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Zabolotna V. O.,

PhD (Candidate of Psychological Sciences),
Associate Professor (docent)
of Social Psychology Department,
Taras Shevchenko National University of Kyiv
E-mail: valeriia.zabolotna@gmail.com

EDUCATION AS A VALUE FOUNDATION FOR YOUNG PEOPLE LIFE STRATEGIES

Процеси соціальної трансформації, що відбуваються в глобальному суспільстві, безпосередньо відбиваються на стані системи освіти, яка повинна переходити до більш сучасних форм. У статті розглядаються ключові елементи та можливі варіанти сучасних освітніх підходів. В умовах соціальної невизначеності система вищої освіти здатна сформувати почуття життєвих орієнтацій молоді, що сприяє становленню позитивних життєвих стратегій і, в кінцевому рахунку, визначає стабільність і цілісність сучасного суспільства.

Ключові слова: освіта, навчальний процес, значення, навички, життєві стратегії.

The processes of social transformation, taking place in global society, directly reflected on the state of the educational system, which has to transform to a modern forms. The article addresses key elements and acceptable modern educational approaches. In conditions of social uncertainty the higher education system is able to form a sense of life orientations of young people, which contributes to a positive life strategies and, ultimately determines the stability and integrity of the modern society.

Key words: education, learning process, value, skills, life strategies.

Relevance of the research topic. The current stage of development of our society is characterized by profound changes in all spheres of life. Global changes are carried out not only at the macro level, but also at the micro level, providing a significant impact on individual fates and lives of people. Under the influence of these changes emerges a special form of youth strategy, coupled with new types of cultural values and norms.

The processes of social transformation, taking place in global society, directly reflected on the state of the educational system. It seems obvious, that in these conditions naturally changes the role of education. At the present stage of development it appears that educational system is not fully ready to such radical changes in society. Currently we are able to observe that, on the one hand, the transition to a market economy has led to an increase in demand for educational services, on the other hand, in today's society the understanding of the place, the role and value of education has changed.

Education, as a social phenomenon, for a long time has been the object of study by sociology, philosophy and psychology. To review the various aspects of education both theoretical and empirical approaches are used.

One of the first fundamental works on education was the work of Emile Durkheim "Sociology of Education" [4]. Durkheim sees education primarily as an important socialization factors contributing to the ultimate formation of solidarity.

In her works Abulkhanova-Slavskaya developed many concepts of S. L. Rubinstein and consistently develops theoretical concepts of the individual as the subject of life and subject of activity, that are associated with the strategy of life. Highlighted the educational process as a particular aspect of the problem, the author would like to draw attention to it, because it can made life practices and produce an independent life strategy [1].

To deeply observe the phenomenon of education we could rely on the work of foreign researchers on education (J. Allakov, P. Bourdieu, J. Coleman, K. Mannheim, B. Simon, N. Smelser, T. Hysén, Scheler) and scientists from the Eastern Europe, directly involved in this issue (O.V. Dolzhenko, G. E. Zborowski, D. L. Constantine, L. N. Kogan, V. T. Lisowski, V. Y. Nechayev, L. J. Rubin, M. N. Rutkiewicz, E. A. Saarland, F. R. Filippov, V. Shapovalov, S. S. Sheveleva, V. N. Shubkin ets.), emphasized the anthropological basis, whose work on the role of education add to the modern sociogenesis.

Research of actual problems of education in modern sociological and philosophical literature give a fairly comprehensive overview of the phenomenon of social life in the works of following sociologists, directly involved in this issue (O. V. Dolzhenko, G. E. Zborowski, L. N. Kogan, V. T. Lisowski, V. Y. Nechayev, L. J. Rubin), as well as in the works of foreign authors (E. Durkheim, F. Coombs K. Mannheim, F. Machlup, R. Merton, B. Simon, M. Scheler).

Currently, the value of education goes beyond comprehension to a higher theoretical level, a growing number of scientific publications is directly related it to the problem of value judgment of education.

