

THE PROCESS OF EDUCATION QUALITY TRANSFORMATION

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The transformation of quality of education considering social, economic, and political changes taking place in life of the global society is studied. The author analyzes various social factors the impact of which determines the transformation of quality of education regarding it to be one of the main preconditions for an ever-progressive human development.

Quality of education, globalization, the transformation of quality of education, elementary and functional illiteracy, education model.

The systems of education are becoming a core factor for ongoing progressive changes in societies and their sustainable development. It is a widely accepted fact that education gives us a clue to theoretical and practical solutions under global changes, which is nowadays one of the main ideas of philosophy of education. Consequently, it is crucial to understand that mutual interdependence of quality of life and that of education figures out how important it is to understand peculiar and specific social factors, the impact of which has affected the transformation of both complex phenomena. Moreover, it is the process of transformation that has been ensuring and guaranteeing an opportunity for the humanity to keep on constantly advancing in its sustainable development. It is worth mentioning that crises of contemporary development of our civilization combine some interrelated complex relationship issues and problems connected with some certain spheres of social reality (ecological misbalancing on a planetary scale; worsening of the demographic situation; exhausting of vitally important resources; military conflicts and political crises; inventing of new weapons for mass destruction; the gap among the developed countries and the developing ones; anti-social processes violating the fundamental principles of the civilization; health, culture and education issues, etc.)

The processes taking place in the entire spectrum of social, economic and political fields have always determined priorities and directions for changes in education paradigms. The advanced strategic progress doctrines of the developed countries are aimed at comprehensive human development, which should facilitate the

significance of education for it to expand and start dominating in all spheres of social life. The outcomes of the doctrines are reflected in a number of concepts for social and economic development, the concept of postindustrial society, the theory of human resources and the idea about technogene society being notably outstanding [1]. Hence, the concepts of globalization, the information society, the knowledge-based information civilization reflect the importance of knowledge the deepest. Therefore, it is a new education revolution that is said to be taking place, whereas globalization and society informatization are its main driving forces.

Globality, today, is one of the most important parameters of the human society's existence. Reflecting the interdependence of different components of the international community, a global integrity reflects an idea of the humanity as a socio-biological entity. The socio-political phenomena of the last decades have urged a global paradigm of social development to be grounded on the principles of integration of socio-economic, cultural, and educational spaces. Civilized reflection of the world has become an activation manifestation of such an ideological installation.

Globalization has been gradually penetrating into all spheres of social life, into education, in particular, which leads to rethinking of the place and role of education in today's society. Education globalization, the distinguishing features of which are versatility and integrity, is a precondition for synthesis of all aspects of harmonious development of a personality. The main question is how efficiently new possibilities are being used at this stage of development. An unprecedented scale development and expansion of higher education, as well as increasing awareness of its vital role for both economic and social sustainable development, can be observed nowadays. It should be stressed that at the same time, in almost all countries of the world, higher education is subject to radical reforms connected with shifting to innovation technology and principles of globalization to a lesser or greater degree [6].

It should be noted that the process of globalization is taking place while a brand new type of the XXI century society is being formed – information and knowledge one. The interconnection of globalization with information technology is quite obvious. Globalization depends on technology – computerization, miniaturization, digital systems, satellite communication, fiber optics and the Internet – that defines it. It is the technology that sets the main trend of globalization. Manuel Castells, therefore, states that it is only in the late twentieth century that the world's economy was able to become truly global on the basis of the new infrastructure based on information and communication technology [2].

Globalization and informatization of the society and transition to knowledge society are a basis for innovative changes faced by education today. All the changes in education are connected with the processes taking place in the social, political and economic fields of the integrated global community. The main social factors affecting the process of transformation of quality of education under new changing conditions of the human existence are:

- knowledge accumulation and new improved technology of its further creation, distribution and implementation as a constituent part of the economic growth and a priority object of sustainable investments;

- redefinition of the concept of property with a further rethinking of possibilities for using intellectual property as a source of opportunities for social mobility (both vertical and horizontal);

- new understanding of a mission of education under modern conditions under which education is both the most important component of the economic growth and strategic resources of the country the quality of which often determines its sovereignty and national defense;

- transformation of knowledge into social resources and education activity into a process of providing with education services which defines quality of education as a degree of satisfaction of wants and needs of the agents with a correspondent and adequate diversification of forms and techniques of education quality management;

- egalitarian education as a key factor in overcoming the gap among the developed countries and the developing ones (quality of education is an ongoing process of development and transformation of education systems in order to make them achieve a desired ideal state in a temporal projection);

- a brand new concept of the role of government intervention into education regarding contradictions between freedom and responsibility of an individual for exercising their right to be free in a democratic society, as well as contradictions between authority and freedom during individual development considering freedom of individual development to be an axiological determinant of education;

- unlimited/limited access to information and its resources;

- shifting from qualification to competence individual education with reorientation from academic standards for assessment to independent assessment of professional and social knowledge and skills;

- development and implementation of lifelong education;

- shifting education from national priorities to global ones with the integration of the national systems at the global level, which makes it possible to assess quality of education applying common indicators to enable the mobility of the agents of education;

– development and implementation of distance education as one of the forms of egalitarian education;

– diversification of education functions and development including a wide range of various kinds and forms of the existing education systems' diversification (with a number of diversified education institutions); diversification of training programmes (diversified education services); technological diversification (diversified components of training processes; diversified methods and techniques of education and training, etc.) [5];

– democracy and mass education;

– regionalization of the development of all the spheres of social life and actualization of ethno-cultural identity of nations as an identification parameter and social aspect of development, which is a manifestation of a multivalent and multivariate nature of globalization;

– humanization and liberalization as a priority for the development of all the forms of social consciousness in the context of which the mission of education is to form fundamental principles allowing a person to solve their outlook problems, to make ethical, legal, or ideological choices, to adequately react in a socio-cultural situation;

– multicultural education to ensure harmony during the implementation of humanistic principles and ethno-cultural orientation of training process in order to secure individual, social and humanity progressive development. On the eve of the new millennium a global concept of education, the purpose of which is to provide a future society with prevailing values and ideals of a culture of peace, tolerance, cross-cultural communication, and international cooperation, was formulated in the documents of the UNESCO [3].

