a three-level environment auspicious to maintaining favorable conditions for adequate academic staff performance in the LL complex. What is meant here is the existence of a mega-environment, the education institution itself with its own special corporate culture; a macro-environment, the three major structural components of the complex, i.e. a children's school of early development, a specialized secondary school, and a

university of IV level of accreditation; and a micro-environment, i.e. departments, units, laboratories, dean's offices, etc. The academic staff of the educational and research complex is exposed to a single cultural and educational environment, speaks a "common language", though institutional realities on mega- and microlevels are different. Nevertheless, PUA's experience and its very existence suggest that it is through this combination of mega-macro and micro-environments that extra impetus to high academic staff performance are provided.

Statistic data characterizing academic staff of LL education complexes, empirical material, and separate publications in specialized literature testify to the fact that staff practices at such complexes meet the needs of the age and are well worth consideration, generalization, and implementation, since under the conditions of higher education diversification it is the above practices that ensure individualized approach to the educational system academic staff and take into account modern demands made on them. It stands to reason that the experience of the education institutions that have developed new innovation models and approaches to LL transition should not be considered as the only possible option for facing the current staff challenges. The above experience is well worth considering as a certain experimental model and a possible remedy, though.

Generally speaking, from our point of view staff practices for innovation activities under the conditions of transition to the LL model are one of the major challenges of the modern education. In order to address the above challenge it's necessary to develop fundamentally new staff practices bringing together all the innovations and the requirements of the current stage of the education system development. It is by no means the improvement of the existing practices but working out fundamentally new ones the implementation of which will require integration of society, government, universities, and academic community efforts.

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PROBLEMS OF SUCCESSION IN TEACHING, UPBRINGING AND FORMING OF CULTURE OF TEACHERS IN THE CONTEXT OF CONTINUOUS EDUCATION

SUCCESSION IN TEACHING AND UPBRINGING – THE MAIN PRINCIPLE OF CONTINUING EDUCATION

**V. I. Astakhova
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The necessity of a radical renewal of educational systems came to be recognized by the civilized world as early as in the middle of the previous century. Among the reforms of crucial importance to be accomplished without delay the international documents stressed the following: a) democratization, fundamentalization, humanization and humanitarization of education; b) ensuring a high level of learners preparation in natural sciences, mathematics, as well as well developed computer skills; c) providing constant ties of the education system to public structures and mass media as significant sources of non-formal education of citizens;

d) internationalization of education. But it was providing for a rapid development of a continuing education system, making a wide use of modern pedagogical and informational technologies, that was formulated as the supreme strategic objective of education modernization in all the programme documents of latest decades [1]. Creating a system of a continuing education in modern world has become a historical must, brought about by the needs of the human civilization development new stage. Educational space as the basis of preservation, passing and increasing the intellectual potential, uniting national consciousness, ensuring moral, psychic and physical health of the nation, is being swiftly transformed, undergoing mighty tectonic dislocations, giving rise to a principally new educational landscape.

Nowadays educational system, while keeping to its initial social function of transmission of the society intellectual potential, is called upon to perform a principally new task – making it possible for every person to develop by way of

providing a continuing educational process – from infancy at children’s pre-school centres up to professional training and qualification improvement. The world nowadays is seeking for optimal ways of solving this problem, seeing it, first of all, in ensuring for everyone a chance of self-improvement, rising to a higher educational and cultural level in the process of a life long learning. Russian Federation national doctrine of education development presupposes a large-scale experiment – creating a single educational system, uniting universities and other higher schools, technical secondary schools, colleges, gymnasiums, lyceums, comprehensive schools – the system based upon the principles of succession and continuity. Making such systems has become a special trend of a social educational practice, performing one of the most significant tasks of a country social development. In the USA the idea of continuing education is closely connected with that of “adult education”. A combination of these two conceptions brought about a new trend within the US educational system – “adult education and continuing education”, which describes any educational form, different in its content from the general compulsory education and oriented towards learners’ personal development and professional level improvement [2, p. 121–129; 201].

Renovating the educational system is of crucial importance for Ukraine, her difficulties in overcoming the crisis signs in education resulting not only from global factors, but also brought about by home circumstances and, first of all, by a long drawn-out systemic crisis. The way out of this situation involves at least three strategic tasks to be performed. They are formulated in the National doctrine of developing education in the XXI century Ukraine, adopted in October, 2001 by the All-Ukrainian congress of educationalists, and stressed again in the Decree of the President of Ukraine № 344/2013, June 25, 2013: “On national strategies of developing education in Ukraine for the period up to 2021”. Consistent and logical succession securing integrity and unity, interrelationship and coordination of the objectives, contents, methods and forms of teaching and upbringing at different levels, under different conditions, meeting different requirements, has been recognized as the basic condition of realizing a continuing education. The tasks formulated in the Ukrainian normative documents are as follows:

First of all, equal access to high quality education for all citizens of Ukraine. It means that modernization of the educational system must secure its full conformity with the latest achievements of the world science, culture and social practice. The quality of education must be the chief national priority and the condition of complying with the regulations of the international and the national law concerning the realization of the citizens’, right to education. All material, financial, human, scientific, methodical resources as well as the state policy in this sphere must contribute to securing the high quality of education.

Second, creating conditions for the realization of continuing education principles; possibility for a person of a life long self-improvement. And this, in its turn, brings about the necessity of immediate renovation of the education objectives and contents on the basis of a competence approach and personal orientation, analysis and introduction of the world experience of continuing education formation and stable development principles; rearrangement of all educational process on the principles of pedagogics of development oriented towards early revelation and realization of the personality full potential, considering

age and psychological peculiarities. All this, naturally, necessitates training a new generation of teachers for all educational levels.

Third, radical structural transformation of the education system. Creating a scientifically well-grounded network of educational institutions (with prospects of further development in future), whose types, educational levels, forms, suggested courses and vocational fields, number of semesters and their duration, sources of finance would meet the requirements of both individuals, each region and the state as a whole.

Carrying out these strategic tasks is directly connected with setting up an effective system of a continuing education. Continuing education presupposes its basic principle and final goal consisting in the formation of a new type of person, capable of living and working actively under constantly changing social and economic conditions, contributing maximally to personal self-development and self-realization as well as the society development and progressive renovation. The development of a personality is regarded as a continuous process, orienting the learning and cognitive activity not only towards accumulating knowledge, but also towards active renovation of the world around.

Successive stages of education in Ukraine today are: pre-school education, primary general training, basic general secondary education, vocational technical education, basic higher education, complete higher education, post-graduate study, post-doctoral study, self-education. Continuing education peculiar characteristic is discreteness of its organizational basis, which is realized vertically (several links, or stages of learning) and horizontally (various educational institutions). This brings about the necessity of taking into account concrete peculiarities of each educational link, and securing the unity, succession, envisaging future prospects, hierarchy and integrity of the educational process.

Integrity, as the foundation of continuing education, presupposes, first of all, succession, that is getting new competences on the basis of those previously received. There are quite a few definitions and interpretations of the notion "succession" in special literature [4, p. 18–19]. Most of these definitions proceed from the KAS-conception (knowledge, abilities, skills), and thus, are out-of-date nowadays, as a result of a change of strategic goals and tasks of education at all its levels. Today KAS does not ensure the necessary training – either at the level of secondary or higher school. Learners at all levels of education must gain proper competences in various fields: intellectual, educational, cultural, social. And the competences as the capability to act, using effectively the knowledge received, as an experience of independent activity on the basis of universal knowledge [5, p. 173–174], must make the core of the succession programme in all types of educational institutions.

Higher school transition to a multilevel system and the appropriate normative and methodological arrangement of the educational process put forward as of crucial importance the problems of succession and coordination of the main educational programmes and teaching technologies, specific of different educational levels. More and more obvious becomes the contradiction between the objectives and tasks of general secondary education and higher school requirements to applicants and first year students. None the less painful are problems of coordinating the programmes of pre-school training and the 1st form,

the programmes of the 4th and the 5th form. For many years now an all-round consideration and seeking for optimal ways of solving the problem of succession and coordination have been most significant and complicated tasks of the education theory and practice. Education programmes can be regarded as successive if they promote formation of learners' intellectual, personal, behavioural qualities, their knowledge and abilities, creating the potential of a personality further development. In the widest sense of the word succession is the core of a continuing education, when each previous stage is regarded as initial for all the following ones. In the narrow sense of the word succession means coordination between disciplines and courses (for instance, the school course of algebra makes foundation for the university higher mathematics course).

Before our eyes the education system has come close to reforming methods of teaching, developing adaptive educational technologies, that can reduce the technological gap in the organization of the education process at all stages, and, which is especially important, at critical "junctions": pre-school training – first form; forth – fifth forms; final form at secondary school – higher school. Not unsuccessful attempts have been made at solving the problems of coordinating secondary and higher school courses programmes, working out integrated ("through") programmes of separate disciplines, creating integrated departments, etc. In other words, the process of forming a principally new level of achieving succession is going on. Without it continuing education does not make sense, as just a combination of separate educational departments is unable to secure the integrity of the educational process, its realization within the framework of a united humanistic system, where a person is recognized as the highest value. It goes without saying, that the task of ensuring succession is most difficult and requires a profound theoretical, methodological, experimental and practical study. And today on the global scale this task is being performed very slowly and inconsistently. Dialectico-materialistic and general scientific interpretation of the category "succession" proceeds from Hegel's law of the negation of negation and the law of transition from quantitative to qualitative changes, that presuppose not only abolition, annihilation, destruction of the previous, but also preservation and developing of all the rational and reasonable that was achieved at the previous development stages.

The past always participates in creating the future, assuring ties between epochs, a continuity of their development. As an obligatory component and a general characteristic of development, succession makes the basis of all the material world. These classical statements produce the methodological foundation for working out the notions of "succession" and "continuity" for general psychological, pedagogical and sociological conceptions of education on the whole and the status of these categories not only within the system of humanities, but also natural sciences, forming a scientific world view. Pedagogics traditionally considers succession on the horizontal and vertical levels. Horizontal succession results in consistency of studying the material, formation of integral knowledge of a subject, a unity of educational technologies, similarity of teaching methods. The result of vertical succession is readiness for studies at the next educational stages. Psychology studies succession within the framework of age psychology and development psychology. It treats succession as an attribute of a personality

development, when periods of its formation consecutively follow one another. Sociologists treat succession in teaching as setting up the necessary ties and optimal ratio of one part of a subject to another at different stages of study. The notion “succession” also characterizes requirements for the learners’ knowledge and abilities at each stage of study, for the forms, methods and ways of presenting new material and the work at its mastering [5, p. 351].

All these interpretations again confirm the correctness of the conclusion that it is succession, called on to secure the interrelationship and the interaction of all elements of educational process, that is the initial principle of continuing education functioning, as it presupposes not only interrelations between separate topics, parts and disciplines, but also an integrity of approaches at all educational stages.

