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**EDUCATIONAL PROCESS MODERNIZATION IN POST-
INDUSTRIAL CULTURE ERA**

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Abstract

The paper studies and presents the main characteristics of post-industrial culture. The paper examines and defines the specific nature of culture-centered approach to the design of the educational process. Such concept as multicultural education is determined. The article substantiates the need to modernize the educational process in post-industrial era by identifying and resolving contradictions that destroy its integrity. The paper considers the following basic components of the educational process: semantic, environment-analytical, goal-designing, organizational and managerial, content-based, technological, communicative, and system-developing. The structure of tasks of pedagogical activity aimed at the educational process modernization in the conditions of post-industrial culture establishment is developed. The article also presents methods for teacher training (students-future teachers) to understand and solve these problems based on the development of multicultural competence, which involves the study of the development and transformation of the main cultural spheres (archaic, industrial, and post-industrial) and their influence on the development of humanistic pedagogical paradigm. Besides, the paper considers the design of educational content based on multiculturalism taking into account the growing cultural diversity; the use of interactive technologies that promote intersubjective interaction of participants in the educational process; the educational process improvement and the educational outcome update through the development and implementation of various pedagogical innovations taking into account the specific nature of post-industrial culture.

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Keywords: Educational process, post-industrial culture, culture-centered approach, pedagogical activity



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1. Introduction

Education is the basic constituent element of culture, which performs the functions of cultural genesis, exerting a developing influence on the consciousness of the subject due to the activation of the potential component of pedagogical culture. The implementation of a new stage in the evolution of civilization depends on the result of the influence of education on the social and cultural development of a man and humanity.

According to Vidt (2006), the historical change of cultural epochs and the associated transformation of education took place during its development through three consecutive stages, i.e. in fact, they were three different cultural ages. The first stage was associated with archaic culture, which has a traditional type of education based on the experience of everyday life, on traditions passed down from generation to generation. Traditional experiences have been passed down from older generations to younger generations or through experience, cultural traditions, and social relationships.

The second stage began with the uprising of an industrial culture, which corresponded to an instructive type of education. The main carrier of this culture can be called the accumulated scientific knowledge, which was passed on to subsequent generations through written or printed sources in the form of guidance and instructions. The dominant function of the organizer and regulator of educational processes was performed by the State.

The modern historical period is associated with the post-industrial culture uprising within which the development of creative education takes place the main content of which is universal, epistemic knowledge. The most important way of storing information is printed and electronic media, and the way of transmission is continuous cognitive activity and communication of various social levels and age groups of the population. Various institutions of civil society and specially created social and pedagogical infrastructures become the organizers of the educational processes.

Based on the principle of isomorphism of the type of culture and the corresponding type of education, the modernization of the educational process occurs on the basis of solving educational problems that arise due to the manifestation of the essential characteristics of post-industrial culture:

- Rapid changes taking place in all social spheres necessitate the transformation of education to ensure the sustainable activity of the university graduate in the context of globalization and constant changes in the post-industrial society. In these conditions, social adaptability and free consciousness are needed as the main strategy of education in higher education.
- Integrity and universality of modern culture require the future specialist to have the ability to think freely, to make independent decisions regarding the choice of an educational path.
- Need to create social and cultural educational environment that provides the context of continuous education.
- Presence of diverse communication ties both within a certain social and cultural group and between different groups and levels require an educational process that ensures the development of socially significant competencies and social and cultural awareness among student taking into account all the conditions of the polylogical, multicultural principle of choosing the content and method of education.

- Multilevel nature of modern information culture requires from the modern generation a freedom of ideas and a responsible individual choice of the path and content of the educational process.

