

## MODERNIZATION OF EDUCATION IN THE MODERN WORLD

G. A. RUDIC<sup>1</sup>

1. Prof., d.p.n, Ph.D., Director, Center of Modern Pedagogy "Education without borders", Montreal, Canada

Corresponding author: gheorghe\_rudic@yahoo.com

### Abstract

In this paper, based on the multidimensional thinking, the features of education in the industrial period and globalization, methodology, theory and the "traps" of the transition period are discussed.

**Keywords:** *modernism, postmodernism, thinking in a multidimensional space 3D and 4D, industrial period, globalization, competence-based approach to learning, knowledge approach to learning.*

In the context of global civilization processes, huge man-made influence on the state of the planet and all life on it, in the postindustrial information age objectively and primarily for the individual becomes the ability to live in this world, keeping yourself in physical condition, realizing yourself to the maximum spiritually, intellectually and energetically. In the new environment education requires radical revision of the portrait of the modern man - "the modern man is the one, who in order to be an adequate in social and professional dynamics, must possess self transformation practices, to be able to change the infinite self."<sup>1</sup>

### FROM MODERNISM TO POSTMODERNISM

In global education "lies a huge complexity and no one will be able to solve it, to what extent it is possible, based on the specifics of postmodernism, not only as a philosophical movement, but also as a social, cultural and historical phenomenon of "Zeitgeist"<sup>2</sup>. For the philosophy of globalization, it is suitable, the term "critical postmodernism". Appeal to special dictionary: "In the most general sense postmodernism called "zeitgeist" of radical pluralism, i.e., universal, all-consuming multiplicity of views, theories, concepts, which brings together all that happened after the modernism in different kinds of human activity: philosophy, art sociology, economics, politics,"<sup>3</sup>. This is "the spirit of the times."

Postmodernism, in its essence, is not compatible with modernism ("Zeitgeist" of the industrial period) (Table 1).

MODERNISM	POSTMODERNISM
Stability and orderliness of social development, all moves are rationally tuned in their logical transparency, and on this basis - the belief in the social and cultural progress is created.	"Among the spheres" reality - nonstop principle, clearance, which constantly is engaged, creating something new and new configuration, changing every moment and linkages, changing nonstop kaleidoscopic patterns, single substance has no time to take shape, it disappears as is continually transferred to another, different.
Basic scientific research is not the taking care of their promotional effects, the mood for a "pure" science, on "science for science's sake".	The denial of the precise definitions, rigid framework, attachment thought to any specifics, the desire for disorder, multiplicity, blur, irrationality.

<p>Fundamentality is presented in a clear fixation of results.</p>	<p>Fundamentality is mobile, the result is always changing, is interpreted depending on the context and the prevailing situations. It's fixed on the procedural side.</p>
<p>The need for teachers as people who are able to teach, share knowledge, explain the specifics of modern scientific and socio-cultural status to many, seems doubtful.</p>	<p>The teacher is needed, who reveals the world, not only transmits absolute knowledge, not only teaches the amount of subject knowledge but motivates students to disclose their own creative and exploratory potential.</p>
<p>Categories of metaphysics - a single, non-historic , absolute , eternal, based on analysis.</p>	<p>Category of demataphysics- appears in communicative relationships of different disciplinary scientific spheres, their reasonable, unpredictable connections. Various scientific spheres grow into each other and form a new education on the basis of the synthesis.</p>
<p>Memorizing solid subject knowledge, which provide a basis to think and act rigidly in a defined and strongly marked manner.</p>	<p>Learn to work with the idea , focus on non-subject scope , methods , forms, methods of thinking.</p>
<p>Education should provide human truth, due to the amount of knowledge and skills, which will be enough for a lifetime to realize their professional realities and in the ascent to the highest standards of life and truth.</p>	<p>Modern education emphasizes innovation, competence approach, interdisciplinary, communication, etc.</p>
<p>Subject and vision of the world from the distance.</p>	<p>Subject and vision of the world from the inside.</p>
<p>Education - is the degree of erection of the individual to the totality of the society - the idea of human destiny, complete and full life.</p>	<p>Central substance is the essence of the man himself. Man is in constant development and change, he is forced to live as a fragmented being, having no center, spirit and integrity, the ability to navigate in the surrounding reality.</p>
<p>When using methods of the reproductive character great importance has the proposed content of the material, as well as student-setting meaningful goals to assimilate it, it increases the interest and motivation of students.</p>	<p>Vision of training methods is based on the absence of oppression, freedom and unlocking the potential of the student. Dialogue and negotiations are seen as the main methods that promote reflection, manifestation of reason, opportunities to build on their experience.</p>