The goal of a continuing education, as stated in modern special literature and normative documents concerning this problem, is not only and not so much in constant enrichment of a person with new knowledge, as in preserving a person’s professional competences all the lifelong. The point of a continuing education, as presented in UNO documents and educational programmes of the developed countries of the world, consists in a principal change of higher school strategies (from a limited professional, strictly field oriented training – to the formation of a highly competent personality with high moral standards, aware of the necessity of constant self-improvement and selfless service to one’s people, one’s cause, one’s Motherland) and rising to a new, more effective level of all educational stages interaction, making it possible for all learners to proceed naturally and effortlessly from one stage to another or change the area of training.

At Kharkov University of Humanities “People’s Ukrainian Academy” (further – PUA) the work at the problems of succession in teaching and upbringing, at formation of an original model of continuing education started in 1990. That was the main point of creating PUA and of the theoretical and practical activity of the PUA body throughout its history. And now, more than two decades since the Academy came into being, we are quite sure of having made no mistake in choosing our strategic landmarks and our own, far from being easy, but a promising way. We proved to be able to have a say in analyzing theoretical problems and contributing to practical renewal of the national education system. Working at the author conception of creating a new education model was going on during the 80s of the last century and included theoretical research (preparation and defence of doctoral and post-doctoral theses, research results publication, conferences and seminars), sociological research, experimental work at the new educational institution model. As methodological basis were used UNESCO documents which, as early as at the beginning of 1960s formulated the goal of a continuous education based on communicative and humanistic functions: “Our first wish is that all men should be educated fully to full humanity; not any one individual, nor a few nor even many, but all men together and singly, young and old, rich and poor, of high and of lowly birth, men and women – in a word, all whose fate it is to be born human beings: so that at last the whole of the human race may become educated, men of all ages, all conditions, both sexes and all nations. . . . Just as the whole world is a school for the whole of the human race, from the beginning of time until the very end, so the whole of his life is a school for

every man, from the cradle to the grave. Every age is destined for learning, nor is man given other goals in learning than in life itself.” [6, p. 56]. In the Bologna Declaration of 19 June 1999 a continuing education is characterized as a unique mechanism of a person survival during the information epoch. A humanistic approach as a requirement for the realization of continuing education ideas is clearly formulated in the programme documents of the state of Ukraine. A person’s upbringing, professional training, fostering readiness to live under modern rapidly changing conditions are recognized in these documents as the school (higher school inclusive) most important task. And this brings about the necessity to secure succession and progressive development of all educational stages, to make it possible for each person to study and work at self-perfection all the life long [7, p. 3–4].

In the country scientific and publicistic sources a continuing education is considered as a unity and totality of all the educational process. This conception embraces all education aspects, includes all its components, and this whole makes more than just its components sum total. There is no notion of an independent “constant” part of education which is not a life long learning. Hence follows the main methodological conclusion: continuing education is not a new educational system, it is the fundamental principle of arranging education, the principle ensuring its systemic character, making the basis of development of each element of any educational system [8, p. 497–499].

Around this initial principle a system of basic principles of continuing education functioning is formed. Here belong, first of all, the principle of unity, the principle of succession, the principles of individualization, integration, sequence of levels, innovativeness and others.

On the basis of these methodological principles we have formulated our triple educational task, that is to be performed by any higher school, especially such an experimental integrated complex as PUA:

1. working out a theoretical foundation and a system of practical measures ensuring succession, initiative and active participation of all subjects of the educational process in solving problems faced by the PUA body;

2. forming a body of professionals, who appreciate and accept the peculiarities of a teacher’s work under new historical conditions, aware of the fact that a teacher’s personal example is the main vector of educational work. Creation and improvement of the system of educators’ education;

3. creating a proper cultural and educational environment, able to ensure favourable conditions for teaching and upbringing on the principles of life-long learning, a professional educational and cultural space, set up by a concrete educational institution and its pedagogical system with the purpose of moulding spiritual and moral values and a healthy way of life of all subjects of the educational process.

What did we manage to achieve for the past almost 25 years and what do we plan for the future? Our activities cover a few aspects.

The first of them to be initiated and going on throughout the PUA history is carrying out consistent research into absolutely new for Ukraine problems of

continuing education institutionalization, the realization of a new educational module conception, adopted by the PUA in 2006. Our first publications on the problem had appeared even before our complex official registration, at the end of the 80s. Our research acquired a systemic character since the middle of the 1990s, when we were given the authorization to launch our own post-graduate study, and the subjects of the first doctoral and post-doctoral theses were approved. We can say with confidence that up to that time there had been no theses on the problems of continuing education in Ukraine. The first research results appeared in the PUA publications; first regional and international scientific conferences were held under the auspices of the PUA. By 2005 such conferences, theses defence and preparing monographs had made a system.

Another aspect of the PUA body activities has always been training teachers, auxiliary personnel and other workers as specialists of a new generation, capable of working in a new educational environment, "in a team", for a long period of time, striving for a common result, not always easily foreseen. Realization of our plans necessitated highly motivated, consistent, coordinated efforts of teachers as well as all the other workers of the PUA. Painstaking attempts at establishing fruitful functional ties between teachers of different disciplines and qualification levels, working for the achievement of our common objective promoted the formation and development of the teachers' pedagogical and psychological competences, integration of professional, psychological and pedagogical knowledge of all members of the PUA body, brought about shaping of a healthy psychological climate, the most important condition of a collective creative activities. The team is comprised of successfully collaborating secondary school and higher school teachers, secondary school pupils and higher school students, people of different age (maximum age difference is about 50 years) and of different qualification level. The importance of their combined activities in the process of professional outlook development, new requirements and standards mastering is difficult to overestimate. Young teachers working together with venerable scholars at a common problem show a positive dynamics of their motivation.

The programme of the experiment presupposed creating a multistaged educational module, securing integration processes both horizontally (interrelationship and interaction of the activities of all faculties, specialities, departments and other units and services) and vertically (sequence of all educational and qualification levels, working out unified ("through") curricula and programmes, united auxiliary subdivisions and services, etc.) A scientific and educational searching process, realized in accordance with the pedagogical principle "working in a team", not only stimulated a rise in teachers' competence, but also made it possible to establish relationships between the body members, which resulted in arising of a principally new educational structure, that was the third goal component of our activities.

Achieving our objectives was hindered very much not only by utter absence of state financing, but also by the necessity of ensuring a high quality secondary and higher school enrolment, learners' nonstandard training, meeting the newest requirements, and ensuring graduates' employment. Another crucial problem used

to be (and still is) absence of legislation on the activities of private educational institutions. Still, notwithstanding all problems and difficulties, optimal ways of education development had to be found. Our quest was going on, and responses to the new epoch challenges were making their way.

By the end of the 1990s we had made a good progress in elaborating a principally new model of an educational and scientific complex, notable for its cardinal structural innovations, based upon worldwide tendencies and the strong conviction, that not just separate elements of the educational system, but the system as a whole wants changing: its goals, tasks, contents, activity orientation, interrelations and interaction of its components. We never took the way of cardinal demolishing of the existing structures, of sweeping denial of the previous epoch achievements. We were striving for renewal, gradually reorganizing the system separate elements, improving its mechanisms, testing each step experimentally. As a result of a 20 years long complex, multiaspect work we have made an innovative integrated educational and scientific complex, with stable well-defined functional ties and structurally coordinated interaction of all its units, with a single management system, detailed description of the activities main aspects, given in legal documents, in particular, in licences and certificates of the higher school full accreditation (IV level). Our main achievement is carrying out by all subjects of the complex of a common educational policy, making it possible to work out and introduce integrated curricula and programmes, all-round methods of teaching and upbringing. Today the complex comprises: a children's school of early development – from "Little Seed" group (up to 18 months) to pre-school classes; specialized secondary economics and law school with a strong foreign languages bias; the university of humanities, with 1500 students, studying at its three faculties; all forms of post-graduate education.

Summing up the results of our work on the eve of our Academy 25th Anniversary, we have all the grounds to claim, that we have done a lot as to the realization of our continuing education conception: integrated departments and integrated programmes, provided for with methodological materials of different levels; a unity of conceptual approaches and requirements; supplementary character of teaching and upbringing methods; unity of scientific approaches to research problematics; scientific schools doing research within the framework of a complex subject: "Formation of a society intellectual potential under the conditions of modern social transformations". As our paramount achievement we regard public recognition of the fact that there exists a new integrated educational complex as a system ensuring interconnection and interaction, a supplementary character of all its structural elements; it functions and gives high quality results.

We are sure that human resources, quality of our team members predetermine all our achievements. The main thing is even not so much the qualification level as unity, professionalism, sense of responsibility of each team member. In the course of reforms and revolutions of the XX c. human potential was badly damaged. And this process is going on. No trust in anything or anybody: administration, people, even oneself. Public protest disposition has a destructive, devastating character. Drop in society morals is a real threat for humanity as it can

cause irreversible consequences. Education is called upon to save mankind from utter degradation and self-destruction. Education prospects are inseparable from continuity and unthinkable without integrated scientific and educational complexes. One of such Academy complexes today is Kharkov University of Humanities "People's Ukrainian Academy".

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DEVELOPMENT TRENDS OF UPBRINGING IN THE LIFELONG EDUCATION SYSTEM

N. L. Selivanova



In this article we describe the state of Russian upbringing at various educational levels and consider basic development trends of upbringing, as well as possible solutions to its issues.

Modern challenges that demand changes in Russian upbringing

Russia was isolated from the rest of the world for over 70 years and few Russians knew foreign languages or were able to go abroad, read foreign literature, or communicate with foreigners. The situation has recently changed drastically. The world is open to Russians, and particularly for youth. They not only visit foreign countries but also study and work abroad. They soak up new values and the traditions of various countries like a sponge. Globalization offers a wider range of possibilities for a multicultural upbringing. Access to other cultures not only allows for self-identification with other cultures, so that a person may better understand, adopt, and accept other cultural values and traditions, but also encourages people to distance themselves from other countries and compare themselves with them as well as create a productive environment for patriotic upbringing.

Patriotic upbringing is a major and significant problem for Russia. As fairly noted by P.V. Stepanov, "Patriotic upbringing is required to restore cultural self-sufficiency and avoid an endless search for ideals and models in strange lands (based on a proverb saying "The grass is always greener on the other side of the fence") as well as extreme ethnic and cultural self-assertion by humiliation of others" [1, p. 293]. The substitution of patriotic upbringing with a military-patriotic one is also a relevant issue.

Within the discourse of multicultural upbringing, development of tolerance shall be also considered. Recent facts show that the lack of tolerance is becoming more severe in Russian society. The functional interpretation of the concept comprises a value attitude towards cultural diversity expressed by admitting, accepting, and understanding other cultural communities [2, p. 229]. A cultivation of tolerance is closely connected with secular and religious upbringing. The Soviet ideology was atheistic for a long time. The Orthodox Christian church and its rites were not recognized but even prosecuted in every possible way. Unfortunately, the fact that Russians changed their attitude towards religion to a completely opposite one does not speak for their faith which appeared suddenly because people frequently join the church not for their firm beliefs but for considerations of momentary advantage. According to law, Russia is a secular state but schools cannot ignore church, especially since the latter is actively seeking cooperation. Due to rapid globalization, Russian citizens may be exposed to various religions. In

addition, Russia is a multi-religious country itself. We shall note that presently there are no adequate interactions between the church and school as a social institution. Instead of this, there are two extreme trends by which the church is either completely fenced off the school or actively interferes in affairs of the latter mainly in terms of moral upbringing.

