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Development and formation of a modern educational paradigm

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Abstract

The article is devoted to the problem of development and formation of the modern educational paradigm. New philosophical grounds for education are highlighted: formation of a new worldview in students; focus on the innovative nature of education; orientation of education towards the future. The modern educational paradigm is defined as a historical category, which is the result of a long-term process of transformation, with the following stages identified: traditional education (until the nineteenth century); education of the industrial period (the nineteenth century); development of humanistic pedagogy (the twentieth century); educational paradigm of the information period (late twentieth - early twenty-first century); modern educational paradigm (the twenty-first century). The following paradigms are characterised: traditionalist-conservative paradigm; technocratic paradigm of education; behaviourist (rationalist) paradigm; humanistic paradigm; «the concept of complete knowledge acquisition». The more modern educational paradigms include: cognitive paradigm, according to which the knowledge of the basics of science is based on thinking; the goal of the learning process is knowledge, skills and abilities, and the source of information is the teacher; personality-oriented paradigm is aimed at solving problems of creative development, activation of independent creative activity through problem-based, developmental, heuristic learning; cultural paradigm, according to which education is interpreted as a socio-cultural phenomenon determined by the level of development of science, education, art, and morality achieved by the society; an innovative paradigm which includes five models: 1) education as the basis for the formation of a scientific worldview, where science is defined as the main value and the ideal is an educated person; 2) education as professionalisation centred on applied sciences, training more specialists with applied knowledge; 3) education as the development of a culture of mental activity, logical thinking, development of a worldview; lifelong education, satisfaction of human needs for lifelong knowledge.

Keywords: the development of educational paradigms; formation of a modern educational paradigm; stages of development of a modern educational paradigm; humanistic paradigm; innovative paradigm of educational development

Розвиток і становлення сучасної освітньої парадигми

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Анотація

У статті розглядається проблема розвитку і становлення сучасної освітньої парадигми. Виокремлено нові філософські підстави для освіти: формування у студентів нового світобачення; спрямованість на інноваційний характер освіти; орієнтація освіти на майбутнє. Сучасна освітня парадигма визначена як категорія історична, котра є результатом довготривалого процесу трансформацій та виокремлено такі етапи: традиційна освіта (до XIX століття); освіти індустріального періоду (XIX століття); розвиток гуманістичної педагогіки (XX століття); освітня парадигма інформаційного періоду (кінець XX – початок XXI століття); сучасна освітня парадигма (XXI століття). Схарактеризовано такі парадигми: традиціоналістсько-консервативна парадигма; технократична парадигма освіти; біхевіористська (раціоналістична) парадигма; гуманістична парадигма; «концепція повного засвоєння знань». До бідьш сучасних освітніх парадигм віднесено: когнітивна парадигма, згідно з котрою пізнання основ наук відбувається на основі мислення; метою процесу навчання визначено знання, уміння й навички, а джерелом інформації виступає педагог; особистісно орієнтована парадигма спрямована на вирішення завдань творчого розвитку, активізації самостійної творчої діяльності через проблемне, розвивальне, евристичне навчання; культурологічна парадигма, відповідно до котрої освіта потрактовується як соціокультурний феномен, що визначається досягнутим суспільством рівнем розвитку науки, освіти, мистецтва, моральності; інноваційна парадигма, котра включає п'ять моделей: 1) освіти як основи формування наукового світогляду, де наука визначена головною цінністю, а ідеалом є освічена людини; 2) освіти як професіоналізації, центрованої на прикладних науках, підготовці більшої фахівців, які володіють прикладними знаннями; 3) освіти як розвиток культури розумової діяльності, логічного мислення, вироблення світогляду; безперервної освіти, задоволення потреб людини у знаннях упродовж всього життя.

