



*Asesorías y Tutorías para la Investigación Científica en la Educación Puig-Salabarría S.C.
José María Pino Suárez 400-2 esq a Lerdo de Tejada, Toluca, Estado de México. 7223898475*

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TÍTULO: Transformaciones de las prácticas autodidactas en los contextos culturales posindustriales.

AUTORES:

1. Ph.D. Mariia Kultaieva.
2. Ph.D. Valentyna Sahuichenko.

RESUMEN: Los autores corroboran la necesidad de un modelo sinérgico de instituciones educativas para reformar la educación. Este paradigma está estrechamente relacionado con la existencia de una persona innovadora capaz de autoeducarse. Brinda la oportunidad de crear orden a partir del caos de las propuestas educativas, no mediante un modelo totalitario de unificación, sino mediante su capacidad de movilizar recursos comunes y optimizar su capacidad funcional para lograr sus objetivos pedagógicos. La urgencia se ve exacerbada por la necesidad de una reforma educativa.

PALABRAS CLAVES: educación, autoeducación, modelo sinérgico, reformas.

TITLE: Transformations of the autodidactic practices in the Post-Industrial Cultural Contexts.

AUTHORS:

1. Ph.D. Mariia Kultaieva.
2. Ph.D. Valentyna Sahuichenko.

ABSTRACT: The authors substantiate the need for a synergistic model of educational institutions to reform education. This paradigm is closely linked to the existence of an innovative person capable of self-education. It provides an opportunity to create order out of the chaos of educational proposals, not by a totalitarian model of unification, but by their ability to mobilize common resources and optimize their functional capacity to achieve their pedagogical goals. The urgency is exacerbated by the necessity of educational reform.

KEY WORDS: education, self-education, synergistic model, reforms.

INTRODUCTION.

The possibilities of the post-industrial culture, especially its subcultural opportunities, may be regarded as resource for making human learning more effective than it was in industrial societies. The informal education and its autodidactic practices begin to play more important role in comparison with traditional school and university cultures in Gutenberg's Galaxy. This well-known theoretical assumption needs anyway to be concretized and defined more narrowly. Primarily it must be analyzed what anthropological and cultural changes have taking place in personality ready by self-educated.

The self-education is successful only when it is starting as self-knowing. The subject of education in the postindustrial contexts demonstrates a new relationship between activity and passivity. His habitual disposition is more passive, but it is rather post-passivity (Sloterdijk 2016, p. 310). Autodidact existing in the post-industrial context must further gain "anthropological-technical skill" and possess ego-technics for self-control and self-organization (Sloterdijk, 2012, p. 37).

He must also be able to clarify himself the purpose of his studied what is not easy to do in the consumption societies with the post-industrial resources connecting with economic and social instabilities. Different social and cultural groups have elaborated their own ideologies of

autodidactic and its practices in the life-world space. The family education is decisive for creating style and meaning selection of educational practices. The singularity program of child is also unequal in different cultural groups: it shows a sway from creativity and potential development to passive adaptation. So called “ambition schools” join autodidactic practices and informal educational possibilities for optimization of opportunities for their students (Reckwitz, 2017, p. 335).

The autodidactic practices must be distinguished from spontaneous and systematic autodidactic activities. The later became the preference by so called “Wikipedia- citizen” (Mehring, 2018, p. 66). The structural elements of self-learning and self-teaching are not strong divided in autodidactic practices, but its relationship depends on personal attitude to freedom and self-discipline. In the postindustrial contexts with the freelancer’s jobs the autodidactic practices have a risk to lose its time coordination and change in kind of entertainment with its special goals and forms self-realization.

DEVELOPMENT.

The crisis of the modern education system is part of the global crisis of extensive development of technogenic civilization. It is driven by pragmatic attitudes, a disciplinary approach, a distinction between the humanitarian and natural sciences. The crisis is characterized by the death of many parameters of the order, generates fragmentation of the perception of the world, the crisis of self-identification. At the same time, the processes of self-organization of the information society are gaining momentum. Yet, now the development of pedagogical foundations of self-organization of education is still insufficient.