The civic identity of Russian children and youth is another issue that has emerged recently. Development of the Russian civic identity is one of the key items of a new federal state general education standard. As declared by M.V. Shakurova, the social and cultural identity of students is developed in reference groups and communities formed in general education schools, as well as in daily interactions with teachers as with significant others, and such development is impossible outside the social and cultural environment, with the upbringing environment being its modification. Pedagogical guidance is a basic tool for development of the students' social and cultural identity. "Pedagogical guidance may be specifically characterized as follows: multi-subjectivity; the subjective position of all participants of the interaction; integrity and mutual reference accepted and supported by subjects; presence of multiple projects; similarity of interpretations; adaptability; a level of independence given to all guided students that corresponds to their age and personal factors; and preferential use of non-aggressive pedagogical techniques. Pedagogical guidance may be considered complementary to development of the social and cultural identity, with its particular tasks as well as resources and structures required for the principal process" [3, p. 21].

The consumer society developing in Russia and focusing on occidental consumer patterns makes tasks of an environmental upbringing more severe and difficult since environmental requirements for human life and activities shall be stricter and since the consumer society encourages thirst for pleasures that can be obtained here and now, no matter what. Advertising creates the illusion that offered goods are instantly available. Another negative factor is that the older generation lived in conditions of limited supply of goods and therefore is not able to share any positive experience or cultural patterns with younger generations in consumer society conditions. Environmental upbringing in Russian schools is mostly focused on regional environmental problems and at the best of times the courses are practical. Of course, solving these issues is crucial; however, we shall also deal with global environmental problems starting from recognizing their significance and searching for solutions by means of project activities.

New information technology is a good upbringing resource as well. However, compared to the educational projects realized with information technology, similar upbringing projects are not so successful. Use of information technology has changed our information environment and therefore upbringing takes place in a transformed communication environment. Information websites allow teachers and students to obtain new information as well as participate in discussions on various issues that are of concern to international youth, which is principal for a multicultural upbringing. The majority of us blame modern computer games for provoking explicit aggression, irresponsibility, and inhumanity in teenagers, and fewer consider those games that have a positive impact on adolescents.

Unfortunately, teenagers may have access to immoral information (e.g., porn sites, sites of extremist, terrorist, and nationalist organizations) through the Internet. Communication in various chats is often of low culture and a substitution for live human interaction, and also promotes improper values and formation of destructive youth subcultures.

Trailblazing teachers organize online communities where a discussion environment is organized by means of special programs (e.g., Innovative Teachers) and any educational idea may be professionally analyzed. Problems of upbringing are thus far not a talking point.

The current state of upbringing in the education system

Complicated social development while searching for innovative development trajectories, badly aligned research, and poorly generalized advanced experience of educational institutions in the sphere of upbringing, as well as practically rejected principles of traditional thorough educational work with each student, that were replaced by essential and yet temporary tasks (e.g., preparation of students for the Unified State Examination) created a range of issues in the theory and practice of upbringing. This includes: (a) the current scientific and pedagogical paradigm as well as social and cultural frame for upbringing; (b) balanced basic cultural values and contents of modern upbringing; (c) the spiritual life and experience of students; (d) comprehensive development of the social and cultural life of students; (e) multicultural and multi-subject upbringing; (f) gender factors of personal development; (g) determined contents of upbringing for various categories of teachers and development of their personal and professional positions instead of functions; (h) determination and implementation of innovation in upbringing; (i) analysis of possibilities in upbringing for integrity between teachers and environment; and (k) online construction of various upbringing venues.

The theory and practice of Russian upbringing has been seriously transformed over 25 years. These changes are subject to objective reasons (the need for political and economic reorganization and a worldview crisis) and subjective reasons (poorly reasoned and elaborated strategic decisions in the educational sphere, i.e., rejection of the concept of upbringing in the educational institutions in the 90s).

We shall note that the first Russian “Development Program for Upbringing in the Educational System” (1999) and others have essentially changed teachers’ attitudes towards the upbringing practiced in the 90s. Russian government, education management bodies, and pedagogical researchers focused on issues of upbringing. Public officials often speak of solutions needed for those problems but there are still no reasonable and regular measures. However, the need for school upbringing and its dominant role is slowly being recognized at the ministerial, academic, and school levels. School is not the only institution that is able and shall deal with problems of upbringing. It is just an important link in the chain comprised of general and extended education institutions, social and cultural facilities, as well

as public associations and social movements. State administration bodies striving for positive changes in Russian society shall not stand back either. We may conclude that the pedagogical community and education management bodies will be equally concerned with issues of upbringing. They are currently considering other problems: a new payment system for teachers, per capita budgeting, educational system reorganization, community participation in education management, and an evaluation system for educational quality.

Lack of a well-formulated state and social program for upbringing in the educational institutions creates serious obstacles for teachers in defining objectives in the sphere of upbringing. The situation has not improved since the 90s, despite the students' personal qualities included in Federal State Educational Standards at various educational levels. Upbringing is more often substituted by extracurricular activities, though they are not identical (that is confirmed by analysis of contents of upbringing and educational activities in Soviet and modern schools that efficiently resolve issues of upbringing). A recent trend is the exclusion of criteria that define a state of upbringing from various educational monitoring documents. Evaluation of upbringing results is becoming more formal and bureaucratic. More attention is given to the external (for education management bodies) evaluation of upbringing quality. Thus, a quality evaluation system shall correspond to the principles of: (a) developing the character of the quality evaluation; (b) priority of the internal quality evaluation; (c) humanity of the quality evaluation; and (d) focus on the essence of upbringing.

Quantitative evaluation of upbringing results is still dominant. There are more cases of using various questionnaires and surveys for evaluation of the upbringing results. Focus on quantitative results makes school life and students irrelevant. In our view, qualitative evaluation that is a product of traditional pedagogical research methods shall have preference. This direction shall be developed for the field of upbringing within a positive trend of public education quality evaluation with a gradual transfer to public and state evaluation. It is caused by a need to: make a management and budgeting system for upbringing more open and focused on consumers (parents); enhance resources of the educational institutions; and involve parents in their activities. These aspects are already traceable, though the process is painful for both parties due to conflicts between schools and parents. Mutual requirements of parents and teachers, a level of parent control for school, and mutual complaints have increased. Teachers are displeased by the low general and pedagogical culture common of many families and the consumer attitude towards school. Parents complain of low professionalism and the biased attitude of teachers towards children. New informal solutions (e.g., social partnership between families and schools) are only being created while the old ones (parent universities, visiting students' families, etc.) have almost been lost.

Teachers consider over-bureaucratization and formalization of upbringing in educational institutions a major inhibiting factor for quality improvement of upbringing. Unfortunately, teachers have poor upbringing skills. Even traditional methods like working with groups of children present a problem for them. Teachers

lose their skills of collective upbringing due to a different understanding of balance between individual and collective (group) upbringing. Teachers currently give preference to individual upbringing. Individual upbringing is surely essential but rejection of collective upbringing is unacceptable. This results in a loss of communication skills on the part of students. This problem is aggravated by the increasing role of virtual communication.

Collective upbringing significantly suffers from refocusing of the pedagogical theory and practice from the collective to individual values (together with implementation of pedagogical guidance into schooling). However, individual upbringing is better declared than implemented. In the 90s, this trend was associated with pedagogical guidance, support, and assistance.

Why did the concept not become widespread in the pedagogical practice despite a number of followers? Firstly, its implementation requires large investments. The significance of economic reasons was demonstrated by introduction of the positions of free form teacher, counselor, and tutor. Secondly, its implementation requires changes in pedagogical awareness. The personal development of each child is currently a slogan rather than a real need and activity for most teachers. Thirdly, teachers do not often have the required upbringing skills. Universities do not provide those skills and little attention is given to them in the advanced training system for teachers; therefore, there is a disproportion between aspirations and capabilities. Few teachers know a method for making an agreement with a child. Fourthly, the needs and goals of children are at the center of the pedagogical guidance, support, and assistance, while the goals of teachers and parents are superseded by it.

Theory and practice of Russian upbringing have essentially changed in the last 20 years. The first peak of transformation occurred in the 90s, when various upbringing programs focusing on a child's personality were developed. The second peak was connected with creation of the Federal State Educational Standards that contained personal qualities and training results of graduates of the general education schools. Finally, the third peak may be associated with documents issued by the Ministry of Education and Science of the Russian Federation in 2013. This includes the "Development Program of Upbringing in the Educational System" and "Development Strategy of Upbringing in the Educational System." These documents are designed to determine the development of upbringing.

Upbringing is given due consideration in preschool education. Implementation of the FSES for preschool education will not worsen the situation. Upbringing tasks of the Standard include as follows: "merging of education and upbringing based on the moral, social, and cultural values, as well as rules and norms of conduct with regard to a person, family, and society; development of a common children's personality culture (incl. healthy lifestyle, development of social, moral, aesthetic, intellectual and physical qualities, as well as children's initiative, independence, and responsibility); creation of a social and cultural environment that conforms to the child's age and individual psychological and physiological qualities" [4].

In present upbringing practice, educational institutions are strictly differentiated at levels of primary, secondary, and general education by many parameters (incl. resolving the upbringing issues). Institutions that efficiently resolve problems of upbringing: (1) focus on development of independence in children of all ages; (2) search for forms of student adaptation to modern social life while educating them to deal with social problems; (3) create and develop humanistic upbringing systems; (4) create an upbringing environment with teachers actively participating in the process; (5) focus on culture (global and national) as contents of upbringing; (6) integrate general and extended education; (7) use information technology to resolve issues of upbringing; (8) cultivate a healthy lifestyle and health culture among students; (9) create communities of children and adults; (10) create public organizations for children, youth, and parents; and enhance professional awareness of teachers and their activities.

Upbringing practice in educational institutions are characterized by: (a) use of collective art activities; (b) striving for art and the predominance of quantitative evaluations of upbringing efficiency; (c) selection of contents, forms, methods, and means of upbringing that are inadequate in new conditions of raising children; (d) imbalance between the personal development of children and methods and means of its realization; (e) lack of correlation between objectives, tasks, and results of upbringing; (f) weak pedagogical reasoning of upbringing; (g) presence of psychotherapeutic and religious practices; (h) increased role of children and youth public organizations; and (i) commitment of students and teachers to various value systems.

These trends cannot be evaluated as positive or negative, e.g., due to collective art activities, upbringing is more fun but most teachers do not suspect that it is the first step of "the communist technique," since relationships formed in the collective activities are its center. Unfortunately, few teachers are capable of deliberate upbringing at the level of relationships.