Ключові слова: розвиток освітніх парадигм; становлення сучасної освітньої парадигми; етапи розвитку сучасної освітньої парадигми; гуманістична парадигма; інноваційна парадигма розвитку освіти

Statement of the problem. The actuality of the topic of the development and formation of modern educational paradigm is extremely important, as modern higher education is undergoing rapid changes due to globalisation, the development of digital technologies, and the needs of the labour market. The main factors that justify the relevance of this topic are the following:

- *rapid change of technologies*, which involves appropriate changes in teaching methods and approaches; modern education should meet the needs of the digital society, including the integration of distance learning, the use of digital tools and learning approaches that

stimulate creativity, critical thinking and independent learning;

- *changes in the labour market*, reflecting the tendency of certain transformation of traditional professions, while new specialities that require different skills are emerging; this process necessitates the training of specialists who are able to adapt to changes and quickly acquire new competencies. The modern educational paradigm aims to create conditions for students to develop these competences;
- *globalisation and internationalisation of education*: modern education is no longer a local phenomenon; instead, it is focused on

international standards and opportunities for experience exchange. This requires harmonisation of national education systems with global trends and practices, such as STEM education, project-based learning, etc;

- *personality-oriented learning*: the modern paradigm focuses on the individual student, his or her needs, abilities and interests. The transition from standardised learning to personalised educational trajectories is becoming a key requirement of the times;
- *social challenges*: in particular, the Ukrainian education system is adapting to the conditions of war and needs solutions for learning in times of crisis. This includes distance learning, psychological support and the integration of patriotic education.

Thus, the study of the development of the modern educational paradigm is not only theoretically significant, but also practically important for the formation of education that meets the challenges and needs of modern society, especially in the conditions of modern Ukraine.

The Analysis of Sources and Recent Research.

The problem of the development and formation of the modern educational paradigm has been studied by the following Ukrainian scholars: O. Savchenko (Western paradigm of education in the early twenty-first century); O. Akimova, M. Sapohov, Y. Hapchuk (environmental approach in modern interdisciplinary research on the digitalisation of education); O. Chumak (the paradigm of education in the twenty-first century: innovative aspects); H. Leshchuk, O. Soroka (educational paradigm of the knowledge society); H. Taranenکو, O. Troitska (a new educational paradigm in the face of global risks); O. Vozniuk, O. Dubaseniuk (target guidelines for personal development in the education system: an integrative approach); H. Lialiuk (personal paradigm of orphan care in the context of social change); M. Opolska, T. Chelombitko, O. Mirshuk, N. Liutko, S. Kozachenko (philosophical foundations of the modern education paradigm); T. Shakhrai (modern paradigms of education in the professional development of a teacher).

The Purpose of the article is to provide a scientific analysis of the problem of the development and formation of the modern educational paradigm.

The Results of the Research. Modern education is focused on changing the nature of learning, when the main dominants are creative cognitive activity,

development of critical and logical thinking, and focus on solving practical problems. Scientists (Savchenko, 2008) suggest the following points as new philosophical foundations for education: formation of a new students' worldview based on personal responsibility; focus on the innovative nature of education based on constant updating of scientific knowledge and information technologies, which determines sustainable development of society; orientation of education towards the future, i.e. implementation of the concept of advanced education to prepare young people for effective professional activity in the global information society (Savchenko, 2008; Halchenko, 2021).

The modern educational paradigm, as a historical category, is the result of a long-term process of transformation that has been taking place in education for many centuries. The main stages of historical development are defined by the following concepts:

- *traditional education* (before the nineteenth century), the main purpose of which was to educate people capable of acquiring knowledge in a dogmatic way in accordance with social traditions;

- *education of the industrial period* (the nineteenth century), characterised by the emergence of new forms of education in line with the development of the economy and social relations; a system of general secondary education was formed, aimed at combining education with the training of qualified staff for industry; education became more accessible, but the nature of learning remained predominantly mechanical, with an emphasis on memorising facts and the content of disciplines;

- *the development of humanistic pedagogy* (the twentieth century), which was due to the growth of humanism and progressivism, the emergence of criticism of the traditional educational system, which was focused on control and memorisation. Educational thinkers such as John Dewey and Maria Montessori focus on the development of the child's individuality, creativity and critical thinking. Since then, education has been more focused on the needs of the learner, active learning methods and the development of civic competence;

- *the educational paradigm of the information period* (late twentieth - early twenty-first century), which was caused by the rapid spread of information technology; thus, knowledge is becoming more accessible through the use of the Internet, which contributed to the development of self-study, distance education and online courses; the role of the teacher is

changing, focusing not so much on the passing on of knowledge as on the development of critical and creative thinking, solving professional problems and the ability to adapt to a rapidly changing world;