Education of the global information age should reflect and express the complex and sophisticated processes, taking place in the society considering informatization of its different spheres, as well as changes in economic, socio-political, and spiritual lives. However, these processes are not only the factors of the process of transformation of quality of education, but the preconditions of the crises of traditional education systems. Elementary and functional illiteracy (the latter is a result of non-required knowledge and skills formally received at education institutions; standards and norms of the content which is not adequate to social changes) is a consequence of the crisis of education systems. Functional illiteracy can be eliminated by efficient improvement of quality of education as a category that ensures constant revision of standards and norms in temporary projection, whereas elementary one is due to poverty, lack of resources reasons for not attending schools, etc.

New challenges the society has been facing require substitution of the obsession with quantitative category to that of quality. Another process

that should be considered is the process of shifting the center from distributing the society's wealth regarding scarce resources towards risk-sharing methods to structure social reality with risks that are destructive effects of production (radioactive, chemical, toxic) and their consequences for the ecosystem. The risks systematically release disruptive forces connected with knowledge based on «casual interpretation» [8]. There is a special definition for that type of the society being formed – a risk society in which the significance of knowledge, communication and distribution is increasing. Qualitative changes in the process of thinking and reflecting are taking place due to the increased social and environmental risks. According to Serhiy Plaksiy, it is the transition to a new paradigm of sustainable development «nature – society – person» that should help overcome the crisis of the human civilization. Yet the transition is delayed because education systems should, first, overcome their own crises connected with the preparation of their agents to act and live in accordance with old-fashioned concept of the quantitative economic growth based on unsustainable economic principles [4].

In a technogenic society, for which an emergency situation threatens to become its normal state, an urgent requirement for forming restrictions on the activity and behavior is becoming vitally crucial. We are to ask first «How? What? Which social risk?» and only then «What? How much?» The change of priorities and determinants require diversified concepts of our further development belonging to sustainable development. It involves two basic categories – quality of life and safety, as well as combining certain objectives the accomplishment of which should lead us to sustainable development. Ensuring safety is connected with health, natural and socio-economic environment. Quality of life is reflected in economies, education and human rights. Consequently, sustainable development is mutually connected with education as a process and mechanism of socialization and mental skills' development [8].

Hence, the fundamental principles of education systems' transformation are defined by shifting from the mission of education regarding knowledge to the mission of education regarding competences with the redirecting from prevailing norms of academic assessment to independent assessment and evaluation regarding professional training and social skills [8]. Competences are not knowledge and skills only, to be competent does not mean to be a scientists or a scholar. Being competent is being capable and able to act in a certain way under specific historical and social circumstances, as well as being skilled to adequately find a connection between knowledge and a situation [8]. Taking that into consideration, competences are naturally assessed while being in action.

The main difference between the qualification model and that of competences lies in objects and labour objects associated with the first one, whereas the latter both gets rid of their dictate and does not simultaneously ignore it. Replacing qualifications with competences indicates that objectives of complete education are connected with situations of application and, therefore, with activity. Qualification chains are being replaced with competence nets [8].

Given a brand new awareness of the mission and goals of education, absolutist criteria of standards are under question. In such a context, standardization is nothing more than an attempt to unify different people while educating them. However, it should be connected with attempts to study and determine variable indicators and criteria that could bring us closer to the answer to the question «What exactly does this person need to feel satisfaction from life and to prosper allowing them to be different?» Thus, quality of education is an ongoing part that constantly evolves responding to social concerns related to domains and values.

Philosophers, sociologists, futurists studying trends in the society emphasize the impact of education on the improvement of regulation of social relations and its outcomes in the natural transformation of the society – the transition to high quality of its state – the state of sustainable development which can be ensured due to new mentality, opposite to the industrial one, that is creating a brand new culture with new dimensions and priorities in order to preserve the civilization. New approaches to education based on the principles mentioned above allow both improving its quality and making its content responsive to new changing environment of the XXI century, the century of science, information and technology, in which people keep on existing and surviving. The time has come to rethink of possible directions of the civilization development with the renewed mission of education and training which should be responsive to new challenges of the global development and be directed at overcoming crises of nowadays.

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Досліджено трансформації якості освіти крізь призму процесів, що охоплюють соціальний, економічний та політичний спектри життя суспільства. Проаналізовано соціальні чинники, вплив яких має своїм наслідком трансформацію якості освіти, забезпечення і гарантування якої є одним із основних чинників можливості прогресивного поступу людства.

Якість освіти, глобалізація, трансформація якості освіти, елементарна і функціональна неграмотності, модель освіти.

Исследованы трансформации качества образования, детерминантами которого являются процессы, происходящие в социальном, экономическом и политическом спектрах общественной жизни. Автор анализирует социальные детерминанты, влияющие на трансформацию качества образования, обеспечение и гарантирование которой является одним из главных условий возможного прогрессивного развития человечества.

Качество образования, глобализация, трансформация качества образования, элементарная и функциональная безграмотность, модель образования.