The interpretations and definitions of the content of educational concepts range from classic, rather limited definitions, to the newest concepts that use cybernetic and synergistic ideas. On the other hand, the modern post-non-classical scientific paradigm that is being created in our eyes requires a

shift to a synergistic methodology for the study of pedagogical processes, which is a response to postmodern trends in the humanitarian sciences.

It is important to stress that in such circumstances, the synergistic fusion of different directions of education is a means of increasing the educational influence on the individual, without violating his freedom and autonomy. It is fundamentally different from a comprehensive approach to education, where ideological guidelines have ensured the integration of different educational and educational practices (communist education, Third Reich education). The synergistic model determines the main tendency of the development of educational institutions in the direction of transition from linear thinking to teaching, which forms new non-standard methods, technologies, programs and plans with creative approach, motivation to innovative thinking and its further practical development. The philosophy of education is increasingly serving as a field for discourse of representatives of various scientific knowledge, among which, in addition to philosophers, educators, psychologists, sociologists, cultural scientists, economists, government officials.

Taking into account the importance of a systematic approach for the successful implementation of educational reform, it is advisable to take a cross-disciplinary approach to the study of educational institutions. And if we are accustomed to philosophical, educational, sociological, psychological studies, then we have much less of them in matters related to cultural studies. Though, more and more often, we use the term of socio-cultural context of education, which confirms the connection of educational institutions with culture and society. One can agree with a systematic study that states that “the level of development of economy, politics, culture depends essentially on the efficiency of processing, preserving and accessing information that acquires an ideological and methodological function. Information influence is already dominant in many spheres of life and functioning of society, thereby determining the convergence of various forms of social activity.

The general nature of informatization contributes to new trends in the development of pedagogy. The task of her new field - information pedagogy - is to "study the purposeful use of information influence in the educational process" (Varlamova, Eremina and Efimova 2010, p. 15). Here, synergetic come to the aid of educational institutions, which promotes the adoption of information pedagogy by representatives of different cultures and traditions as a worldview framework. The importance of improving the skills needed for an information society, oversaturated and in need of important competencies sufficient for adult life is addressed in the Recommendations of the European Parliament (Recommendation 2006/962 / EC of the European Parliament and of the Council Lifetime, December 18, 2006).

A study performed by famous educational reform expert Ken Robinson emphasizes on life and professional skills such as flexibility and the ability to adapt to change; initiative and self-regulation; social and intercultural skills; productivity and consciousness; leadership and responsibility (Robinson & Aronika 2016, pp. 64, 65). At the same time, it is necessary to stress: according to D. Dewey, overcoming the differences between what a person knows through conscious learning and that he or she knows unconsciously through mastering knowledge in cooperation with others, in the process of forming his own character, is an important task in the ways of school development (Dewey 2003, pp. 11-13).

It is no coincidence that thematic special courses and trainings on democratization of educational activity are distributed in the Ukrainian educational practice. But today, according to E. Moren, we "never need a democracy of reason, not a democracy of the mass-consumption society, which today leads to a regression of democracy, especially since the key issues of civilization do not reach the level of political consciousness. But a democracy of mind needs a change in the mindset that enables citizens to make informed decisions on global issues". One can agree with the main conclusion that is important to our study: "a radical education reform is needed that is capable not

only of analysis but also of the interconnection of knowledge" (V. Budanov 2009, p. 63).

