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CURRENT TRENDS IN THE DEVELOPMENT OF PEDAGOGICAL SYSTEMS OF UKRAINE IN THE CONDITIONS OF DIGITALIZATION OF SOCIETY

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Abstract

The purpose of the work is to analyse the current trends in the development of domestic pedagogical systems in the context of digitalization of society.

The research methodology consists in the use of methods of scientific analysis, pedagogical positions on the issues of digitalization of education, implementation of systemic and integrative approaches.

The scientific novelty consists in highlighting the main trends of the prospective pedagogical system. The main trends include: humanization and humanitarianization; national orientation; openness; science; continuity; digitalization. An analysis of each trend is presented and their role in the development of education is determined. It has been established that the digitalization of education creates prerequisites for the wide implementation of psychological and pedagogical developments in pedagogical practice, which allow to

intensify the educational process, implement learning ideas, including within the framework of new models.

Conclusions. Summarizing the analysis of the main trends and features of pedagogical systems at the current stage, it is very important to take into account the orientation of global educational processes. This is primarily an orientation to the individual, development of creative potential; openness of education as a condition of professional flexibility, mobility of a specialist, his ability to self-education and professional self-development; the need for interconnection and coordination of various stages of professional training, retraining and advanced training. Therefore, in order to modernize the pedagogical system of Ukraine, the national traditions and prospects of the country should be determined, taking into account the current trends in the development of digital technologies and the experience of foreign education systems.

Keywords: modern trends; pedagogical system; digitalization of society; development of education.

Statement of the problem. The education of the 21st century is a pedagogical system in which qualitative transformations of the pages of all people's activities are currently taking place: the rapid development of scientific and technical progress and global digitalization before the countries of the world community. The process of digitalization of society today has a global scale and is one of the manifestations of the objective laws of the development of modern civilization. The level of technological development of a country today depends not only on its economic development and the standard of living of the population, but also on the country's place in the world community, the possibilities of economic, scientific and political integration, and the prospects for the development of education.

The development of modern technologies in a particular country is determined not only by the material base of its industry, but also by the level of intellectualization of the country's society, its ability to produce, assimilate and practically use new technologies, that is, new forms and methods of labour organization, which cannot be ensured without a high level development of education. Therefore, there is a need to reform the education system in Ukraine, which is due to objective circumstances.

Analysis of recent studies on the problem. The study of the problems of the development of pedagogical systems of Ukraine, in particular, in the conditions of digitalization, requires a holistic approach, taking into account the dynamics and changes in the education system of Ukraine and the modern challenges of the digital life of society. So,

in the scientific discourse, the problem of analysing the modern trends in the development of domestic pedagogical systems is actualized. Modern trends in higher education were studied by scientists H. Vashchuk, V. Bunda, S. Bunda, A. Fegera [14], O. Dubasenyuk [3], D. Svyridenko [10], K. Yatsura [16] and others.

Russian scientists V. Bykov, O. Spirin, O. Pinchuk [2] N. Morse [9] O. Sypchenko [12] K. Kraus [6] note that the effective development of the pedagogical system of Ukraine, its ability to choose and implement the optimal educational trajectory depends on the possibility of digital transformation of educational institutions.

The purpose of the article is to analyse the current trends in the development of domestic pedagogical systems in the conditions of digitalization of society.

The methodological basis of the publication is the methods of scientific analysis, pedagogical positions on the issues of digitalization of education, implementation of systemic and integrative approaches.

Outline of the main provisions. The education system of a developed society must meet its strategic objectives. The National Doctrine of Education Development in Ukraine emphasizes that education should become a strategic resource for ensuring national interests, strengthening the authority and competitiveness of the state in the international arena. However, currently education, the pace and depth of its development do not fully satisfy the needs of the individual, society and the state. Globalization, technological progress, the transition to a digital society, the establishment of priorities for sustainable development and other features of modern civilization determine the development of the individual as the main goal and key indicator of modern progress, the need for modernization of education puts before the state the task of ensuring the priority of the development of education and science, the priority of the solution their urgent problems [17].

Modern trends in higher education, according to scientists H. Vashchuk, V. Bund, S. Bunda, A. Feger, [14] should affect not only the structure of the education system, methodology and technology of the learning process in higher education institutions, but mainly the goal of education, its strategic orientation.

Each historical period of society's development is characterized by a basic pedagogical paradigm, which is a set of principles necessary to solve educational problems. Until recently, there was a pedagogical paradigm, which was defined as a paradigm of preparation for life and professional activity [4].