Table 1 Comparison table of modernism and postmodernism

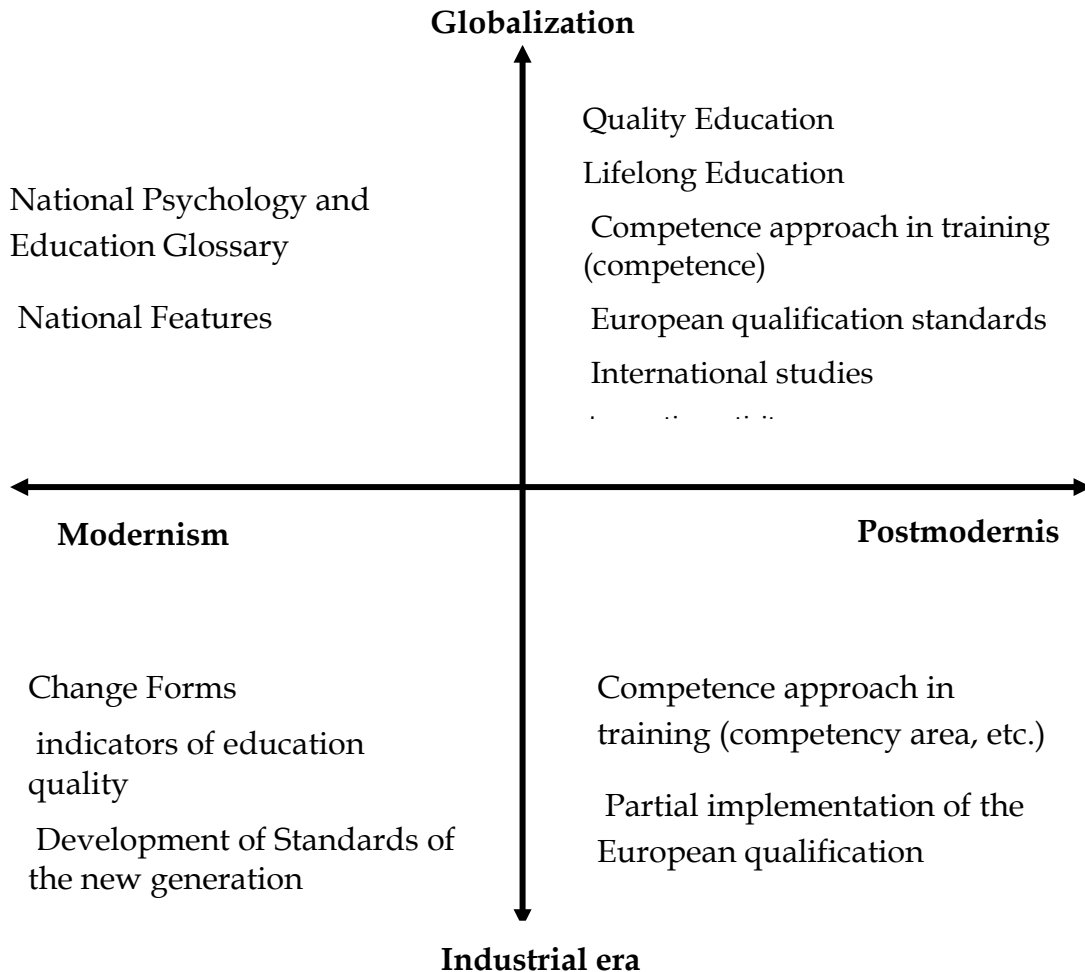
*Sources:* Ivanova S.V. *Problems of the Development of Didactic Systems: Philosophical and Methodological Contest* - Mu: FGNU ITIP Raro, IEP Publishing Center, 2012 - 176 p.; GI Petrov. *Philosophy of the University Education* - Tomsk, 2010 -140 p.

**THE TRANSITION FROM THE INDUSTRIAL AGE TO THE GLOBALIZATION, FROM MODERNISM TO POSTMODERNISM THROUGH THE PRISM OF 3D THINKING**

Intellectual activity mainly is realized on the basic information and the bigger it is, the closer to the truth the product is. In today’s world , to increase the basis of information short

“bunches” of information that have different compression ratios are widely used - from 3D to 10D (eg, DNA in which 77 km are compressed. Linear information!).