- *the modern educational paradigm* (the twenty-first century), which is focused on the student, the development of their abilities, the formation of life skills in a globalised world; its development is due to the following tendencies: 1) implementation of the competence approach, which determines the focus on the formation of knowledge, skills and values; 2) integration of technologies, active use of digital resources and learning platforms; 3) inclusiveness: ensuring equal access to education for all students, regardless of their capabilities and needs; 4) lifelong learning: emphasising the importance of continuous updating of knowledge and skills throughout life (Akimova et al., 2022; Akimova, 1989; Akimova, 2008a), the necessity of continuing professional development for being competitive and effective in today's rapidly changing world (Matiuk, 2017).

Some authors (Chumak, 2012) believe that there is no clear-cut approach to the conceptualisation of educational paradigms in modern pedagogy. They distinguish the following paradigms:

- *traditionalist-conservative paradigm*, which focuses on the acquisition of a system of 'ready-made' knowledge, skills and abilities that are transmitted to students, who are seen as passive objects of cognitive activity;

- *technocratic paradigm of education*, which involves the organisation of the educational process on the basis of reproductive learning aimed at effective learning and achievement of certain fixed standards of experience. It provides for the formation of a worldview and the use of technologies that prevail over individual interests;
- *behaviouristic (rationalistic) paradigm* is focused on the acquisition of the amount of knowledge and the formation of appropriate student behaviour; the main principle of education is the regulation of pedagogical conditions of the education process, which develops students' behavioural repertoire, i.e. a certain set of behavioural norms;
- *humanistic paradigm* is focused on the development of the student's personality, their intellectual needs; assistance in personal and professional growth; fostering humanity, development of life values; assistance in

creative self-realisation and achievement of life goals (Chumak, 2012; Poseletska et al., 2020).

Different educational paradigms, according to Leshchuk and Soroka (2021), have philosophical, pedagogical and general cultural value. The authors refer to traditional educational paradigms as:

- *behaviourist rationalist paradigm*, where attention is drawn not to the content of education, but to effective means of acquiring knowledge; the basis of this educational paradigm is the behaviourist theory of 'social engineering' by B. Skinner (Burrhus Skinner), according to which the purpose of education is to form students' knowledge through training, tests and adjustment of the adaptive "behavioural repertoire";
- *"the concept of complete knowledge acquisition"*, with the leading condition being the unlimited educational timeframe; this concept is closely related to that of B. Bloom (Benjamin Bloom), who stated that most students can master the content of a discipline if time limits are removed and the individual pace of learning is allowed;

the technocratic paradigm is related to the one above, where the basis of learning is the transfer and assimilation of scientific knowledge necessary for the acquisition of skills; cognitive capabilities are considered important;

- the essence of the humanistic paradigm in this approach is the subjective relationship between teachers and students, based on the principles of dialogue, co-creation, free choice of their own position; the semantic level of the educational process is centred on individuality, exchange of spiritual values (Leshchuk & Soroka, 2021; Slushny et al., 2020).

According to (Leshchuk & Soroka, 2021) the following leading educational paradigms are considered to be the most relevant:

- *cognitive paradigm*, according to which learning the basics of science is based on thinking; the goal of the learning process is knowledge, skills and abilities, and the source of information is the teacher; the personal aspect is associated with the formation of cognitive motivation; knowledge and skills are recognised as the criterion of learning quality;

- *personally oriented paradigm* is aimed at solving the problems of creative development, enhancing independent creative activity through problem-based, developmental, heuristic learning;
- *cultural paradigm*, according to which education is interpreted as a socio-cultural phenomenon determined by the level of development of science, education, art, and morality achieved by society; the components of education in this paradigm are: subject-subject didactic relations; focus on self-development; attitude to learning as a cultural process based on cooperation of subjects; educational institution as a cultural and educational space;
- *innovative paradigm*, that includes five models: 1) education as the basis for the formation of a scientific worldview, where science is defined as the main value and the ideal is an educated person; 2) education as professionalisation centred on applied sciences, training more specialists with applied knowledge; 3) education as the development of a culture of mental activity, logical thinking, and worldview; lifelong education, meeting human needs for knowledge throughout life (Leshchuk & Soroka, 2021; Akimova, 2008b).

