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EDUCATIONAL ENVIRONMENT DEMOCRATIZATION AS A RESPONSE TO THE CHALLENGES OF GLOBALIZATION

Ivan Syladii

Candidate of Pedagogical Sciences, Associate Professor
National Dragomanov Pedagogical University
ORCID ID 0000-0001-9248-0774
syladiy@ukr.net

Abstract. The modern world (external and internal) is becoming more democratic, humanistic, human-centered. And although local wars are being fought in various regions of the world, including Ukraine, the democratization of the world is becoming an increasingly visible reality. Relevant processes are taking place in Ukraine as well. They determine the need for the latest approaches to education as the main mechanism of human preparation for life in the future democratic society. Of course, education for democracy needs to be reformatted: it must itself become democratic. We consider the democratization of education as the main trend of its modernization in the era of globalization.

Globalization and informatization, as well as Ukraine's entry into the European educational space, are at the same time a threat and an opportunity to improve the national education system. The main task is to prevent threats and create favorable conditions for positive impact. In response to the challenges of globalization, the development of a national idea of education is proposed, the content of which is to preserve and increase national educational traditions. Democratization of education in a broad sense is carried out on the basis of the principles of human-centeredness, equal opportunities, cooperation, diversity, openness, public administration, self-organization. This means that society must ensure respect for the individual who learns and teaches, the attitude to each other by type – "peer-to-peer", to create the fairest and equal conditions for education for each of its members. The core of democratization is the principle of equal opportunities in access to quality education. This means that in a democratic society, every citizen, regardless of their property status, ethnic origin, type of religion or religion, should be able to receive both general and professional education at any level available to him. The idea of equality is directly related to the inner essence of education as a socially formative phenomenon, because it is in the educational space that a person has the opportunity to fully realize their creative and essential properties and moral and spiritual orientations.

Key words: man; education; culture; democracy; upbringing; humanism.

Problem setting in general. The concept of "democratization of education" has become widely recognized and widespread in modern philosophical and pedagogical discourses. It is broad and ambiguous because it characterizes both the process of teaching and learning, and the whole way of daily life of pupils and students. No less important is the presence of democracy in the organization of the education system in society as a whole (it is primarily about the autonomy of educational institutions) (Kaleniuk, 2015, 3). Some researchers interpret the concept of "democratization of education" rather narrowly, focusing primarily on the processes of democratization of education management. In particular, such a point of view is presented by S. Honcharenko in the book "Ukrainian Pedagogical Dictionary" (1997).

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"Democratization of education, the publication says, the principle of reforming education in Ukraine on a democratic basis, which provides for decentralization, regionalization in education management, autonomy of educational institutions in addressing key issues, the spread of alternative (private) educational institutions, the transition to public public education management system (participation of parents, the public, the church), cooperation between teacher and student, teacher-student in the educational process" (Petrovich, 2010, 85).

Later in the Encyclopaedia of Education S. Honcharenko (2008) attempted a broader interpretation of this concept, pointing out that the democratization of education includes not only the decentralization of management and granting permission to participate in the activities of educational institutions to parents, the public and the church, but also covers all aspects of life of educational institutions. In particular, the researcher notes: "Often this concept [democratization of education] is interpreted in a simplified way, it is reduced mainly to the election of heads of educational institutions, to the creation of councils of educational institutions and regional councils for public education. Meanwhile, the problems of democratization of education are much deeper and more complex. They cover all aspects of the life of educational institutions without exception. This is a long and painful process of transformation in order to normalize relations between society, the state and educational institutions, between the leadership of all ranks and teachers, between teachers and students, between the students themselves" (Voronkova, 2012, 167). However, the author focuses exclusively on the relations of participants in the educational process, leaving in mind the issue of democratization of the content of education as such.

Analysis of publications. The substantive aspects of the democratization of education are drawn to by those researchers who consider the development of civic education or education for democracy to be an important component of the democratization of education, based on the fact that "democracy can be sustainable, and democratic changes are successful only if citizens have the necessary knowledge, skills and desire to apply them in practice for civic participation" (Kaleniuk, 2015, 6). This point of view is held, in particular, by V. Andriiash, noting: "the essence, goals and means of democratic education and civic education are so close that these concepts can be used as interchangeable" (Andriiash, 2013, 281–282).

The purpose of civic education is the formation of socio-political competence of the individual in the public sphere, which involves, above all, political, legal and economic education and the ability to be guided by relevant knowledge. A prerequisite and continuation of civic education is civic education – "the process of forming

citizenship as an integrated quality of personality that enables a person to feel morally, socially, politically, legally capable and protected" (Andriiash, 2013).

Obviously, the concept of civic education is directly related to the democratization of education by the authors of the draft concept of civic education, which is being developed in Ukraine in recent decades. In particular, members of the research group of the project "Education for Democracy in Ukraine" led by I. Zhadan, believe that civic education in schools and other educational institutions as a process of implementing a system of knowledge about man and society can be carried out in four forms: as a subject, as an interdisciplinary form of activity within the educational space, as an extracurricular, extracurricular organization or extracurricular activities as an organization of school or university life that promotes democratic behavior (Sarkisian, 2014).