Ken Robinson believes education must change because it's a rigid environment where students don't really learn what they should or want to

learn. How that happens makes all the difference—from the ground up. People, students, and teachers create the change not the administrators or the executives.

The purpose of this article is the study of the role and place of higher education in the formation of life strategies of modern youth, as well as to analyze the psychological transformation of the perceived value to higher education in the modern society.

The article explore the following **tasks**:

- Consider the main theoretical approaches to the study of the role of higher education in the formation of life-youth strategies;
- Identify features of the impact of higher education on the development of the Russian youth in the conditions of risk society;
- Identify the characteristics of the value of higher education, defining the process of socialization;

In conditions of social uncertainty the higher education system is able to form a sense of life orientations of young people, which contributes to a positive life strategies and, ultimately determines the stability and integrity of the modern society.

Theoretical and methodological basis of the article amounted to general scientific knowledge of the principles of social phenomena and the totality of the classical and modern approaches of knowledge of social psychological processes. In our article, a greater degree of socio-cultural approach was used, aimed at identifying the value concepts in a disorientation of modern society.

The issue of learning in any form - formal, informal - is critical in modern society. Learning process takes place in an uncertain, changing and dynamic environment. There is no longer a secret that the classic traditional forms of education do not fully meet the current needs. Ninety percent of efforts in higher education in universities limited to memorization, nevertheless everybody in pedagogy know Blooms Taxonomy. Why knowing of facts, theories and personalities perceived so valuable? Previously costs of information were hundreds of times higher - information was difficult to obtain. Only limited number of people were exposed to sources of knowledge. Generally, only in the universities. A significant proportion of the price of labor expertise was kind of information in their heads. Dates, facts, information, theorems, concepts. And now we are facing very different challenges. Globalization and new technologies make all the information available for the more and more individuals in any country. The value of the limited knowledge and limited experience of one person, even very smart one, lessen tremendously. This raise the problems in education.

Traditional education based on the assumption that there is a definite explanation of all the phenomena and relationships that make up the objec-

tive reality. The latter can be studied and transferred as a knowledge from generation to generation. And truly in simple systems, there is a clear, predictable pre-causal regularity. These relationships are self-evident to any reasonable person. Adaptation and decision-making could rely on categorization - we can find best practices and teach them.

The other sphere where we can see the inevitable use of traditional educational system are complicated organized systems. Cause-and-effect relationships exist, but they are not self-evident and therefore require examination. There are good analytical methods that require preparation and preliminary study. Usually to operate effectively in such a system we have to invite experts who have gained expertise in this fields. Here we could apply "good practices". From the best practices they are distinguished by the fact that in this case there are several perfectly legitimate response strategies. However, the decision which one to use is a dangerous one and requires expertise. That is why we have to study for a long period of time, learn every single cause-and-effect relationship and become an expert to convince people to use it.

Today's world expose us to a complex integrated systems, where cause and effect is difficult to foresee and we could have unpredictable result that suddenly appears. In that case we already have troubles with traditional educational system. Categorization is good for supporting adaptation and functioning in the predictable system and maintaining more effective ways of existence, but it is bad for the phase of research, investigation and change. The only way to decide in that type of system is to test - feel - response. In other words we create safe for failure tests rather than design solutions. If the experiment has turned right, we are expanding the scope of this practice - if not dismissing it. We can evident that more and more suddenly emerging practices are used. A new way to solve our problems. However, we don't see any real preparation for that behavioural pattern in the educational system.

To go even further we may consider the chaotic systems that humanity is facing more and more often in this millennium. No causality observed. In such a system there is no sense to analyze. Decision-making is action - feeling - responding. There is need for rapid action to stabilize the situation. Any practice will be completely new. And education is not preparing us for that. Particularly acute this issue is in vocational education.

The educational process has become critical to the success of countries. Reality requires continuous improvement and quality changes. Progress is estimated at the level of intellectual development. And as progress is quick-response, it requires significant effort and resources to maintain it. For example, Japan is investing up to 10 % of GDP in the construction

of factories, and in the formation of 16 %. US invests in the education of about 20 % of its GDP.