Upbringing in universities is still controversial. Most researchers and practitioners consider that students, as adults, do not need any upbringing. Besides, the principal objective of universities is professional training. This approach led to closure of the university upbringing programs in the 90s. Negative trends in the youth and student environment that appeared after that made university teachers address upbringing again. New departments and offices designed for upbringing were organized. Thesis works dedicated to the issue were also developed. Presently, upbringing in universities is limited to student leisure and events.

Some features of student development do not provide grounds to agree on their comprehensive maturity and readiness for further personal and professional development. Due to infantilism and delay in the general development of adolescents at the school level, universities face the problem of the social and cultural maturation of their students. There is no clear understanding of the difference between school and university upbringing. Based on research on upbringing activities in universities, we may conclude that universities attempt to use the same forms of upbringing as schools, which is a principal problem. There

are several reasons for that. Firstly, there is no unified conceptual basis of upbringing for all levels of education. Upbringing programs at different levels of education do not register changes that have occurred in a growing person. Meanwhile, self-development must be a priority for students. It is obvious for teachers involved in upbringing but not for students, who often just enjoy the freedom they did not have at school and forget about self-development. Secondly, students must focus on their future profession; however, many of them did not choose it deliberately or plan their career in the chosen field. As a result, the personal and professional position is not developed by the moment of graduation. While a personal aspect may still be more or less formed, a professional aspect that was not a priority remains half-grown. Personal and professional development is an upbringing task and independent work. Thirdly, students shall adapt to new conditions due to the drastically changed social and educational environment as well as requirements. Thus, self-development and efficient professional activities require actual autonomy and independence from students.

Autonomy is acceptable at schools ("organization of autonomy" means autonomy is created for students from the outside) but not for universities. Student autonomy may only develop from the inside; however, organization of autonomy is preserved in universities. Therefore, students shall be given their independence but still controlled to prevent certain antisocial activities. Student autonomy shall have a positive direction, as the opposite endangers social situation.

Young people's struggle for independence, self-actualization, and self-fulfillment can be used as a basis for upbringing in universities. Universities shall provide them with these possibilities.

Possible solutions for issues of upbringing at different levels of lifelong education

For practical pedagogical science it is essential to determine means and methods that can be used in upbringing to resolve its issues. Focus on a child's personality is currently irrelevant and insufficient. Successful upbringing is not possible without real means. Pedagogical research carried out in a laboratory of the Institute of Theory and History of Pedagogical Science (RAE) and recent practice demonstrate these efficient means are the upbringing system and upbringing environment.

The return to a systematic upbringing approach (created by Korolev, Kurakin, Mudrik, and Novikova in the 70s) is caused by a search for universal methods in education and upbringing which, according to their authors, provided solutions to issues in those fields in the 90s. The approaches of Shatalov, Ilyin, Lysenkova, etc. had a positive impact on the development of innovative practices in education. Promoted by journalists, these methods prompted a search for new ways of developing education and understanding of the role of the pedagogical community in creation of a new society. Teachers were infatuated with the concept of universal means. Many schools used various techniques showing a lack of a regular approach. With the introduced concept of "an administrative command

system,” all educational systems were regarded as those that confine a child’s personal development within strict limits. Theory of self-organization considered the upbringing system as flexible, which created favorable conditions for the students’ personal development. With regard to the situation, a systematic approach was hard to defend; however, a book entitled “The School Upbringing System: Problems and Studies” was published by the “Znaniye” association in 1989.

In next 15 years, building of the upbringing system was finally understood at schools. The first positive results of regular upbringing were demonstrated at the contest of upbringing systems that took place in 2001 and was organized by the Ministry of Education. Nearly 400 educational institutions participated in it. The authors of the teacher’s book entitled “Theory and Practice of School Upbringing Systems” [5], Karakovsky, Novikova, and Selivanova, received a Presidential Award in Education in 1997.

Currently, there is a risk of transforming the upbringing system into a universal means itself as it is regarded as a pedagogical category and practical phenomenon. With their upbringing experience, modern educational institutions are able to organize upbringing systems. Moreover, though described in other terms, these systems have existed since the 18th century.

The school upbringing system (This category may be applied to educational institutions other than schools) is a complex structure of interconnected elements: objectives; activities for their realization; activity members; relationships between members; system environment; and internal management for integration of all elements. “The complex structure of interconnected elements” is a key phrase for the definition, as any system is determined not by its elements but by relations between them. The upbringing system is an open, unbalanced, and self-organizing system, and its structure depends on interconnection of its elements rather than on elements themselves. The upbringing system is not identical to the system of upbringing work that is considered to be a system of interconnected upbringing measures (events) appropriate for the stated objectives. To review the upbringing system, we use synergetics (theory of self-organization) which provides an adequate description of such system as an item of modeling and management. In synergetics, any social system is considered open, unbalanced, and self-organizing. Considering the upbringing system as flexible (adaptable to environment while preserving its features) will change our views on it as we better understand its internal processes. Therefore, the following ideas of synergetics are important: (a) unstable states cause stable and dynamic development of the system; (b) small impacts and processes may be crucial and fundamental; (c) the future state of the system is driven by its present state; (d) the multiple manners of the system development are determined by its inner qualities and shall have alternatives; and (e) system management shall be based on a resonant effect, and the management structure is more important than its power.

Each idea is compared to a real development process within the upbringing systems and determined its means. Any upbringing system has a school community as its core. The system is constantly developing as various ideas and interactions between children, activities, and organizational structures appear and

the community life is becoming more complex and ordered or simple and chaotic. Development of the upbringing system is essentially determined by its feature of self-organization. Its developmental trends are formed due to pedagogical management and internal processes.

The upbringing system may be developed in many ways that are determined by the internal qualities of the system. Connection between schools and society is not decisive and few things in schools can be explained by social events. School traditions and conservatism protects schools and eventually society from crises. This is clearly seen in our society that is linked to the upbringing system through every student. The system reproduces social ideas, prejudices, evaluations, behavior, reacts to (positive or negative) interference from the management bodies and random impact from the streets, while teachers govern their work by certain theories.

The upbringing systems are diverse and therefore hard to classify. They can be categorized by a framework activity, e.g., cognitive, club, professional, etc. Understanding of the fact that schools shall not resolve issues of upbringing in isolation resulted in consideration of the upbringing environment as a result of the efforts of various social groups, extended education institutions, social and cultural venues, and public associations.

To differentiate concepts of “environment” and “space,” we regard space as a given essence rather than a result of human activity achieved in order to increase efficiency. Space is the world around a child – nature, people, and machines. The capabilities of space are used for organizing the school and family life of children. The upbringing environment is a space in which an event is a means that is regarded as a coexistence of children and adults within the concept of “psychological time” (psychological reflection of time depends on the number and strength of changes happening in the outside (social and natural) as well as inside (thoughts and feelings) environment). The upbringing environment is a result of creative and integrative activities. Integrity is a key feature of the upbringing environment as it efficiently governs a child’s personality. It is a result of the diversity of elements and links between them, with a focus on the humanistic upbringing. Integrity and stability of the upbringing environment is provided by its flexible structure, which means there shall be unordered zones that are sources of its further development. The upbringing environment is determined by integration and differentiation to specify tasks and functions of each element and combine them together. Differentiation alone leads to an atomized environment, while integration alone means inflexibility and ignoring individual features.

When building the upbringing environment, the upbringing system of schools and other educational institutions are less developed than other elements. As a higher-level structure, the upbringing environment stimulates their development. Architecture is as important for integration as development of the whole structure, and its separate parts are faster when the right choice is made. Integration is not a gradual, constant, and unidirectional process. Therefore, linear development shall be not expected from the upbringing environment. Instability indicates that the environment is living and able to develop.

Functionality of the upbringing environment is large, as it may be implemented at institutional, district, city, and regional levels. The latter means a regional upbringing policy rather than the regional upbringing environment.

Diagnostics of the environment, its positive and negative potential, and needs and motivations of collective (schools, social care centers, etc.) as well as individual (children, parents, teachers, etc.) participants is important for its modeling. Analysis of informal communities of children and adults is essential and yet complicated due to the current social situation. Efficient operation of the upbringing environment is stipulated by: objectives shared by all participants; focus on a humanistic upbringing; flexible structure and dialog-oriented creation of the environment; and multiple relations between elements of the environment.

The upbringing environment can be created by a "top-down" initiative (of regional management bodies) as well as a "bottom-up" activity (children explore the living space around them), which are two extreme points with various social institutes participating in the process situated in between.

Conclusions and recommendations

Based on the conducted research, there are multiple ways of building the upbringing environment regardless of its level, which are as follows: value and conceptual entity of members of the environment created with a focus on humanistic upbringing; identified positive and negative potential of the environment; differentiated collective members of the environment (formation of an individual image of the schools and other institutions); interaction between members of the environment organized for its integration; and conditions for manifestation of their positions created by children, teachers, parents, and other members of the environment. The aforementioned methods are specific for each level of the environment.

Possibilities for personal development of students are as follows: (a) freedom of decision upon entry to the upbringing environment; (b) freedom of choice regarding activities (contents and forms); (c) dialog-oriented relationships with people of different ages and social groups; (d) intense experience from various roles; (e) choice of various groups and communities and their intense substitution; and (f) exploration of cultural, natural, information, and other sub-environments.

Comprehensive development of children in the upbringing environment is derived from their individual positions therein. As members of the environment, students construct it for themselves; therefore, founders of the environment may offer an area for exploration to the children. Children are involved in the environment as its members only if it is differentiated for different children.

Children explore the upbringing environment at rational and emotional levels. The older students are, the more rational motivations they have. Children explore ready structures within the environment to satisfy their needs and to realize past social experience or norms and values. Forced exploration will lead to delays in personal development.

The structure of the upbringing environment is often rigid for children, due to it being imposed by adults, and does not consider children's activities. Another mistake is a hyper-favorable environment with nothing to explore, as everything is represented in a convenient manner. Children may enter the upbringing environment and its different levels gradually (city, district, regional, etc.).

Current Russian upbringing has a range of problems, as its development stages vary between educational levels; however, there are not only issues specific to the theory and practice of upbringing, but various alternatives for its development to complete tasks for the personal growth of students.

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THE ONGOING DEVELOPMENT OF THE PROFESSIONAL CULTURE OF TEACHERS: PARADIGM AND PRINCIPLES OF RESEARCH

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The relevance of studying the ongoing development of teachers' professional culture is ensured by the modernization of Russian education, which presupposes studying the conditions of development of teaching staff. Such research contributes to the development of the quality of teaching and educational activities, including building models of the contemporary professional culture of teachers. We suppose that they have several aspects: the first aspect is related to the disclosure of the essence of the paradigm of research of teachers' professional culture; the second aspect is related to the substantiation of the major principles of understanding of this phenomenon; the third one is conditioned by the needs of empirical analysis of the factors of the ongoing development of teachers' professional culture. Due to the limited volume of this section of the monograph, we will only briefly deal with every aspect of the research and building of the models of teachers' professional activity and culture.