The modern pedagogical paradigm assumes that readiness for future professional activity is an internal, individual need of the individual and cannot be determined only by

external factors. The development of the future specialist can be promoted, he can be provided with educational services, and given the opportunity to acquire certain competencies. With the change in the educational paradigm and the need to transition to new pedagogical technologies, oriented not so much on the priority of knowledge, as on variability and individual creative forms and methods of learning, the fulfillment of the conditions for the formation of the professional and pedagogical culture of the students of education becomes very relevant. Taking into account the change in the pedagogical paradigm, a prospective education system should be formed on the basis of a synthesis of the latest knowledge.

Based on this, A. Dubasenko [3] formulated seven main trends in the development of the higher education system: specialization aimed at the formation of skills for independent search of promising directions of research methodology and relevant developments, which consists in the fact that the process of developing search skills should be embedded in the educational structure , design and invention activities; departure from the biological interpretation of abilities and classification of persons on the basis of this into the category of "disabled"; the educational process is aimed at the creative nature of the acquired knowledge by the students, which would lay the basis for their research and project activities; strengthening the differentiation and individualization of the educational process through the introduction of variable and individualized educational programs, determining the pace of learning in accordance with the personal characteristics and abilities of the students; development of a methodical system focused not only on the intellect of the individual, but also on the emotional and subconscious sphere of the individual, which will direct the passive object to turn into the subject of the educational process; implementation of the principles of continuous education and creation of educational institutions for non-formal education; transformation of the content of higher education, which involves the strengthening of social and humanitarian components due to an increase in the relative volume of subjects of the social and humanitarian cycle.

D. Svyridenko considers the main trends in the modernization of higher education to be: humanization and democratization, general globalization, focus on personality development, integration into education technology, accessibility, mass. Globalization, which occurs in the modern world, leads to actualization of academic mobility and improvement of teaching methods [10]. Global processes taking place in the modern world are becoming a catalyst for the transformation of the pedagogical system. The activities of most higher

education institutions today are being reorganized according to the development and use of digital technologies, which is one of the main tasks of education in the third millennium.

The United Nations (UN) has identified three global goals, to the achievement of which education should make a significant contribution [1], these include:

1. Every person's access to education throughout his life for the continuous formation of competencies that meet the requirements of a globalized knowledge society.

2. Ensuring sustainable economic development through improved employment and entrepreneurship.

3. Strengthening social integration and cohesion through active involvement in public activities.

These global goals define the key areas of education trends, as well as competences, on which efforts should be focused in order to meet the requirements of a changing world.

Therefore, the modernization of the higher education system in Ukraine in accordance with modern globalization processes should be aimed at the development of Ukrainian and world cultural values, orientation towards the ideals of democracy and humanism, fundamental science, which are necessary for the existence and development of a civilized society. In order to meet these requirements, modernization of the education system is needed, which will be aimed at revealing the creative potential of individuals, developing their ability to think and act independently in the most difficult situations. Based on the analysis, we will highlight the main trends of the promising pedagogical system.

Scientific novelty. The following trends are characteristic for the further development of the education system: humanization and humanitarianization; the national focus; the openness of education; scientificity; continuity of education; digitization.

Humanization and humanitarianization of education consists in the development of the individual as the highest social value with its spirituality and culture. Such a trend involves the development of personally oriented education, for the maximum disclosure of the abilities of those seeking education, the satisfaction of their educational needs, and the education of their sense of self-worth and freedom. The development of the individual in harmony with the general human culture depends on the level of formation of the humanitarian culture, on the basis of which the development of all aspects of the individual is possible, taking into account its subjective needs and objective conditions related to the material base and personnel provision of education. In this connection, the self-determination of the individual in world culture is the main line of humanization and humanization of the higher education system.

The national focus of education consists in the unity of education and the national basis of society, history and folk traditions, preservation and enrichment of the national values of the Ukrainian people and other peoples and nations. To ensure the effectiveness of these processes, the Strategy of National-Patriotic Education was developed, according to which the education of national consciousness and self-awareness, the formation of a national type of personality was noted among the priority directions.

The language issue in the education system deserves special attention. Knowledge of the state language is necessary for representatives of the Ukrainian intelligentsia, who should become graduates of higher education institutions. Currently, a difficult situation has developed in Ukrainian society, when only a part of the citizens speaks the state language, and an even smaller number use it in practice. At the same time, the language used is not always correct, literary. Education, in particular higher education, can and should influence this situation at this specific historical moment. From an educational point of view, it should provide the necessary knowledge of the Ukrainian language, including business and scientific, teach to use it correctly in all spheres of life – both its oral and written varieties [7].

The openness of education system involves determining the goals of education not limited to the state order, but taking into account the needs noted by those seeking education, employers, and stakeholders. Educational programs form basic competencies for a certain specialty and are open to modernization, which depend on cultural, regional, ethnic and other conditions of the educational process. This approach to education enables students to consciously determine an individual educational trajectory in accordance with their interests and abilities, which determine their educational needs [16].