Modernization of education aimed at a qualitative leap from the industrial age to the globalization, from modernism to postmodernism reclaims change of typology of thinking - from linear and systems thinking in 3D thinking (Figure 1). Because, *only three coordinate system determines the structure of the close connection systems and their dynamics. Three coordinates events provide minimal information about the factors of development of tangible and intangible events.*



*Fig . 1 Modernization of education at the present stage in the context of 3D thinking  
Quadrant “Globalization - modernism”*

In this quadrant international and European education benchmarks are presented:

- Education for All (Human Rights, Rights of the Child, the World Education Forum, Dakar, 2000);
- Quality of Education (UNESCO);

- Competence approach in education (UNESCO, European qualification standards - 2006). There is experience in Australia, Brazil, Mexico, Canada (Quebec), Kazakhstan (political will - the state program for the development of education);
- European qualification standard. Kazakhstan - the political will (State Education Development Program, the President's address), introducing 3 levels of higher education;
- Innovative activities - modern management. Kazakhstan - political will, President's Message, "Strategy" Kazakhstan - 2050".  
*Quadrant "Postmodernism - the industrial era"*  
"Traps":
- Competence approach in teaching (plus.). Countries that adopt eight European competences, but add up to them several national competencies. Example: Romania, Republic of Moldova - European competences eight + two national competences;
- Partial implementation of the European qualification standard. Introduction of only two levels of higher education (Republic of Moldova, Russia, Ukraine).  
*Quadrant "Industrial Age - modernism"*  
"Traps":
- Changes in shape, keeping the same content - joint stock companies, the creation of various structures - centers of the development of tests, pedagogical skill Center, Center for textbooks, etc.;
- Indicators of the quality of education for knowledge based paradigm;
- Development of a new generation of standards based on principles and theories relevant to postmodernism (Russia)'
- Elite education - the establishment of schools for gifted children, schools of various inclinations and so on;
- Focus the process on knowledge through the training of teachers, through inspections, participation in various competitions and the like; through the introduction and promotion of the past experience.  
*Coordinate "Modernism - globalization"*  
"Traps":
- National Psychology and Education Glossary - What competence, competency, licentiate are (the Republic of Moldova), free treatment of established concepts - bakalaureat (Russia, Kazakhstan), etc.;
- Standard of Education, declaring competence approach, but oriented to knowledge based paradigm (curriculum in Romania, Moldova).

#### **KNOWLEDGE AND COMPETENCE-BASED APPROACH TO TEACHING THROUGH THE PRISM 4DIMENTIONAL THINKING**

When organizing mental activity in 4D thinking aspects of the problem become clearer, crisp and clear.

Figure 2 provides a consideration of the problem of transition from knowledge based approach to teaching competence approach.