The main wealth of the Ukraine, as well as any country - this is the human potential. To fully realize it, it is necessary to educate the younger generation of professions that are in demand today and will be even more in demand in 5-10 years. What professions are in demand, which will arise and which will disappear are difficult to predict. I think that everyone understands the need for transformation in the education system. Not only here, but also in the world. The problem, rather, the ability to solve modern problems, to create modern conditions and new products and services, and knowledge. To do this, we invest (in taxes) our money into the education system.

Studies show that after 2 years of study at the university (it is in the West, according to a recently published book, *Academically Adrift*), and we have, I'm afraid, after all the years of study the results that nearly half of all students do not show improvement in capabilities to a serious argument, critical thinking, skills to registration written thoughts.

In the current conditions the higher education system is a multi-functional structure. The base serves the function of socialization, which is realized through the reproduction of certain social type of culture and value systems. In modern society social objectives of higher education at this stage is to adjust the primary socialization of the results and preparation of the young generation of fast adaptation to a changing society. The complexity and variability of the adaptation process of young people due to the fact that the system of higher education is in the conditions of reforming. On the one hand, humanistic education function is to form creative individuality, on the other - in the face of new market relations and the transformation of society - the education system are increasingly performing the service function, promoting utilitarian, pragmatic knowledge and values.

Values are the strongest factor governing the development of society. In recent years, valuable component of higher education has been steadily increasing. However, in modern conditions the value of education among youth is realized through overcoming the imbalance between the high prestige of higher education and the complexity of its implementation by the end of high school. As a consequence, dominated by pragmatic value orientation at higher education. Progressive development of the educational system in the modern society is possible only in case of direct personal interest in young people, the natural involvement of the young person in the learning process. Currently, higher education has not yet been turned into the internal need of a young person's personality, it is not the nature of continuing education.

In the process of the formation of life strategies of young people tend to view higher education as a compulsory and a prerequisite for achieving success in life. In our society, at the moment it higher education serves increasingly instrumental function, defining the social and vocational training of young people. The terminal function of higher education aimed at a permanent self-education and constant updating of knowledge and ideas, as well as personal development, in the minds and behavior of young people actualized slightly.

Empirically confirmed that the life strategies of young people are defined by their original starting unequal socio-economic opportunities. The level of financial position, the cultural level of the parents, a place of settlements largely determine the feasibility of life strategies of young people. These factors are reflected in the behavior of youth policies, promote the formation of a certain system of values. As a result of forming the types of life strategies, which largely contribute to the reproduction of social-status positions of parents. The priority patterns of life strategies are: professionally-oriented, related to the achievement of success in life and aimed at pragmatic use of higher education; status and prestigious in which articulated the cultural and symbolic value of higher education.

In recent years we could notify the tendency associated with the orientation of young people to continue their education. Attitude of young people for higher education is influenced by a whole range of objective and subjective factors. The results of different studies confirm the assumption that a significant proportion of the intellectual elite of a society is a self-reproduction of the medium class families, secured enough, with a high educational level.

There have been significant changes in the value-motivational sphere. The modern youth is focused on the utilitarian use of higher education and attaches importance application above all aspects.

Obviously, the change of value concepts and formation of vital strategy of youth committed under the influence of changes taking place in society and associated with a change in attitude towards the role of education in the modern world. In the foreground there is the problem of employment and related issues.

Universities, offering various forms of social adaptation and self-realization of young people, closely related to the market for services, which ultimately affects the life of youth strategy. On the other hand, building a life strategy, young people form a specific social demand primarily in relation to higher education.

Tony Wagner [3] explored the need to educate young people who could change the world, innovators. A number of classical schools in the West

already have a breakthrough innovation initiatives - Olin College, Centre of entertainment technology in Carnegie Mellon, D.school at Stanford, Media Lab MIT. School 42 in France there is the clearest example of such a systematic approach to innovative private school. UNIT Factory has a clear manifestation of this model in Ukraine.