Paradigm of scientific research

In the process of studying the teachers of professional lyceums and colleges of Saint Petersburg (over 400 teachers were interviewed from 2009-2012), we developed a positional-conceptual paradigm of research of teachers' activity and professional culture. In the substantive-essential aspect, the positional-conceptual paradigm of the research of teachers' activities and professional culture is rooted in contemporary production: (a) in widespread integrated human professional activities; (b) in its higher integrity and complexity; (c) in the growing significance of human capital for the achievement of its high social and economic efficiency. It is designed for the scientific analysis of special emergent cognitive units – positions and meaning of the activities of contemporary teachers. The teacher's position is a synthesis of the objective and subjective sides of his professional activities. From the objective point of view, it is a special dual unit of his activities. On the one hand, it has an objective-personal and impersonal temporal process side. On the other hand, it expresses its professional integrity and weak breakdown into

fractionary units. From the subjective point of view, the teacher's position includes his attitudes and motives governing his activities, goals, and values which these activities are aimed at. The position as a cognitive category discloses the emergent essence of the teacher's professional activities. Taking a certain "position" means determining one's attitude to life, to the objective public environment, to the people around, and to oneself and to one's students. The purpose of the teacher's professional activities as well the teacher's position in this is its special integral characteristic. The meaning of educational activities provides an organic manifestation of the teacher's value meaning, attitudes and goals. The positions and aspects of pedagogical activities allow the recording and studying of its hidden dimensions that cannot be identified and studied by means of classical notions and approaches, for example, by means of functions and different kinds of teachers' professional activities. This can be exemplified by the analysis of the functions, positions and value attitudes of the workers in the well-known parable about the builders of the cathedral in Chartres. According to the parable, its three workers did the same work: they barrowed heavy loads. However, from the positional and conceptual point of view these were three different processes of labour activities. The first worker considered that he was pushing a heavy barrow – "damn it!" – he exclaimed!!! The second worker was just earning a living for his family. The third one proudly thought that he was building the greatest cathedral in the world and history. Another merit of these categories is that the positions and meanings of the professional activities of a teacher like that of any other specialist, if desired, can be considered as special grounds for substantiating the socially necessary standards synthesizing their professional competences in themselves: in content and essence, they must express the positions taken or to be taken by a teacher in the educational process of a lyceum or a college. It is essential that the positional-conceptual paradigm of the research should allow a coherent study of teachers' professional activities from the point of view of a special synergy of the technological, organizational and socio-cultural components of the educational environment. Relying on this, one can apply multidisciplinary approaches to the formation of their professional competences, and reveal the special integral, ensemble character of their activities. With its help, one can substantiate the multidisciplinary model of the formation of the basic components of the teacher's activities in the conditions of modernization of the educational environment of teaching institutions. Relying on the analysis of the socio-cultural context of their functioning, one can show the system of vectors and goals of further development of the value content of the teacher's professional activities. Substantiating the basic role of the educational environment in development of the object world of cultural components, one can express the role, communicative, subject and personal relations between teachers and learners, articulate the special algorithm of building the multidisciplinary model of the value content of professional activities of teachers of the school, lyceum and college on the basis of the system-dimensional and logical-conceptual research principles, correctly perform a reliable sociological analysis of its cultural dynamics, and finally, identify the essence of interaction between the development of the value content of the teachers' contemporary activities and their general and professional culture.

In other words, the positional-conceptual paradigm of the research of teachers' professional activities gives an opportunity to reveal the consolidated structure and architectonics of the socio-cultural vectors of its development, through positions and meanings of its subject as special units of scientific analysis of contemporary education. This allows another logical way of disclosing its structural mutual links: to proceed not from material elements and functions towards the meaning of pedagogical activities (which the functional paradigm of research of educational activities indulges in), but from the meaning to its material grounds and functions really full of meaning. Thus, the inversely oriented logic and methodology of research of teachers' professional activities allows from the very outset to present it as a system of emergent qualities, implicitly determining its goals and functions through the subject's positions and meanings, taking into account the special synergy of positions and meanings in the specificity of its material, organizational, information and communication elements. The positional-conceptual paradigm of the research of teachers' professional activities expands our possibilities in the field of holistic analysis of its "structure", hidden from our eyes as a particular labour process, which enriches our understanding of its complexity through the professional and qualification status of a teacher, through correlation of his functions, through positional opportunities, goals, values, and the conceptual characteristics of his development as the subject of the educational process. It allows us to consider the complexity of pedagogical labour as a special social-economic measure of interaction and development of all essential components of the particular professional activity of teachers, including the analysis of its dependence on the macroeconomic conditions of the life of society. Cross sectional cultural, sociological and pedagogical analysis of such interactions allows us to consider the worldview, economic, moral and aesthetic positions of teachers. In the first case, the teacher's work gains significance as a value-conceptual basis of development of a youth's social life. In the second case, the value of his labour reflects the direct and indirect significance of the latter for transformations in public production, for improving its intensity, productivity and quality. In the third case the value significance of a teacher's work becomes real through the assertion of a special personal habit in the learners' mind, associated in particular with the attitudes of non-acquisitiveness and opposition to corruption. In the fourth case the teacher's labour becomes a value for young teachers, because it opens real possibilities for them to manifest a certain harmony and creative initiative in their professional activities. In other words, the socio-humanitarian positions taken by the subject of pedagogical labour is a special cultural-value foundation of effective reproduction of the major components of the educational institutions of contemporary society. They allow identification both of the relatively stable elements of the teacher's professional labour and its dynamic forms that interact with its contemporary fundamental economic, social, political and civil conditions of development.

Principles of research and modeling of the essence of teachers' professional culture

We consider the following scientific ideas as the fundamental principles of the multidisciplinary research of the social-pedagogical development of the teacher's professional culture: firstly, *the principle of ontological duality of the teacher's professional culture*; secondly, *the principle of integration in cognition of the systemic development of the teacher's professional culture*; thirdly, *the principle of consistency* which allows us to proceed to the formation of a single terminological space of cultural, sociological and pedagogical categories about the particular educational activity of a contemporary teacher; fourthly, *the principle of measure* ensuring research of the developing interaction of quantitative and qualitative characteristics of the teacher's professional culture. These principles allow implementation of the cultural, sociological and pedagogical approaches in research of the teacher's professional culture. Let us consider their content.

The principle of ontological duality of the teacher's professional culture. Our research of teachers' professional culture has shown that this postulate is the starting point of their cognition. It "permeates" all personal, professional and civil dispositions of teachers' development, and all the content of their professional culture. We speak about the ontological duality of the teacher's professional culture because it is based on the single dual substance of all contemporary social, economic and spiritual relations of civil society – the dual productive labour of a person. The principle of ontological duality of the teacher's professional culture allows the identification of the following binary structure of the postulates determining the particular historical content of the personality's professional culture as the basic coordinates. These are the famous Fromm's principles: "To have" and "To be".

In the conditions of the dominance of the individuals' life motivation to "To have" in the life of society, special social-historical architectonics of human relations are realized, in which they appear in the form of object-property interactions of citizens, while culture itself is understood as a certain diversity of an object-property, a commodity-monetary world of the particular society. This formula governs everything, even culture and its achievements. When people place the opposite existential principle of "To be" in the basis of understanding of the mechanisms of cultural development and reproduction, the culture of the society and individual is already realized as the building of a complex system of relations between individuals in the form of special deep, personal interactions of communication (rather than their surface communication). The content of culture, its essence in this case, is mostly considered as the richness and diversity of the human individuals themselves rather than things. Through the mechanisms of public production, the principles of "To have" and "To be" ontologically mediate the complex process of interaction of "the human" and "the social" in every personality, and in every subject of contemporary civil society, including teachers.

Thus, application of the principle of ontological duality of the teacher's professional culture allows the building of research into their formation as a dialectically mobile process of its public and civil establishment, and the formation of a binary objective-subjective structure of his professional culture on the basis of this principle. This requires the identification of the following scientific principles of

cognition: integrity, measure and consistency of cultural development of contemporary teachers. Firstly, these principles allow the establishing of the dialectic of the realization of the essential forces of the teacher as the subject of the educational process. To emphasize that his "culture" is a system of his "human" achievements, that culture is always his self-actualization. Secondly, these scientific principles point to the multidimensionality of the formation of teachers' professional culture, proceeding from the following basic statements: the activity of a public individual, his labour, first and foremost, is the first ontologically dual form of the manifestation of the "humanness" and "sociality" of his professional culture; general and professional culture are special phenomena of ontological synthesis ("human" and "social") in the complex system of the teacher's educational activities. Its basic coordinates are the special principles of "humanness" and "sociality", while the postulates of "to have" and "to be" are its driving forces of development; the teacher's general and professional culture is his historically conditioned ontologically dual, objectively and spiritually unfolded human richness. They consistently express the historically given measure of the entire educational process; the teacher's general and professional culture as the subjectively and specifically expressed public form of social development of his essential forces is the ontologically dual form of the presentation of the historical integrity of the development of the teacher. A person is the real content of the teacher's professional culture, no matter how we perceive him.

All principles of research of the consistent development of teachers' professional culture rely on ontologically dual trends of development and the interaction of the socio-cultural mechanisms of the establishment of institutions of a market economy and civil society in Russia. Their scientific analysis allows us to reveal the ontologically dual essence of teachers' professional culture, and its deep-rooted place in contemporary productive labour. This is, in particular, to substantiate the basic trends of consistent development of the professional culture of the teachers of professional lyceums and schools in the conditions of the ontologically dual and, therefore, torn apart in the contradiction between the "human" and "social" principles, modernization of Russian society. Also, it is to reveal this process as a special synthesis of objective and mental prerequisites of improvement of the labour, professional, cultural and educational space of teachers' activities. To identify the social-pedagogical and socio-cultural aspects of research of consistent development of teachers' professional culture that meet the requirements of the present ontologically dual production and are objectively necessary for them in the conditions of economic (in world globalization) and cultural competition to satisfy the norms and requirements adopted in the educational process.

In our opinion, the principle of ontological duality of the teacher's professional culture proposed by us, allows the expression of the multidimensionality of their essence. This is the only way to present the contemporary humanistic understanding of the historically given essence of teachers' professional culture. In this case, the principle of ontological duality of the teacher's professional culture proposed by us, allows conceptually to proceed from the fact that in the conditions of transition to the postindustrial and post-economic stages of economic development, it is methodologically incorrect, first and

foremost, to define the principles of "To be" and "To have" as mutually exclusive. In the present historical conditions of the political and social-economic development, it is impossible "to be" without having, it is impossible "to have" without being, without developing, it is impossible to be materially represented in the human world. The matter is quite different: what to be and how, what to have and how. The present forms of public organization of creativity, and the possessions of particular people being torn away one from the other, and forming in them as in the personalities living in the conditions of market economy, have a negative impact on the development of contemporary civil society in general, including Russia. Ideally (within the certain limits of development of the present market economy), the only conditions and means worthy of man, are those which enable him to realize his essential possibilities, and to be the organizer and real subject of his life in the real contemporary civil society. Therefore, we proceed from the fact that both in the present and future, there is and will be a certain need for deeper (within the framework of categories) expression of this understanding of the ontologically dual (spiritual-scientific and pragmatic) synthesis of the elements of this scientific principle when studying the consistent development of the professional culture of any teacher working in an ordinary school, lyceum or college.