Studies of synergetic processes are most often associated with the names of I. Pryhozyn (one of the founders of the theory), V. Stopin (theory of developing systems), G. Hacken (theory of large systems consisting of many identical subsystems), D. Chernavskiy (theory of systems passing through a state of instability), S. Kurdiunov, V. Arshynov (synergetic modeling), O. Kniaziev, D. Trubetskoi, G. Malinetskiy (philosophical and methodical analysis of practice), G. Weidlich (social self-organization). For our study, the issue of preventing chaotic education reform processes is crucial, at the same time the philosophical strategies for implementing these processes are various: ordering chaos, transforming chaos, preventing chaos, managing chaos, merging with chaos (Kulik 2014, p. 267).

G. Hacken also states that "... self-organization emerges from chaotic states... which contain some uncertainty" ... and "... self-organization can be described by including external forces as parts of a complete system" and hoped for synergetics in various sciences, in including in the social sciences to understand the processes and laws of self-organization (Haken 1980, pp. 34, 230, 382). It is necessary to pay attention to the systematic study of V. Weidlich, who emphasized that "... the forces of interaction between individuals unite material, emotional and mental (mental, spiritual) needs that relate to different aspects of life and lead to self-organization of the structure of society" (Weidlich 2005, 169). This should be taken into account in modeling the reform process of educational institutions (Sahuichenko, 2019).

After all, as L. Nyapinen states, "...social institutions live their own lives, which cannot be attempted to reform them radically" (Nyapinen 2004, p. 40). Yes, well-known education reform expert Ken Robinson believes that one of the biggest obstacles to change is the inconsistency between the various elements that must be guaranteed. "If one or more are missing, the process - as it often happens - is slowed down in the form of confusion, anxiety, even resistance, frustration,

scattering. Success requires vision, skills, incentives, resources, an action plan” (Robinson & Aronika 2016, p. 230).

Taking into account the recommendations of the Ministry of Education and Science of Ukraine on specialization in the specialized high school, it is necessary to emphasize the previous researches within the synergetic paradigm, in particular in the work of Edgar Moren “Education in the future: seven urgent tasks”, which testify: "In fact, over-specialization impedes understanding of the global (which it dissolves). It also serves as an impediment for the proper discussion of partial problems that can only be identified and understood in their context. After all, the most important problems can never be divided into parts, and global problems are becoming more and more significant ...

The researcher emphasizes that the scientific and technical disciplinary culture breaks knowledge into parts, separates and distributes them into disciplinary departments, more and more complicates the understanding in their own context and generalizes: through the distribution of disciplines leads to the inability to grasp, namely, difficult in its literal and original sense. And most importantly, Edgar Moren emphasizes: the inability to organize scattered and fragmented knowledge leads to atrophy of the natural mental inclination to contextualize and globalize” (Budanov, Astafieva & Riznichenko 2007, pp. 40-41). The French researcher proposes, as a means of solving the problem, "transdisciplinarity, which becomes the key word in stimulating integrative processes in science and in determining the directions of modern education reform" (Moren 2005, p. 22).

Not only well-known specialists, theorists, but also practitioners refer to the issues of improving educational institutions. Yes, it is interesting to say that “the school should become the coordinator of all factors influencing the formation of personality of the younger generation. This applies to both a separate school and an association, a school association. It is the new school that will replace the existing classroom-teaching school, which will assume the function of coordinator in relation to all other factors of influence, which in the aggregate is the system of upbringing of the younger

generations” (Candibur 2016, p. 10).

The problem of harmonious parenting attracts researchers from other fields as well, as it attempts to show, through the lens of business ideas, opportunities to achieve their goals, to succeed, to build a future career (Christensen, Allworth and Dillon. 2015). Here synergetic emerges as “a new approach to the knowledge of crisis phenomena, instability, chaos, creation of means of managing them. Synergetics opens up a different picture of the world: its instability, nonlinearity, openness (different options for the future), the increasing complexity of formations and their integration in an evolutionary integrity” (Knyazeva and Kurdyumov 2002, pp. 8-9).