Some scholars Taranenکو and Troitska (n.d.) refer to new conceptual approaches in education that focus on spiritual self-education and moral self-improvement, and update the development of an axiological paradigm of education, which main tasks are: focus on intellectual development and creative thinking, scientific knowledge in a computerised society, and promotion of lifelong learning. The content of modern education is important from this perspective, as it manifests itself in the personal orientation of education and its correlation with the cultural context and values of society; preparing young people to solve important problems of our time (Tarannenکو & Troitska, n.d.)

An analysis of the current situation in education and scientific literature (Vozniuk & Dubaseniuk, 2009) indicates that the dynamic change of priorities affects the emergence of a large number of educational paradigms: humanistic, formative, personality-oriented, subjective, contextual, activation, andragogical, technocratic, technological, humanitarian, knowledge-based, authoritarian,

manipulative, cultural, ethnocentric, traditional, developmental, rationalist, educational, acmeological, competence-based, cognitive, student-centred, inclusive, open education paradigm, innovative, noosphere-ecological, civilisational, dialogical, improvisational, synergistic. However, the authors emphasise the relevance of a new educational paradigm, which should be characterised by non-gamification and involve the integration of theoretical knowledge and practical results of pedagogical paradigms. The authors associate this conclusion with the general integration basis for the development of world education, which reflects its globalisation trends and is characterised by the following components of the integration process of education development, namely: educational, scientific and professional standards; content of multi-level general and professional education; educational, methodological support and electronic information resources; teaching methods and educational technologies, creation of distance pedagogical technologies; the latest technologies for assessing learning achievements and professional competences; computer networks of higher education institutions, databases of educational and scientific data; librarianship, automated information library systems (Vozniuk & Dubaseniuk, 2009).

Cayx et al., (2022), who conducted a comparative analysis of the paradigms of education development in Ukraine since independence, identify the following paradigms: historical, generational, security and felicitous. For example, the historical paradigm in education plays an important role by strengthening the value of historical correctness in determining historical facts. Historical and pedagogical research is related to the finding, recording, and organisation of historical facts in education, and a scholar conducting historical and pedagogical research must adhere to the criteria for selecting and describing facts and be responsible for the interpretation of factual material (Cayx et al., 2022)

Vozniuk (2014), who studied the problem of developing a new paradigm of adult education, speaks about the emergence of a new educational formation, which is the fourth in the previous two thousand years, when the catechetical-mentoring, epistemological-knowledge, instrumental-technological paradigms have historically changed, which is confirmed by the globalised dynamics of processes in education, as evidenced by the emergence of new pedagogical movements. These processes, in the author's opinion,

demonstrate the tendency of non-linear development of the world educational system and its entry into a period of dissipative openness, typical for the second half of the twentieth century, and now education is in the period of formation of the third, creative and pedagogical stage of development. The aforementioned model of education development at the global level corresponds to the full cycle of education development at the local level (Vozniuk, 2014)

Lialiuk (2019) taking into account the phenomenon of 'paradigmatic pluralism' that currently exists in pedagogical science, states that the discourse revolves around the development of modern education based on values, which is united into four main educational paradigms: competence, cultural, cognitive-informational and personal. Each paradigm reproduces a certain part of reality and focuses on educational outcomes, and differs in conceptual foundations. The personal paradigm focuses not on intellectual but on emotional and social development of a person, and the personality is seen as a complex self-organised system characterised by uniqueness, originality, and self-value. The goals of the personal paradigm are related to the creation of conditions for self-determination and self-development; the development of the subjective position of all participants in the educational process, the creation of space for the manifestation of individuality on the basis of freedom of choice. According to the author, the modern paradigm of education should be based on values that influence the formation of a personality in a particular historical period, as well as reveal the relationship between the subjects of pedagogical interaction (Lialiuk, 2019).