The purpose of the article is to analyze democratization as a response to education to the challenges of a globalized world.

Results. In this regard, the implementation of civic education requires the introduction of new disciplines and the creation of a new generation of textbooks and manuals. High school courses such as "Human Rights", "Fundamentals of Law", "Fundamentals of Political Science", "Fundamentals of Economic Knowledge", "Sociology" and civic education as the final subject of the social science cycle can provide a holistic content of civic education. In addition, history and jurisprudence as the main subjects that contribute to the formation of civic competencies, best ensure the implementation of the objectives of the interdisciplinary approach to civic education. The formation of civic competence in the educational process is complemented by the development of an appropriate system of extracurricular and extracurricular activities and the creation of a democratic climate in school groups. Extracurricular activities provide an opportunity for students to participate in discussions of various issues of social, political, cultural, economic life, problems of their school, local community, students' education, substantiate their opinion in the discussion, express civic position and responsibility in various situations of public and private life, be able to defend own and collective rights and freedoms. The solution of these tasks is facilitated by the involvement of students in the active participation in the life of the school and the local community, focused on community service, the implementation of social projects and more. It is the school and the out-of-school environment that should become for students the environment where they will feel like real citizens for the first time (Korenevsky, 2010).

Therefore, the democratization of education in a broad sense involves both the preparation of young people for life in a democracy and the development of democratic principles for the functioning of the entire educational sphere. That is why in modern

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philosophical and pedagogical discourses are determined two areas of democratic education:

1) democratization of the education system as a concept of democratization of the institutional context of education, "forms" of education (at the level of the state and a particular educational institution), ensuring equal access to quality education aimed at compensating for social and cultural inequality in society;

2) political and moral (civic) education – education for democracy as a practice of problem-reflective method to develop courses in civic education, in particular through the so-called "school of adulthood" – a conceptual educational system that ensures coordination of education and adulthood, the age-psychological context of democratization of the content of education is created (Kaleniuk, 2009).

In this regard, all values that correspond to the modern understanding of the democratic ideal – equality of opportunity, responsible freedom, respect for others, protection of the weak, recognition of diversity, etc., must be embodied in the education system.

Democratization of education in a broad sense is carried out on the basis of the principles of human-centeredness, equal opportunities, cooperation, diversity, openness, public administration, self-organization. This means that society must ensure respect for the individual who learns and teaches, the attitude to each other by type – "peer-to-peer", to create the fairest and equal conditions for education for each of its members.

The idea of democratization of education became the cornerstone of the educational strategy of mankind in the XXI century, the main provisions of which were set out in the UNESCO report "Education for the XXI century" (1996). The purpose of this strategy is through quality education to give humanity the prospect of implementing the ideals of equality, freedom and social justice (Kremen, 2010).

Democratization of education involves a wide range of actions, from ensuring equal access to education, to specific measures to democratize the content of education, educational technologies and management of the educational process. For example, M. Yatseiko (2009) points to the following areas of democratization of education: democratization of life management of the educational institution and its organization; expansion and deepening of academic mobility of teachers and students; expanding the opportunities for students to choose training courses and special courses; introduction of credit-module system of organization of educational process; liberalization of curricula and state standards; deepening of creative activity of the teacher and the student; approval of the practice of partial (or full) autonomy of universitiesю Ye. Riabenko (2010) complements this list with such components of democratization of the educational process as the introduction of democratic principles of student

teacher interaction, transparency of teaching without authoritarian ideological orientation, developed and effective system of student self-government, involvement in the management of higher education institutions and local municipalities.

The core of democratization is the principle of equal opportunities in access to quality education. This means that in a democratic society, every citizen, regardless of their property status, ethnic origin, type of religion or religion, should be able to receive both general and professional education at any level available to him. The idea of equality is directly related to the inner essence of education as a socially formative phenomenon, because it is in the educational space that a person has the opportunity to fully realize their creative and essential properties and moral and spiritual orientations (Yakovets, 2014).

The principle of equal opportunities in education is called its egalitarianism. The latter is treated as a necessary component of a democratic and just system and is a common asset and universally recognized value of European civilization. The egalitarian idea, approved throughout the democratic world, states that every child, regardless of his or her innate abilities, family and social circumstances, has the right to general education. In recent decades, this idea has received convincing support in two ways: first, as a requirement for access to education; secondly, as equality of opportunity (Konyk, 2012).

The principle of equal opportunities in its democratic version is a consequence of the world conventions on human rights and the protection of children. Adherence to these conventions in a democratic society means creating "equal opportunities" for each of its members to receive both general and vocational education at any level available to them.

In particular, the right to equal access to higher education has been proclaimed in the Universal Declaration of Human Rights, the Convention for the Suppression of Discrimination in Education, the International Covenant on Economic, Social and Cultural Rights, and the realization of this right is a priority. educational space. In particular, one of the latest documents accompanying the Bologna Process, the Bucharest Communiqué, states that expanding access to higher education is a prerequisite for social progress and economic development. So, educational institutions, providing students with opportunities for the full development of their abilities, develop a sense of social responsibility, cultivate in them such qualities that would help them become worthy members of a democratic society and promote such changes that would ensure equality and justice in society (Stasiuk, 2008).