With regard to the educational institutions that are components of the social system, Wolfgang Weidlich's research shows: “The state of the social system and its evolution, on the one hand, are characterized by several dominant parameters or relevant macro-changes, on the other, are the result of a large number of micro-actions on the part of individuals. But individuals are not completely free in their decisions and actions, and are partially controlled and regulated by the system. They generate the state of the system, but are simultaneously involved in it. This cyclical attitude supports a state that can be regarded as the dominant structure in the social system” (Weidlich 2005, pp. 73-74).

For educational institutions, as a social institute, the regularities of social self-organization, which are studied by S.Yu. to Malkov, where he emphasizes: "there is no clear preference for certain elements over others; differences emerge and develop in the process of social interactions" (Malkov 2009, p. 27). The practical task of modern education, based on the methodological principles of synergetics (homeostatic, hierarchical, nonlinear, open, unstable), is the formation of an enriched, dynamic space, which is devoid of communicative gaps, adaptive to social needs, and the offensiveness of society, (V. Budanov 2009, pp. 197-200).

Special attention should be paid to the proposed synergistic model of an innovative person, who is considered as “in a state of constant search, based not only on appropriate motivation but also on the ability to make non-standard decisions on their own. It also determines the basic tendency of development of the educational system in the direction of transition from teaching to linear thinking to learning, which forms search orientations, creative approach, probable thinking” (Romanenko 1998, p. 48).

Today, according to E. Toffler, the education system is hopelessly outdated, and at the same time, the researcher stresses that now, as never before, everyone's future depends entirely on the education received (Toffler 2002, p. 431). That future, “where education is one of the factors of social life, affect the pace of social development and ultimately determine the perspective of man and humanity. This factor has both innovative and conservation potential. The balance between these two opportunities allows for the sustainable development of societies” (Kultaieva and Radionova 2014, p. 10). Recognizing that the central place in the education system belongs to the secondary school, the Ministry of Education and Science of Ukraine proposes for broad discussion the Draft Law of Ukraine “New School. The Space of Educational Opportunities”, which states: “Unlike the university, the school can still balance the imbalance in the development of children. The worldview is laid down precisely at school. The school is shaped by personality, civic position and professional qualities. Here, it is decided whether a person wants and can learn for life” (New School. Space for Educational Opportunities. Discussion Project. 2016, p. 11).

Working on new educational documents, attention must be paid to the growing role of research, which states: “... the fate of civilization cannot be determined by wiser governments, international organizations, or scientists until a new self-organized environment is created. And today, a new vision of the world, an understanding of personal responsibility for its destiny, is gradually becoming a prerequisite for the survival of humanity and each individual” (Budanov 2009, p. 163).

In these circumstances, the role of educational reform can hardly be overestimated: educational reform should not be limited to cosmetic repair. According to Ken Robinson, it must create the conditions for development where, among the foremost, are "... culture, community, personality, opportunity, curriculum, diversity, depth, dynamics, pedagogy, inspiration, confidence, creativity, appreciation, motivation, achievement, standards" (Robinson and Aronika 2016, p.192). Most importantly, every education worker seeking a place in a reformed education would be able to find a solution in these words: "I do not teach the subject. I am here to teach the learning process" (Wagner 2015, p. 200).

This study performed by a well-known education expert, research fellow at the Center for Innovative Educational Programs at Harvard University emphasizes the impact not only of teachers, but also of parents, workers, the social and professional environment on the development of young people's abilities to become innovators in modern society. For the development of children's creative abilities, such a "pivotal position" is that aspect of the synergistic paradigm of vision of the world, which is related to the rationale and interpretation of the model of "innovative person" (Romanenko 1998, p. 48) and individual attempts to create a model of a future teacher in experimental projects. future graduate of the educational institution. The processes of self-organization of educational institutions are now becoming the main sources of internal and external transformation and innovation. Increasingly, these processes are not only implemented by management, but are also offered by the educational community, which is discussed in the paper (Sahuichenko 2016).