In the UNIT Factory learning based on gamification, self-study, creating own specialty (courses that students learn depends on their main focus), active analysis of how connected their work with the results, learning process includes self-assessment and evaluation of P2P (peer - peer) - this is not the lack of structure, but simply a different structure of education. The main differences of this structure:

- collaboration (as opposed to individual achievements);
- focus on the creation and empowerment of students (as opposed to a passive knowledge of consumption);
- stimulating intellectual risks of trial and error (as opposed to avoid the risk and find one correct answer);
- emphasis on internal (rather than external) motivation in the absence of the traditional evaluation and encourage students to follow their passion;
- multidisciplinary training (as opposed to specialization).

And our young people understand the value of this format. Otherwise, there wouldn't be 12 000 registered application in the first year. Yes, this is not an indicator of success of studying, but it's definitely an indicator of readiness to other formats!

The new educational system created and designed for a different era, and for other purposes. All are born talented, but talent can be academic (and we have only 7-10% of the population with this talent), the artistic, social, sport, "golden hands". Albert Einstein once said that we are all geniuses, but if we estimate a fish by its ability to climb a tree, it will live all the life in the consciousness of their narrow-mindedness.

Traditional public school sees and works only on the first 10% of the academic talent. For the rest 3 functions practiced - (1) punctuality (a lesson, calls - one couldn't being late), (2) - obedience (there is one right answer, the form of performance, there are compulsory subjects, even if you do not understand them or do not like), (3) - skill to perform simple, monotonous, mechanical work (train, practice more (read, write, count - this is for you, you will be better of). Why? To serve the purposes of the industrial age - go to the factories, production lines, in the army.

In general, it was logical, because mass education was aimed at eliminating illiteracy. Until the mid-twentieth century, it was probably appropriate. Because we, extrapolating trends, know what (and who) is neces-

sary for the prosperity of the economy. But do we get enough knowledge to take rightful place in the economy of XXI century, given that we can not predict what will change in the near future?

We still live in the educational paradigm of the past - "can not be otherwise." The students, though constitute only 20% of the population are 100% of our future. Arguments of the present system - we need the basic knowledge necessary to form a worldview. We need a teacher, because he or she is the bearer of knowledge. We need studies that will reveal this knowledge gradually, in the format and to the extent that someone is considered appropriate.

Traditional schools, for the most part, do a great job, but they are focused on artificial and divorced from life sitting at the desk. In addition, they are based on the overarching philosophy that nothing of value can be learned in less than four years, and such a time frame very inappropriate in today's dynamically changing world. In general, universities require students to achieve both breadth of knowledge in various disciplines, and depth of knowledge in a particular subject area selected (basic expertise). Therefore, there are a lot of general subjects, for example. It made sense hundreds of years ago when the university system was firstly created. However, today the average person spends about 11.8 hours each day on the consumption of information. Yes, most of this is a very frivolous types of information: social networks, television, radio, but it's not so sad. A huge amount of information which we are exposed to every day does the average person today much more informed than the average peer 50 years ago.

Do encyclopedic facts are needed today? Is it possible to get knowledge of all the information on at least one direction? With "walking Google" we can only participate in quizzes and crossword puzzles but, unfortunately, not solve today's problems of the world. Whether "breadth of knowledge" should continue to be a requirement for the institution, if it is already part of our "cultural learning environment"?

T. Frey [6] offers to reflect on the micro-colleges, which are the concentrated form of any post-school education, based around the minimum point of entry into a particular profession.

This stunning massive new opportunities arising in the short term and changing traditional views on the proper higher education. In our experience the model of UNIT Factory terrifically, along with technical skills, makes it possible to build the necessary real-life behavior patterns and competencies in the learning process. And not some theoretical courses and real-life experience concentrated.