The principle of integration in cognition of the systemic development of the teacher's professional culture means the following. First and foremost, from the objective point of view, when speaking about the integration of several phenomena, we mean their mutual changes as associated processes of life activity in society. In the absence of such changes, there is no consolidation of the links: in this case, integration is substituted for a mechanical simple combination that fails to provide the expected effect. From the point of view of cognition, integration acts as the means, with the help of which the infinite aggregate of complex phenomena of the social-cultural world turn into rational-conceivable systems. We suppose that this is right, both with regard to the entire socio-cultural universe, and with regard to consideration of the systemic development of teachers' professional culture, a complex and diverse phenomenon, having its own specific trends and regularities.

In the present conditions, the production-economic ties between enterprises and foreign partners are known to be expanding, with a growing demand for highly qualified employees. All this has become an indisputable fact. It requires the integration of educational systems of different countries, and the creation of strategic alliances in the field of education: all the European education community now lives under the Bologna process. In turn, the formation of a Europe-wide space of education enables Russian citizens to enter the European and world level of their professional competence, to develop a system of common values, and to become aware of their affiliation with the common continental (social and cultural) space. That is, when we speak about the conceptual side of integration as a principle of research of teachers' professional culture, it is necessary to remember that it "forces" reproduction (as a reflection of revolutionary changes in public production), and a more thorough study of the mutual penetration of social, humanitarian, production and pedagogical regularities in these processes. We must put a great deal of thought into the complicated intertwinement of sociology and economics, economics, sociology and psychology on the one hand, with pedagogy and professional education on the other hand.

In our opinion, the content of the principle of integration implicitly includes these objective processes: they are the basis of the research of the consistent development of teachers' professional culture, as they organically reflect the wide deployment of certain technologies in international educational processes. These technologies determine our educational competitiveness and possibility of enriching our curricula with the international content, borrowing progressive educational goals, paradigms and methods of teaching. These processes can be adequately explained on the basis of the principle of integral cognition of the socio-cultural dynamics of society, the content of professional education, and the professional culture of teachers. The principal goal of the application of the integration principle is considered by us to be the search for such parameters as the multidisciplinary model of systemic development of teachers' professional culture, which allows the identification of a certain orientation, consistency and chain of its development. One of the major links in this process is the development of the structure and content of new integrated pedagogical knowledge. In this knowledge, economics, sociology and psychology seem to stitch together the content of the activities and professional culture of teachers with their elements. There emerges a special quality of pedagogical activities, the economic, sociological, psychological and pedagogical aspects of which are integrated. Hence, when we rely on integration as a principle of the cognition of the systemic development of teachers' professional culture, the opportunity arises to find common grounds in their professional activities, to integrally reveal the educational process, and successfully apply this knowledge in practice.

Application of the integration principle allows the development and revealing of different levels of realization of professional training of young people by teachers, the holistic and logical reproduction of the dynamics of the linkage of public production, and the system of teaching and education of young people. In our opinion, the significant aspects of the practical implementation of the integration principle also include the continuity of its application, and the consistency and compatibility of its components with the principle of consistency and scientific postulate of the dimension of pedagogical processes and phenomena. The principle of integration in cognition of the systemic development of teachers' professional culture allows "coherent" inclusion of social and economic processes (the social order for the training of a qualified worker and specialist, and for the formation of their personality), technological processes (identification of the content of the major components of the professional field of activities, analysis of the trends of development of technological production), organizational-pedagogical processes (interconnection of the training levels, influence of the scientific-technical, social-economic and other factors on the training quality), psychological-professional (the social-qualification characteristic as the basis of the model of professional activities, and readiness of the personality to change the profession or specialty), and others. That is, entering a complex analysis of the socio-cultural dynamics of the present pedagogical practice in schools, lyceums and colleges, and taking this principle through the entire process of cognition of the systemic development of teachers' professional culture. Use of the integration principle in cognition of the systemic development of teachers' professional culture is related with the study of one and the same object by two or more sciences, through

analysis of the experience of one science by the methods and means of another science, through interpenetration of the scientific knowledge of different sciences but on a common methodological basis, through cultural, sociological and pedagogical substantiation (research). Thus, this principle allows the identification of important aspects of systemic development of teachers' professional culture as subjects of social-humanitarian and professional training, and the education of young working people, raising the efficiency of development of intensive educational systems by teachers in schools, lyceums and colleges.

The principle of consistency of cognition of development of teachers' professional culture allows us to proceed to the formation of the common terminological space of cultural, sociological and pedagogical categories of their particular educational activities. In studying the teachers' professional culture, we have always relied on the ideas of systemic analysis that were actively developed in the works of domestic philosophers, sociologists, psychologists and educators. This allows an increase in the efficiency of our cultural, sociological, and pedagogical studies of teachers and students of schools, professional lyceums and colleges. Their results allow us to say that application of the principle of consistency in cognition of development of teachers' professional culture ensures the opportunity to enter a new level of studies, to reflect their holistic character. It opens new opportunities for improving pedagogical studies. The following can be briefly said about them. The principle of consistency is related with the problem of synthesis of the fundamental categories used in contemporary research of teachers' professional culture, with the requirements of the synthesis of private scientific notions and the key philosophical and general scientific categories, and with integration of the theoretical and allied cognition of systemic development of the professional culture of contemporary teachers of schools, lyceums and colleges. These issues require the development of new knowledge, which ensures integration of different objective scientific areas, not only and not so much on the basis of applied research, but rather on the basis of theoretical analysis and synthesis, aimed at their deep logically grounded understanding. Their basis is to be the procedure of systemic scientific explanation of pedagogical phenomena and processes. This basis is provided by the principle of consistency in the multidisciplinary study of the development of teachers' professional culture. This principle allows scientific analysis of the pedagogical practice from the point of view of four complementary aspects. It primarily directs the research to the logical synthesis of its basic categories. It allows the integration of our theoretical and empirical knowledge about the content of the activities, general and professional culture of teachers, about the processes of education of students of schools, lyceums and colleges. It orients us towards more thorough study of integrational and differentiating processes of research, and organization of the activities of different subsystems of pedagogical education.

Our experience of studying the primary and secondary professional education of young people shows that application of the principle of consistency organically ties together with the reliance of the research on sociology, acting as its basic discipline. It is sociology that allows substantive reflection of the social essence of the activities, professional culture of teachers, and their development in the context of the drastic changes of our social reality. This is natural: the

pedagogical activities of teachers and foremen of vocational training are rooted in public production. This process most fully reproduces all the internal and external social contradictions of our society, ensuring three major functions of training and education of contemporary young people: their culturing, socialization and professional outlook. It is only with account for these positions, that the scientific systemic cognition of the development of the professional culture of teachers of schools, lyceums and colleges is possible. It is no secret that the general and professional culture of teachers objectively proceeds from social order (we note in parenthesis that the social affiliation and deep-rooted pedagogical activities in public production are especially prominently manifested in the sphere of primary and secondary professional training of young people). This is the situation that consistently determines the dependence of the content of the activities and culture of teachers in a school, lyceum and college, on the actually established regularities of the introduction of state-of-the-art means, technologies and industrial processes in production. It is these processes that become the major conditions, both of the development of professional training of young people, and teachers' culture. It is absolutely impossible to adequately study and understand these processes without applying the principle of consistency.

In our research, the conceptual scheme of the use of the principle of consistency has been established in the form of the following stages: 1) relative identification of the research object from the surrounding reality (for example, the structure of the subsystems of pedagogical education); 2) identification and classification of essential external and internal ties of the object being studied; 3) identification and analysis of the system-generating, system-forming and system-conditioning interactions of the object's components among the identified ties of the object; 4) concrete scientific analysis of the systemic properties and principles of behavior of the system being studied, resulting from the functioning of its integrative processes on the conceptual basis; 5) designing of the structure of systemic properties and principles of behavior of the system that provide an opportunity to achieve the desired result, and controllability of the educational process with a view to ensuring stability in the structure of its systemic properties and principles of behaviour in the course of studying a certain pedagogical problem.

Implementation of the aforementioned procedures must result in new knowledge about the entire systemic development of teachers' professional culture. The principle of consistency reveals itself as a vividly manifested methodological function. At this level, the principle of consistency of the study of development of teachers' professional culture allows us to direct the research towards conscious synthesis of its methodological, integrative, Gnostic, heuristic and regulative functions. In particular, the latter function allows us to remove the possible contradictions between the deepening of the process of cognition and the specialization of the information received by researchers.

Thus, the principle of consistency allows objective analysis and modeling of the development of teachers' professional culture, and identification of the complex, multifaceted nature of its dynamics. In our opinion, this makes it possible to obtain a reliable systemic idea of the present development of the entire pedagogical practice of contemporary schools, lyceums and colleges, taken in the

context of the present historical period. All these considerations contribute to the development of the methodology of the application of the principle of consistency in modeling the development of teachers' professional culture. There have recently appeared new basic cognitive features of application of the principle of consistency in their modeling, which supplement its traditional functions, such as substitution of the original for the model, some general conformity of the model to the original, and an approximation of the original to the model. This is computerization – a major specific feature of contemporary systemic modeling, related to its material and technological support. It is organically related to the improvement of software and computer technologies as an instrument of modeling, with their fast operation speed, and ability to operate with huge bodies of information of different quality. This ensured a leap in the field of information possibilities of building scientific models of systemic development of teachers' professional culture, which noticeably increased their versatility with regard to the coverage of the modeled phenomenon, and their adequacy. The role of computerization should certainly not be overemphasized: for experimenters, modeling must not become systemic from the very fact of entry of empirical parameters of the model into the electronic machine. The principal role in systemic modeling of the development of teachers' professional culture should belong to theoretical and methodological schemes. They largely determine the very extent of consistency of the model, as well as subjective awareness of this objective measure expressed in the computer model.

The distinctiveness of the application of the principle of consistency in the process of modeling of the development of teachers' professional culture should not come down to the use of certain software, although one should remember that their growing possibilities drastically change the techniques and methods of modeling – it is more often the algorithm and mechanisms of development of the phenomenon under study that are modeled, rather than its structure. This is the basis for formation of a new unity of formalized and non-formalized characteristics of the models of systemic development of teachers' professional culture. Increasingly often, use is made of all kinds of fuzzy sets which are often encountered in social and pedagogical processes. Until quite recently, the latter were set just verbally.