All basic rights of education seekers are enshrined in the Law "On Education" and "On Higher Education, in the "Strategy for the Development of Higher Education in Ukraine for 2022-2032" and other documents, where the possibilities of implementing some principles of open education are considered: equal opportunities for students, the diversity of professional educational systems, the principle of regionalization, cooperation and self-organization of educational and cognitive activities.

The trend of *scientificity* is a transition from informative learning to methods, forms and technologies using elements of scientific research, problem solving, independent work, interaction of learning subjects.

Scientific approaches in education are based on the autonomy of the future specialist and involves the independent search and implementation of educational projects and research under the guidance of a teacher. It is the process of acquiring knowledge, and not its result,

that is key, since all intellectual resources are involved in the process of independent learning, as evidenced by Gardner's theory of "multiple intelligence". Therefore, a significantly higher result is achieved in this way than with the passive perception of information.

Continuity of education opens up an opportunity for continuous improvement of the quality of professional training, achieving integrity and continuity in education, changing the trend of obtaining a certain level of education into a lifelong learning process.

The need for continuous education is dictated by the fact that the speed of technological progress has begun to outpace the pace of generational change, and this leads not only to the improvement and additional training of specialists, but also to the repeated mastering of new types of activities during professional activity [11].

Digitization. Global digitization is considered a characteristic feature of the development of civilization of the 21st century. Digitization of higher education and the creation of digital universities determine promising directions for meeting today's social challenges. Therefore, one of the priority directions of the development of society is the process of digitalization of education, which involves using the possibilities of new technologies, methods and tools for the implementation of learning ideas, intensification of all levels of the educational process, increasing its efficiency and quality, preparing the younger generation for a comfortable (as in psychological, and in a practical sense) life in the conditions of digitalization of society.

The main goal of the digitalization of the education system is its qualitative transformation to prepare students for activities and the digital world community through the formation of competencies that provide the potential for free access to information using digital technologies. This poses fundamentally new tasks for the pedagogical system and educational processes in society, the scientific and pedagogical style of thinking and the general communicative and informational culture of the teacher, puts forward new requirements for the forms and methods of introducing digital technologies into the educational process.

Solving these tasks should lead to a fundamentally new stage of society's development. Therefore, the digitization of education, the introduction of new digital technologies into the educational process, and the training of relevant pedagogical personnel belong to the priority areas of state policy in the field of education.

Digitization of education in Ukraine is noted as one of the main areas of modernization of the entire educational system and a necessary condition at the stage of digitization of the country in general. So, for example, the Strategy for the Development of

Higher Education in Ukraine for 2021–2031 [13] defines the provisions on the digitalization of education, the ways to achieve them with the help of state policy in the field of education, and the expected results of the development of the education system for the period until 2031. The document states that "education is currently lagging behind digitalization and more efforts are needed to take advantage of the tools and strengths of new technologies."

The Concept of digital transformation of education and science for the period until 2026 states that "the acquisition of digital competences is becoming a basic need for everyone, therefore the Ukrainian education system must ensure the formation of digital competences of education seekers, pedagogical and scientific-pedagogical workers and the development of digital infrastructure and electronic services in educational institutions, in general" [5]. The document defines the main goals of effective use of digital technologies in the educational process:

1. "The digital educational environment is accessible and modern";
2. "Employees in the field of education have digital competencies";
3. "The content of ICT education meets modern requirements."

Achieving the set goals can be achieved by providing: educational institutions with technology for creating a digital educational environment and access to broadband Internet; regular training of scientific and pedagogical workers for the development of digital competences, and in the standards of education for pedagogical specialties, provide requirements for the formation of digital competences of graduates; updating ICT curricula and availability of accessible digital content to ensure education [4].

It follows from the above that the digitalization of education creates prerequisites for the widespread introduction into pedagogical practice of psychological and pedagogical developments, which allow to intensify the educational process, to implement the ideas of education, including within the framework of new models.

Conclusions. Summarizing the analysis of the main trends and features of pedagogical systems at the current stage, it is very important to take into account the orientation of global educational processes. This is primarily an orientation to the individual, development of creative potential; openness of education as a condition of professional flexibility, mobility of a specialist, his ability to self-education and professional self-development; the need for interconnection and coordination of various stages of professional training, retraining and advanced training.

Prospects for further research. Therefore, in order to modernize the pedagogical system of Ukraine, the national traditions and prospects of the country should be determined,

taking into account the current trends in the development of digital technologies and the experience of foreign education systems.

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