An important dimension of ensuring equal access to quality education for all citizens is the democratization of the educational space of educational institutions, which, on the one hand, provides society with new members with a democratic and

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humanistic worldview, and on the other – provides the widest possible variety of approaches, methods and technologies. able to meet the diverse needs of consumers of educational services. Democratization of the education process involves, first of all, "development and large-scale introduction of mechanisms and instruments of freedom of choice, equal opportunities for education regardless of the social status of students and their parents, equal access to quality education for the general population, comparability of diplomas, loans, mobility, a single two-level higher education, approximate training programs, unified interfaces of interaction with different education systems and educational institutions" (Kurito, 2012).

In Europe, access to education is also organically linked to a person's responsibility to himself and to the society that lends to the individual, not the institution. This encourages a person to make an informed choice, because the loan must be repaid to society. Therefore, the availability of education correlates with such its value traits as quality, social need and personal self-realization.

Considering the democratization of education in the context of the principle of accessibility, it is impossible to avoid the question of the relationship between entrepreneurship and modern educational institutions. It is now widely believed that the most effective way to democratize education is to commercialize it. After all, the growth of competition and the relative reduction of budget funding motivate the activity of universities to expand access to education, using various forms. This encourages universities to move to flexible individualized curricula. The introduction of a credit-module system allows you to study in different universities and in different programs. Therefore, the student has the prospect of making a decision: what and to what extent and why to study.

Market mechanisms can democratize not only university but also school education. In particular, in the last decade of the twentieth century. in American society, increased attention to the choice of education as an opportunity to liberalize the market economy. Introducing the principles of the "free market" into the functioning of public schools is to change funding: funds will be allocated not to educational institutions, but to students (or parents) in the form of vouchers, which will allow students to choose the school that suits his preferences. Accordingly, schools will compete for vouchers, and thus will improve their educational programs. However, the views of philosophers and sociologists on this path of democratization of education in the context of globalization were radically opposite. In particular, the director of the Institute of Higher Education Development of the University of California, Professor A. Austin is a conscious opponent of "free choice" in high school, because he is convinced that the school is not able to "function like business campaigns" (Toffler, 1999, 255). According to him, the selection process concentrates the most talented

students, with the highest scores and the most motivated, who usually come from the richest and most educated families in several successful schools, increasing the social stratification of both public and private schools. Therefore, the concept of free market "choice", notes A. Austin, can be destructive for many public schools. Instead, private schools, participating in an intensive market campaign, will multiply without improving the quality of education (Toffler, 1999, 259)].

Another American researcher, J. Colman, a professor at the University of Chicago, is a conscious supporter of "free choice" in high school, which he believes stimulates education. Unfortunately, he notes, quite often for schools, and for students, and for their parents, free choice is almost impossible. The fact is that a successful school cannot recruit more students and cannot exclude those who do not meet its standards. Therefore, students have no incentive to improve their results to study at school [20, p. 260]. In contrast to A. Austin, J. Coleman believes that not "free choice", but, conversely, its absence affects the stratification of schools, which depends entirely on the income of parents and race. Free choice should be replaced by a bundle based on student achievement and behavior in school. Thus, "free choice" changes the principles of competition between schools and students, reducing the stratification of income and race, the researcher believes.

Conclusion. Obviously, the commercialization of education is only one way to democratize it. The dominance of market mechanisms in education can lead to completely opposite consequences if the humanistic and human-centered orientation of education is not ensured.

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ДЕМОКРАТИЗАЦІЯ ОСВІТНЬОГО ПРОСТОРУ ЯК ВІДПОВІДЬ НА ВИКЛИКИ ГЛОБАЛІЗАЦІЇ

Іван Силадій

кандидат педагогічних наук, доцент

Національний педагогічний університет імені М. П. Драгоманова

ORCID ID 0000-0001-9248-0774

syladiy@ukr.net

Анотація. Сучасний світ (зовнішній і внутрішній) стає все більш демократичним, гуманістичним, орієнтованим на людину. І хоча локальні війни ведуться в різних регіонах світу, включаючи Україну, демократизація світу стає все більш помітною реальністю. Відповідні процеси відбуваються і в Україні. Вони визначають необхідність використання новітніх підходів до освіти як головного механізму підготовки людини до життя в майбутньому демократичному суспільстві. Звичайно, освіту для демократії потрібно переформатувати: вона сама повинна стати демократичною. Демократизація освіти є основною тенденцією її модернізації в епоху глобалізації. Основне завдання полягає в запобіганні загрозам та створенні сприятливих умов для позитивного впливу. У відповідь на виклики глобалізації пропонується розвиток національної ідеї освіти, зміст якої полягає у збереженні та примноженні національних освітніх традицій.

Ключові слова: людина; освіта; культура; демократія; виховання; гуманізм.

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