A major aspect of the application of the principle of consistency in modeling the professional culture of teachers is the possibility of using the techniques of flexible imitation and preservation of emergent characteristics of the complex multidimensional original in this process. This increases the prognostic reliability of the models of social and pedagogical processes in educational institutions. It is common knowledge that complex systems, including a human being, always form a multidisciplinary complex. This must be taken into account when studying the professional culture of teachers. The multidisciplinary character of the principle of consistency is embodied through inclusion of the factors of cultural and axiological development of teachers' professional culture. Due to this, in modeling the development of teachers' professional culture, there emerges a real possibility of ultimately adequate representation of the value-conceptual inconsistency and diversity which is inherent in them as systems, and them having absolutely concrete public content.

Our research experience shows that the principle of consistency necessarily presupposes going beyond its limits. It is not deniable that systemic theoretical generalization of the results of any research of the present pedagogical activities provides the opportunity of revealing quite fully the dependence of educational institutions on the principal factors of development of a society expressing the essential layers of development of culture, as well as their interaction with the social-economic relations of contemporary production, etc. It (consistency) allows integration of cultural, sociological, psychological and pedagogical categories, revealing the professional potential of contemporary teachers into a common terminological space, revealing the system of integrational-target components of their activities, etc. All this contributes to higher efficiency of multidisciplinary cognition of the educational and teaching practice of contemporary schools, professional lyceums and colleges. One cannot help noticing, however, that the principle of consistency of research of teachers' professional culture is always the basis of its cognition from the point of view of the special (in our opinion, higher in terms of its level of integration) scientific principle of measure.

The principle of measure is, in our opinion, a special peak of concretization and development of the principle of consistency in the scientific study of the development of teachers' professional culture. The principle of measure presupposes reliance on the dialectics of the categories of quality and quantity. There is a necessary connection and interdependence between them. The notions of quality and quantity implicitly contain a contradiction. Their interaction (when "quantitative quality" and "qualitative quantity" emerge) is inherently dialectic. The result of these dialectics is a special category (and a special scientific principle) of measure. "The measure" of a phenomenon, process, activities and other real phenomena is primarily a certain integrally represented correlation of quality and quantity in them. This is the available being of the unity of their components. There are certain quantitative changes staying within the limits of this quality. That is, the scientific principle of measure allows us to note the essential content of development of teachers' professional culture, where the change of the quantitative parameters entails the change of their special qualitative state. The removal and self-recovery of the measure occurs in the process of movement and development of real life phenomena. Gradually accumulating quantitative changes will inevitably lead to fundamental qualitative change; the old state of teachers' professional culture moves into a new state having its own measure of the correlation between the quantity and quality of these phenomena. Relying on this principle, we can adequately grasp and categorically express the nodal line of their development and recovery in the new unity. Scientific analysis of the category (and principle) of measure allows us to understand and to note the difference between the form and essence of teachers' professional culture in the educational practice. The measure (and, hence, the principle of measure) is one of the deep categories of research of systemic development of teachers' professional culture. The dialectics of the categories of consistency and measure allows us to take a fresh look at their correlation, as the principles of research of the problems of pedagogical theory and practice.

Methodological comparison of the scientific principles of consistency and measure, shows us that in both cases the essential points have been grasped, that allow speaking both about their proximity and about their specific features. In our opinion, the cognition of teachers' professional culture on the basis of the principle

of consistency is not of the same order as their research based on the measure principle of cognition of this phenomenon. In our opinion, the consistency of cognition as a special scientific principle always precedes the research, based on the analysis of the measure of the phenomena. We suppose this to be similar to the following categorical correlations: if scientific synthesis is concretization of scientific analysis and consistency is further concretization of synthesis, then the use of the principle of measure in the research is the most intensive concretization of the use of the scientific principle of consistency. In other words, cognition of the measure of an object is consistency of its scientific analysis raised to a higher power in terms of its quality. This is consistency, so to say, of the higher order, as it implies not only categorically expressed content (and knowledge) of a particular truth, but also the true practice of people according to special laws of beauty. That is why the application of the principle of measure in studying the regularities of development of teachers' professional culture dialectically specifies the results of using the principle of consistency. In this section of the chapter of the monograph, we have just outlined the revealing of the essence of these scientific principles. It refers to the improvement of our methodological knowledge about the development of pedagogical activities in general and scientific analysis of the contemporary professional culture of teachers of the school, lyceum and college, in particular.

**Experience of building
the models of development
of the content of teachers' activities
and professional culture**

In the empirical research of teachers of subjects of educational activities, we relied on the essential ideas about their professional culture. In particular, we suppose that the professional culture of teachers of lyceums and colleges is essentially an integral phenomenon. This is a historically developed system of special knowledge, methods and norms, necessary for the performance of productive educational activities. It enables teachers both to professionally comply with their usual norms, and to implement in practice their prospective future-oriented cultural and ethical constants rising above the norm of the educational standard.

On this basis, we have developed three basic lines of research of the professional culture of teachers of lyceums and colleges. *The first line* is related to the revealing of the essence of its objectively determined components (we include the conditions objectively given to the teacher and the conditions of his professional activities). *The second line* reveals the essence of its subjectively determined components (we include the deep, creatively expressed interest of teachers in their profession, based on deep creative interest, their professional attitude to their activities, and everything that is intensively generalized in the category of the teacher's professionalism). *The third line* is related by us to revealing the essence of its integrally determined components (here, we place the permeation of the teacher's professional skill with his spiritual experience and value attitude to the world and society, enabling him to create at the level of the measure of his professional activities).

Within the framework of the applied aspect of research of the teachers' professional culture, we have developed: (a) multipurpose arguments of the modular type; (b) point-based algorithms of indicators of the establishment of the

value-conceptual content of the teachers' activities and professional culture that allow comprehensive assessment of these phenomena from the point of view of the growing or declining alienation of teachers from their activities; (c) indicators of quantitative analysis of the development of the basic components of the value content of the teacher's labour and professional culture based on the indicators of the multipurpose instruments of the modular type; (d) we have identified the factors determining development of the value content of the activities and professional culture of teachers of contemporary lyceums and colleges; (e) we have developed correlation and regression models of the value content of the activities and present professional culture of teachers of lyceums and colleges (the model of the structure of the value positions taken by teachers in the educational process and the factor models of the professional culture of teachers of lyceums and colleges). In particular, in the process of the applied research of the teachers' professional culture, we have elaborated several algorithms: the algorithm based on the notional classification, the multiplicative algorithm and the additive algorithm of the point-based assessment of its development. Firstly, in the process of their methodological evaluation, it was established that the use of the additive algorithm of the point-based assessment of the development of the teachers' professional culture was the most expedient one in the research. Secondly, we have developed and tested quantitative (point-based) appraisals of the development of the teachers' professional culture. They were based on the indicators of the multipurpose instruments of the modular type. These instruments allowed us to determine groups of factors of development of the professional culture of contemporary teachers, namely: the parameters of development of the spatial-subject environment, content of the activities, culture of the relations of teachers of lyceums and colleges as well as characteristics of development of the conceptual, motivational, target, value and civil attitudes of teachers. They provided the basis for the development of correlation and regression models of the development of the content of the activities and professional culture of contemporary teachers. For more clarity, we have shown them in the respective figures (see below).

The experiment confirmed the idea that the value content of the activities of teachers of professional lyceums and colleges expresses their integral quality. As shown by the experiment, dominating in the contemporary professional activities of teachers of lyceums and colleges are the functions of the culturization and individualization of teaching and education of learners: 39,2 % and 36,5 %, respectively. The function of socialization of learners comes third, only 24,3 %. This is also confirmed by the data of the significance of the educational positions that can be taken by teachers in the educational process. Among the teachers interviewed by us, not more than 5,0% appeared to be targeting the narrow role-based interaction with students. Besides, 32,4% of the respondents were the teachers that have always sought and seek to see a personality in every student, to learn all the circumstances of his life and take them into account in their teaching and educational activities. 63,5% of the teachers interviewed by us noted that in their activities they were guided by the principle of unity of intellectual, moral and labour education, and consider it most acceptable for them to consider students as their equal partners in the educational process. As shown by our experiment, only 15,7 % of the teachers take the position of the subject dictating his will in the teaching and educational process. The significance of the data obtained by us was confirmed by

the correlation model of determination of the value content of the teachers' activity by its major informational, communicational, technological, qualification-related, and creative components. It brought us to the following conclusions: the value content of the teachers' activity is an integral indicator of the interaction of the dynamics of the basic components of their teaching and educational activity; through the change of its "informative interest", it integrates the development of the entire socio-cultural context of the educational activity of lyceums and colleges, it depends on the development of ICT – the technologies popular in society and education, on the expansion of the freedom of professional activity of teachers, and the improvement of its conditions, on the growing complexity and qualification level of educational activity, and on efficient optimization of the system of distributive relations between the teaching staff of professional lyceums and colleges (Figure 1).

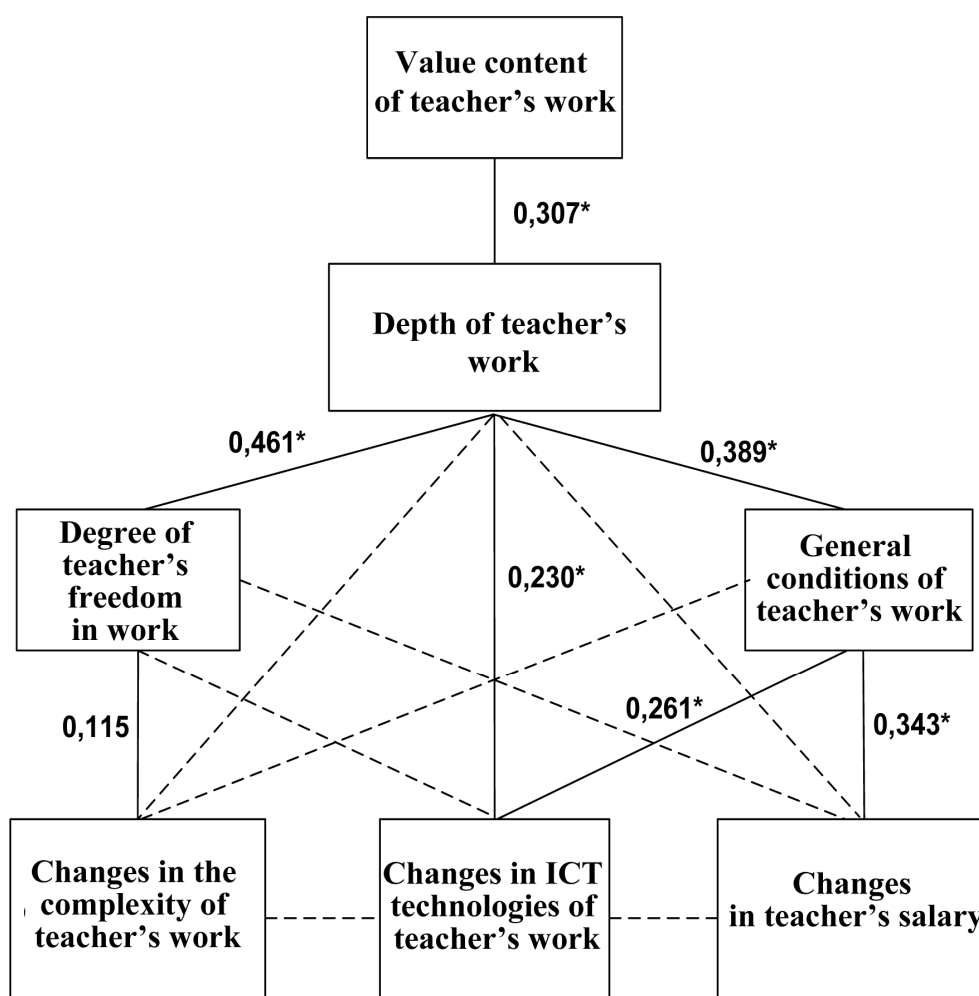


Fig. 1. Correlation model of factor determination of the value content of the activity of teachers of lyceums and colleges (2009–2010). The factors significant at P=0.99 are denoted with an asterisk