The processes of self-organization in educational institutions were studied by A. Makarenko and V. Sukhomlynskyi. Among the domestic works are systematic studies of V. Andrushchenko, V. Kremen, V. Ilin, and A. Konverskyi. The main conclusion of all these studies comes down to the recognition of all educational institutions "... anthropological systems, because they have an

objective purpose - to ensure the formation of a person as a person and mastering her systemic culture of human studies, produced by previous generations, gives her life meanings and goals, goals development; personality in the pedagogical process is seen as a synergistic, self-evolving social system, the essence of which is embodied in the domination and use of objective social roles; education is a systemic and social process of human sciences” (Kremen 2013, p. 15). The principle of human sciences is important to all when we need to learn to coordinate our actions with other members of society, and (first of all it is necessary to teach this to students) that the Japanese researcher J. Masuda emphasizes not as a competition (which motivates us to fit into modern society in competitiveness), but as a total synergy for common sharing in society based on the strategic social action of particular individuals (Masuda 1983, pp. 101-107).

This is the basis for the synergy of educational institutions, which is based on the principles of motivation of the processes of stimulation to self-development, self-education, self-improvement and himself and the whole staff of the educational institution. And putting the person in the center of the social environment, according to V. Kremen: “...should not be organized. It is only necessary to release the creative potential of each individual from the pressures of the unfavorable social environment. In social groups, where it is possible to reconcile the practical intentions of individuals, their goals, thanks to the correct collective decisions, are the rapid evolution of social systems in the direction of increasing the reliability ... stability of their development, improving the relationship of these systems with nature, including nature of man” (Kremen & Ilyin 2012, p. 336).

That is why it is important to pay attention to Peter Sloterdijk's warnings about socialization through old-school droning, which, he says, "is today carried out as" stupid "a priori, after which one can hardly hope that learning will change things for the better". This gives reason to reflect on society's attitude to education, because the researcher says about the future in the following words:

“... it is no longer far from turning the life and school into the opposite: the end of faith in

education, the end of European scholasticism... no one believes that education today is any more it will solve tomorrow's problems, rather it will increase its confidence that it will create them” (Sloterdijk 2009, pp. 9, 10).

CONCLUSIONS.

There is a need to consider the possibility of creating orderly educational proposals out of the chaos, but not on a totalitarian model of unification, but because of their ability to mobilize common resources and optimize their functional capacity to achieve their pedagogical goals. Synergistic merging of different directions of education is a means of strengthening the educational influence on the individual without violating his freedom and autonomy. It is fundamentally different from a comprehensive approach to education, where ideological guidelines have ensured the integration of different educational and educational practices in totalitarian societies.

Self-organization of educational institutions is most clearly traced in the experience of adult education, one of the theoretical bases of which is andragogy, self-study and transformative learning, with requests for key competences in the transnational educational space, among which are the social and civil society functions. and interaction, where the theory of transformative adult learning is seen as a “relevant approach to the education of an individual capable of becoming autonomous communicative actors of civil society in a "fluid modernity".

However, andragogy and self-study do not yet dominate in real practical activity due to their humanistic rather than critical grounds (T. Kun, P. Freire, Y. Habermas, Mezirou, L. Gorbunova) (Gorbunova 2013, pp. 66, 79, 106).

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DATA OF THE AUTHORS.

1. Mariia Kultaieva. Doctor of philosophical sciences, Professor, Corresponding Member of the National Academy of Educational Sciences of Ukraine, Chief of philosophy department, H. Skovoroda Kharkiv National Pedagogical University, President of the Ukrainian Philosophy of Education Society (Kharkiv, Ukraine). E-mail: mariya_kultaeva@i.ua

2. Valentyna Sahuichenko. Doctor of Philosophy Sciences, Associate Professor, Professor of the Department of Philosophy of the Dnipro Academy of Continuing Education (Dnipro, Ukraine). E-mail: valentina.sag@ukr.net

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