Our expectations of educated people is growing faster than the educational institutions are able to satisfy them. It creates a sense of unconfi-

dence to the system. But we are so hard to give up, after all that we went through. We should understand that we will not solve the problem on the level on which it was created. We need a revolutionary leap.

It makes no sense to limit the information to the understanding of individuals, even very smart. All people have cognitive limitations and think on the basis of limited experience. The base must be taught to perceive information. Therefore, we need no teachers, we need people to help you find exactly your talent at the high school level and are able to create value and ethical core of a person.

The study of the process of inclusion of higher education in the life strategies of modern youth is relevant due to transformational changes that have taken place in society. The study of this process involves the search for new forms, methods and ways of studying. The comprehensive nature of this phenomenon, the presence in it of the self-esteem and self-reflection on the one hand, and the established forms of life on the other, dictate the need for a multidisciplinary approach to its study. In this connection, there is a need to combine quantitative and qualitative approaches, the objective and subjective ways of studying.

Young people form their life strategies under conditions of risk, considered by us as a constitutive and inalienable attribute of modern life. Representations and values of young people formed during the radical transformation of the society. Their life experience is formed in situations of resolution of specific problems. On the other hand, the socio-cultural space for young people is commonplace. Their maturation is in parallel with the social transformation and therefore young people are more adapted and better versed in the current economic situation. Under these circumstances, young people form a unique vital behavioral strategy that identifies and their unique biography.

Summing up all above, we could say that modern educational system inevitably will go through the dramatic changes. The basic acquiring of information could still rely on the traditional system due to their simple cause-and-effect regularities. At the middle school we already have to add more options to acquire necessary in XXI century skills. As it was said before a huge amount of information which we are exposed to every day does the average person today much more informed than the average peer 50 years ago, so there is little need to expose youth to the information, given that it is already part of our "cultural learning environment". At the level of higher education the traditional format of teaching, in my view, is not obvious. Higher education in its present form - rather ephemeral achievement today. To acquire professional knowledge, it is necessary to learn and relearn all the time, given that the basic knowledge changes in

the majority of professions over three to five years. Educational institution should create an environment that will strengthen own educational interest of the youth and maintain the motivation to learn. Not afraid of failure, to be able to explain what you are mastered, the ability to work together to achieve the result, see different solutions to one problem. The result should be the ability to learn, to do this effectively and intensively, able to prioritize and manage time. The most valuable result of activities of educational institutions would be the creation of the environment, where students of different ages could learn at their own pace and rhythm, according to their own productivity peaks, with the ability to personalize their educational path. The result of this format of training is self-confidence, lack of fear of the unknown, the ability to interact constructively with others, the ability to think beyond the standard. Actually this will lead to the necessary in the XXI century ability to think creatively, innovatively, critically and independently.

Given that we already experience complex integrated or even chaotic environment, higher education has to transform its approaches so that we prepare our youth to be effective in such environment and help them in the formation of successful life strategies.

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Abstract

Zabolotna V. O.,

PhD (Candidate of Psychological Sciences)

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The processes of social transformation, taking place in global society, directly reflected on the state of the educational system. It seems obvious, that in these conditions naturally changes the role of education. At the present stage of development it appears that educational system is not fully ready to such radical changes in society. Currently we are able to observe that, on the one hand, the transition to a market economy has led to an increase in demand for educational services, on the other hand, in today's society the understanding of the place, the role and value of education has changed. Basically we have four different type of environment in which we functioning today. We still have simple cause-and-effect elements in our lives, where traditional transfer of knowledge leads to satisfactory results. One right answer, know-how, best-practice should be taught by teacher. More complex organized situation, where we have several right answers or strategies to achieve results calls for expert, who could teach how to analyze and evaluate information. Complex integrated system lead us to continuous search for viable new practices, because it is hard to trace the chain of causation, and the results can be absolutely unforeseeable. In that type of environment we have to be ready to continuously adapt, learn, probe, study, improve. There is need for transformation of methods and practices in modern education so that we prepare our youth to be effective in such environment and help them in the formation of successful life strategies.