In the course of the experiment, we have also identified the significant factors determining the general level of development of the teachers' professional culture. It was shown that the development of the content of the activities, creative, aesthetic and artistic potential of teachers were the necessary factors consistently determining the level of their professional culture; they are implicitly related to the increased effectiveness of the modernization of the educational process in lyceums and colleges, with higher potential and actual competitiveness of the learners. In particular, it was found that 45,1% of teachers have a professional culture that is below the average level of its development. With 35,2% of teachers, it reaches the average level of development (7.1 points with the maximum of 16 points); finally, 19,7% of teachers have a professional culture above the average level typical of the entire number of the respondents. These data are partly confirmed by the teachers themselves: during the experiment, 10,4% of the respondents pointed out that they obviously lacked professionalism; only 16,4% placed themselves as excellent professionals; finally, 73,2% of the teachers noted that they had room for improvement, although they considered themselves to be professionals. The questioning of the teachers showed that only 44,6% of the teachers mastered the strategy of organization of educational work among learners; 43,2% were able to form an interest in creative work among the young people; just under one quarter of the teachers (23,0%) were capable of educating the learners as persistent and hard-working specialists. For greater reliability of the conclusions, we have developed a correlation model of the professional culture of teachers of lyceums and colleges. This model includes indicators of the spatial-subject environment of lyceums and colleges, indicators of cultural relations of teachers, and indicators of the dynamics of the content of their activities, including the positional-conceptual attitudes of teachers, motives, goals, values and civil dispositions of teachers of professional lyceums and colleges. All of them, either explicatively or implicitly, gave an opportunity to note the development of the professional culture of teachers of lyceums and colleges.

The correlation model of the professional culture of teachers given below (Figure 2), as well as a number of other sociological data, show that its essential development depends on the following characteristics (or factors) of *creative motivation of teachers* (their motivation in the search for new things in life, activities, and professional labour), *target components of their professional activity* (teachers' orientation towards the obtaining and development of additional competences, for the accomplishment of a new system of values and innovative potential in young people); *teachers' values – ideals* (directly related to their life activity, professional, civil and aesthetic-artistic self-development). It is these that form the main axis of the present creative development of the professional culture of teachers of lyceums and colleges, through the key characteristics of creative professional motivation, orientation towards the professional search, and humanitarian self-development.

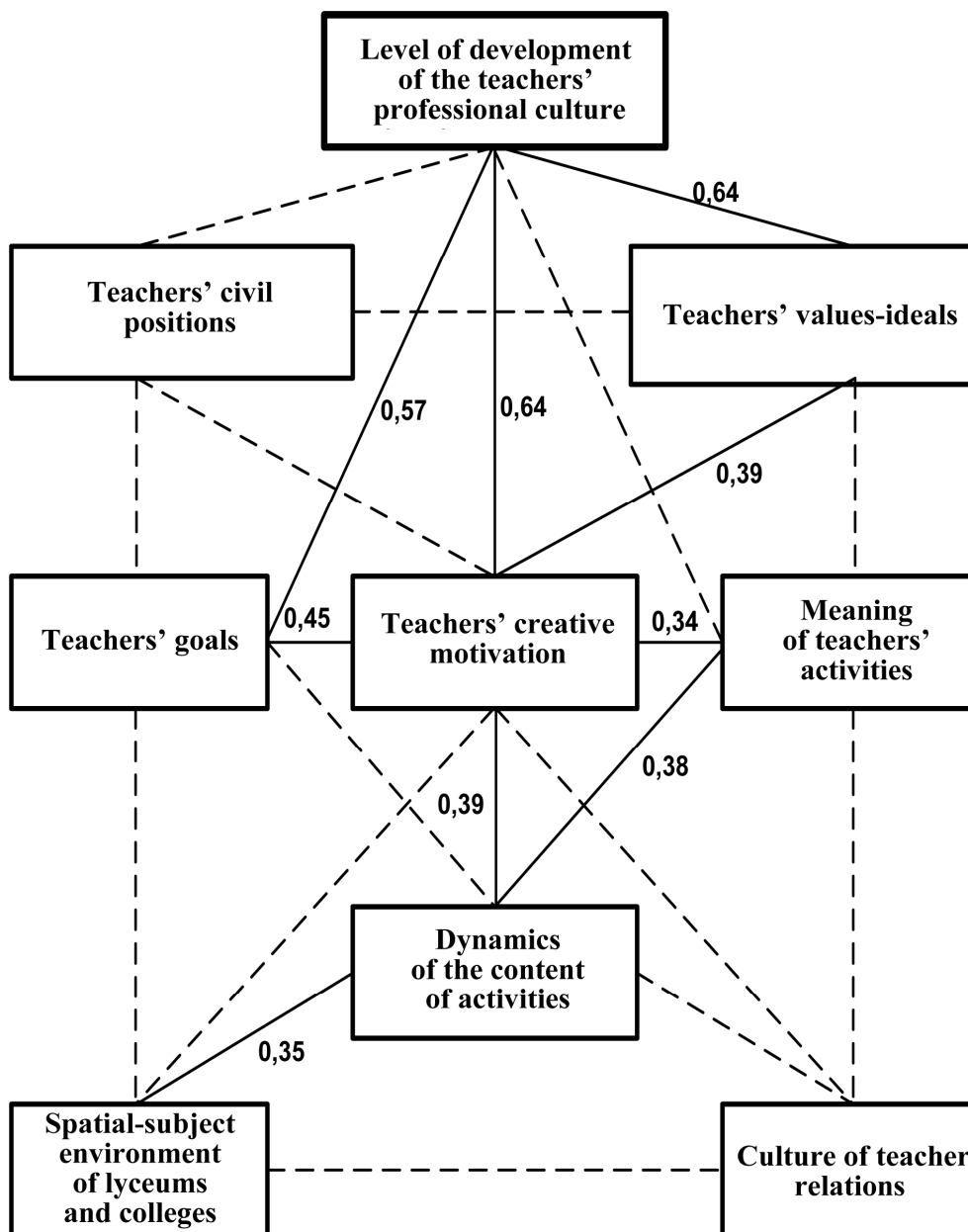


Fig. 2. Correlation-statistical model of the development of professional culture of teachers of lyceums and colleges of Saint Petersburg, 2009. (All correlation factors are significant at P=0.99)

Further generalization of the experimental data enabled us to build a number of regression models, revealing the integral character of the development of the teachers' professional culture (TPC). Based on the statistical analysis of the experimental data, we obtained the following regression models (all models are significant according to Fischer's statistical criterion):

1. $TPC = 5.91 - 0.102X_1 + 0.126X_2 - 0.015X_3$;
2. $TPC = 6.16 + 0.081X_4 + 0.150X_5 - 0.057X_6$;
3. $TPC = -2.04 + 0.847X_7 + 0.578X_8 + 0.965X_9$.

where: « X_1 » is the index of ergonomic development of the property environment of a professional lyceum and college; « X_2 » is the index-indicator of the dynamics of the content of teachers' activities; « X_3 » is the index of development of interpersonal relations inside the teaching staff of a lyceum and college; « X_4 » is the index expressing the conceptual characteristics of teachers' activities; « X_5 » is the index of the existential ("To have or To be") attitudes of teachers; « X_6 » is the index of maturity of the teachers' civil dispositions; « X_7 » is the index of creative motivation of teachers; « X_8 » is the index noting the target components of the activities of contemporary teachers; « X_9 » is the index of development of the humanitarian potential of contemporary teachers of professional lyceums and colleges.

The presented regression models of development of the teachers' professional culture present the following conclusions:

Firstly, they cover practically the entire spectrum of determination of the contemporary professional culture of teachers of lyceums and colleges that participated in our research (about 80% of the aggregate determination of the teachers' professional culture);

Secondly, the factors of the spatial-subject environment, dynamics of the content of the activities, and interpersonal relations of the teaching staff of lyceums and colleges (the first regression model) influence the differentiation of the teachers' professional culture by 8,8% only, as well as the factors determining changes of the conceptual, existential and civil dispositions of teachers (the second regression model) by 22,5%. The greatest impact on the differentiation of the teachers' professional culture is exerted by their creative motivation and target components of the activities, as well as their humanitarian potential. As shown by the third regression model, 68,7% of all changes in the professional culture of teachers of lyceums and colleges are related to these factors. The experiment showed that if these 68,7% are taken to be 100%, the structure of this differentiating influence can be expressed as follows: the professional culture of contemporary teachers of lyceums and colleges is determined 39,4% by their creative motivation, 31,3% by the content of the goals of their activities, and 29,3% by the development of their humanitarian potential (their aesthetic and artistic values);

Thirdly, the results of our theoretical and applied research allow us to speak about the teachers' professional culture as a historically developed system of special knowledge, methods and norms, necessary for the performance of

productive teaching and educational activities, enabling them professionally, in strict conformity with the present public measure of the teaching and educational process, to comply both with their usual norms and to implement in practice their prospective, strategic, future-oriented cultural and aesthetic standards rising above the norm of the educational standard. In this context the essence of its establishment is expressed both in the achievement of the skill of teaching and educating young people by the teacher, and implemented by him in practice, at the level of the norm of the educational standard, and through ongoing saturation of his skill of value and world outlook characteristics;

Fourthly, during the course of the research, we received valid operational characteristics of the spatial-subject environment of lyceums and colleges, components of activities, professional culture and systems of relations of the teachers between themselves and with students. They provide an opportunity of performing diagnostics of their interrelations, to proceed to scientific analysis of the socio-cultural mechanism of establishment of teachers as a subject of modernization of the present secondary professional school, to develop algorithms of the creation of normative multipurpose multidisciplinary instruments of the modular type required for regular monitoring of development of their activities and professional culture; for organization of target-oriented and operative postgraduate training of the teaching staff; for development of practice-oriented approaches to multipurpose formation of the social and educational environment of teaching and education of young people.

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**CONTINUOUS EDUCATION
THROUGH THE LENS OF TIME**

Monography

**Under the scientific editorship
of N. A. Lobanov, V. N. Skvortsov**

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