According to scientists (Opolska et al., 2023), the educational paradigm is the main idea or approach used to design educational systems; it is a basic model of educational development or an educational strategy; it is a focus on the latest trends in humanistic education that ensure the competitiveness of the education system in the global space. In accordance with the defined essence of the concept of educational paradigm, the authors have identified a system of scientific approaches: axiological, systemic, anthropological, synergistic, cultural, personal, activity, competence, humanistic, and student-centred approaches. Thus, *the systematic approach* reflects the unity of integration and differentiation, which allows to systematise the accumulated knowledge, find invariants of pedagogical descriptions, increase the

effectiveness of research and the learning process, formulate new research hypotheses, and create systematic descriptions of various phenomena. Some scholars define the systemic approach more widely as a systemic paradigm of education that combines the following components: educational systems, systems of education and upbringing, and the system of education management. *The cultural approach* provides for the main function of focusing on the holistic development of the student's personal culture, involves the introduction of the latest theoretical and European integration approaches, namely: pedagogical culture of the teacher and student; cultural values and multicultural models in education; general cultural development of the individual. *The axiological approach* of modern education is aimed at forming social values in students, which is ensured by understanding a person as a unique individual who interacts with the world around them. *The anthropological approach* involves changing the orientation of higher education from personality formation to self-development; it is defined as the use of data from all human sciences in the pedagogical process (Opolska et al., 2023).

Shakhrai (2023) suggests the following classification of higher education paradigms: academic; cultural and value; technocratic; professional. *Cultural and value paradigm*, according to the author, is the foundation that ensures the further successful construction of other educational paradigms and the formation of students' personal and professional qualities, because a person is usually interested in what correlates with their personal values. The competences of the cultural and value paradigm of higher education are focused on the development of abilities and cultural values that include: *cultural competence* (understanding the values, traditions and language of different cultures, interacting in an intercultural environment based on respect for cultural diversity); *critical thinking* (ability to analyse cultural phenomena, adherence to values and norms, and having cultural beliefs); *aesthetic competence* (understanding of artistic, musical, literary interpretations and manifestations of culture, ability to express aesthetic experiences); *ethical competence* (understanding of ethical norms and values, ability to make ethical decisions); civic competence (understanding of social and economic aspects of culture, participation in public life). *Academic paradigm* of higher education is aimed at developing such competencies: *academic competence*

(Acquisition of theoretical knowledge, awareness of the principles of scientific research, ability to critically analyse and synthesise information, identify scientific and logical validity; *professional competence* (Acquiring skills necessary for future professional activities, mastering professional knowledge, developing creativity and innovative thinking; *communicative competence* (ability to communicate in written, oral and electronic forms of communication, ability to work in a team, intercultural communication; *critical thinking* (the ability to analyse information, ask questions, solve professional problems, provide logical arguments and carry out discussions. *Professional paradigm* involves expanding the content of university education and developing the following competencies: *knowledge and understanding of the science being taught* (understanding of patterns, concepts, ideas, principles, forms and methods of teaching the subject); *analytical competences* (ability to analyse, synthesise and generalise information, formulate hypotheses and develop strategies to solve them) (Shakhrai, 2023).

Conclusions. Thus, the study of the problem of development and formation of the modern educational paradigm is important for the adaptation of education to modern needs. The modern educational paradigm demonstrates the transition from a knowledge-based to a competence-based model, which is focused on the development of skills and competences that are of practical importance for successful adaptation to the conditions of a rapidly changing world. An important area of research is the integration of digital technologies into higher education. The educational paradigm of the XXI century involves the active use of information and communication technologies, which

ensures accessibility of learning and the possibility of personalising the educational process. Digitalisation makes it possible to quickly adapt curricula to the needs of students and teachers, as well as to develop new approaches to learning. The effectiveness of research depends on taking into account the impact of trends related to globalisation and competitiveness. In today's educational paradigm, an important role is played by training specialists capable of competing in the international labour market. This encourages the introduction of innovative methods and programmes that meet international educational standards and are focused on cooperation and communication at the global level. The importance of the researched problem is related to the need to focus higher education on personal development. Personalised learning, which takes into account the individual characteristics, talents and needs of each student, has become one of the central characteristics of the modern educational paradigm. It helps to increase motivation and learning efficiency, and builds students' confidence in their abilities. It is proved that the development of critical thinking and independence should be a priority. The modern educational paradigm emphasises the importance of critical thinking, independence and self-education as key skills for living in a world where the flow of information is growing at an extraordinary rate.

Thus, the emergence of the modern educational paradigm reflects the desire to create a flexible, innovative and personality-oriented education system that meets the challenges of our time and enables students to be competitive in a global society.

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