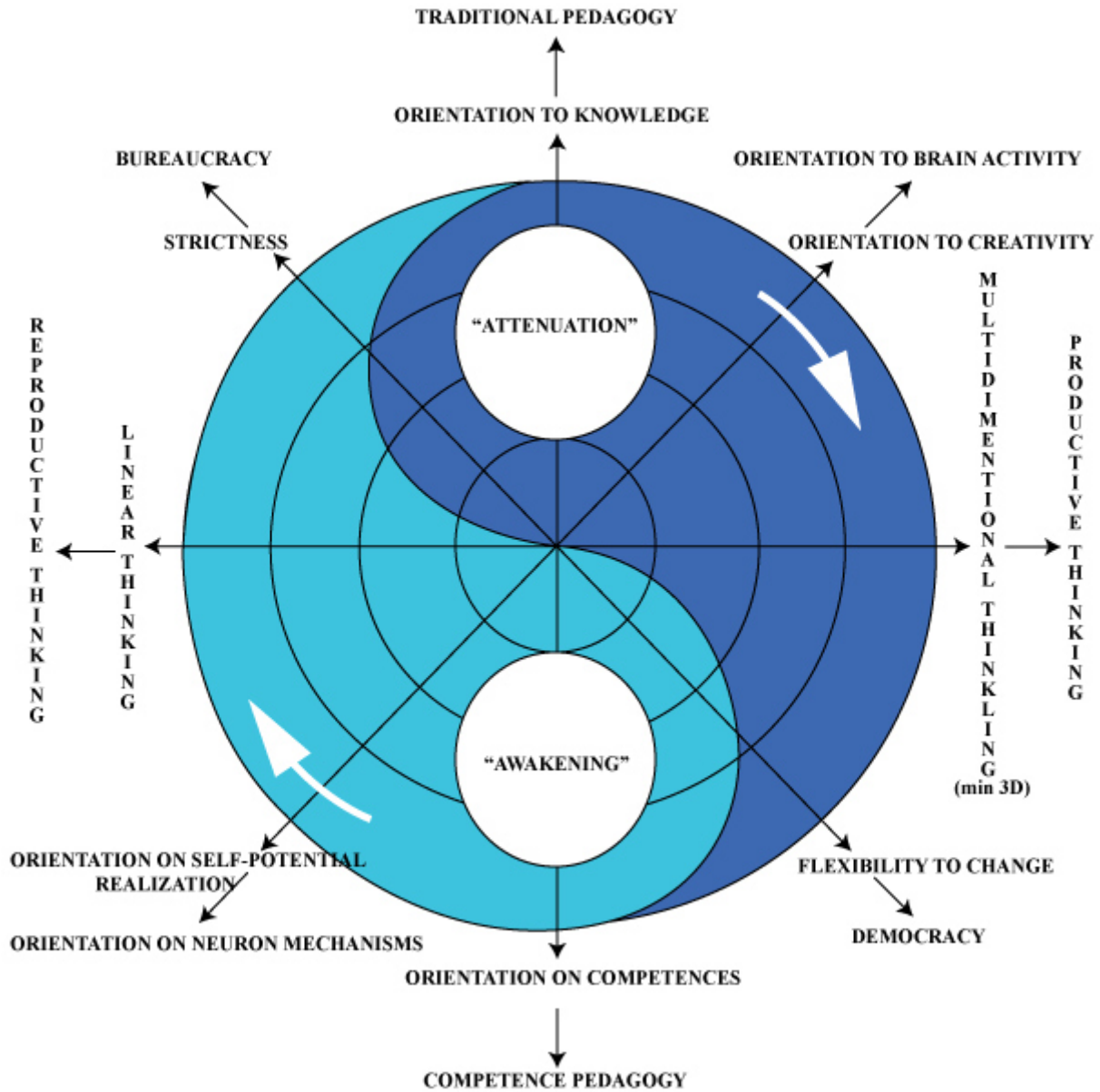


Fig. 2 Knowledge-based and competence approach in 4D coordinates

Figure 2 clearly reflects the direction that lead to the introduction of competence-based approach to learning and “traps” in the way of its implementation.

Directions that lead to the introduction of competence-based approach in learning:

competence approach in training - focus on competence;

democracy - the flexibility to change, the decentralization of rights and responsibilities;

focus on neural mechanisms - focus on the implementation of a personal capacity (intellectual, emotional and energy potential);

productive thinking - thinking in a multidimensional space (min 3D).

“Traps” in the introduction of competence-based approach to learning:

knowledge-based approach to education - focus on knowledge;

bureaucracy - strictness and tight control;

focus on activation of brain hemispheres - focus on the development of intellectual potential;

reproductive thinking - thinking in a linear one-dimensional space or systems thinking in two-dimensional space.

### **Conclusions**

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If you cannot eliminate the “traps” on the way to modernization of the national education system, and continue to work in the field of knowledge-based pedagogy, here, it might be useful to listen to Borodovskii G.A., who writes that “in the information age, there is a perception that knowledge has to be saved as money on a credit card to take it later. Otherwise, they will say, “Your card is not accepted.” To this, however, should be added that not only the blank card can’t be accepted, but the one where not a convertible currency no one wants is.”<sup>4</sup>

### **Endnotes:**

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1. University as a Center of the Culture-evoking Education. Changing Forms of Communication in the Learning Process. / M.A.Gusinsky, A.A.Yaschenko, SV Kostyukevich etc.; Under red.M.A.Gusinskogo. - Mn.: BSU, 294. - 279s. [Electronic resource] - site of the Center for Education Development Problems of the Belarusian State University. Mode of access: [www.charko/narod/ru](http://www.charko/narod/ru)
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4. Borodovskiy GA, president of the Russian State Pedagogical University named after A.A. Herzen. IIEP News Volume XXX -№ 2 July - December 2012.