2. Problem Statement

Many researchers highlight the fact that today there is a development of a new type of culture, which is a synthesis of the achievements of previous eras. Currently, we can state the transition to a new form of social communications based on the continuous development of interactive technologies and the enhancement of the creative qualities of a modern person. Such social and cultural changes in the field of education openly and clearly manifest the processes of the development of a completely new type of culture, based on the establishment of a globally integrated educational space. In modern pedagogical science, the phenomenon of multicultural education is considered in detail. Gukalenko (2004) defines “multicultural education” as “the process of development of students’ ideas about the diversity of cultures in the world and their country, fostering a positive and tolerant attitude to the cultural differences, development of humane attitude, productive interaction with the carriers of other cultures” (p. 62). Novolodskaya (2015) considers “polyculturalism in education as a cultural pluralism, recognition of the equivalence and equality of all ethnic and social groups that make up a given society, the inadmissibility of discrimination against people by nationality or religion, gender or age” (p. 27).

The ongoing changes in culture, the growth of manifestations of post-industrial culture give rise to many new contradictions in the implementation of the educational process in modern conditions. The problem of identifying these contradictions in the educational process becomes urgent the solution of which will contribute to the modernization of the educational process (TALIS, 2009, 2013).

3. Research Questions

The subject of the research is the main components of the modern educational process (Uskova, 2019):

Each characteristic of the educational process is provided by specific component functioning of its system model:

1. Semantic component that ensures the conceptual validity of the educational process through the definition, awareness and implementation of scientifically grounded concepts and patterns (principles).
2. Environmental and analytical component that ensures natural conformity of the education through the study and consideration of realities (characteristics of the educational environment, the level of development of students, capabilities and abilities of the teacher);
3. Goal-design component that ensures the purposefulness of the educational process by defining a goal and designing a way to achieve it.
4. Organizational and managerial component, ensuring the establishment of the educational process through its implementation in certain forms and on the basis of compliance with certain rules and regulations.

5. Information and content component, providing the content of the educational process through analysis and conscious choice of its content.
6. Technological component that ensures the consistency of the educational process through the definition and implementation of the sequence of pedagogical actions.
7. Communication component that ensures the completeness of the transfer and exchange of information on the basis of mutual understanding of the participants in the educational process.
8. System-developmental component providing continuous improvement of the educational process by identifying and resolving contradictions that hinder the achievement of educational results.

The emergence of the era of post-industrial culture does not change the basic structure of the integral educational process, which determines the purpose of the study as the definition of contradictions that arise in the main components of the educational process.

Modernization of the educational process in the era of post-industrial culture requires a special component of professional and pedagogical competence, which Khazova (2015) defines as the teacher's multicultural competence and considers it as an integrative personal and professional quality, which determines his or her ability to effectively participate in the social processes of a multicultural society, to carry out intercultural interaction, to take into account the multicultural composition of subjects of professional activity and to use its characteristics and features to solve pedagogical problems, as well as to carry out multicultural education of students.

4. Purpose of the Study

The purpose of the study is to define the tasks of pedagogical activity aimed at modernizing the educational process in the era of post-industrial culture on the basis of resolving the contradictions that arise during the design and implementation of the main components of the educational process.

5. Research Methods

The study was based on methodological principles that reveal the concept of a culture-centered model of education in the era of post-industrial culture:

- Interconnection of the semantic and content aspects of education is the main feature of Russian culture, which would allow students to develop the qualities of an internally free, socially responsible and creatively intentional person as a reflective form of understanding spiritual values.
- Implementation of the main goals of human culture, which are expressed in the development of students' social and cultural identity, value system, moral and intellectual qualities maintaining the dynamics of the individual potential.
- Comprehension of the spiritual and aesthetic heritage of Russian culture, revealing deep foundations of the harmonious existence of man and society.
- Value-semantic dialogue as the basis of the era of post-industrial culture (Gorshkova, 2019).

The study analyzed the culture-centered models of education presented in the works of A.S. Zapetotsky, V.S. Bibler, E.V. Bondarevskaya, O.S. Grebenyuk, S.Yu. Kurganov, V.I. Tyupa, Yu.D. Troitsky and other Russian scientists.

The research goal achievement is ensured by using the following methods:

- Method of cross-cultural analysis, i.e. the description and study of cultural differences between social groups and communities, the characteristics of the influence of social and cultural environment on the individual, as well as the study of the unique cultural experience of an individual and the impact of this experience on his consciousness and activity.
- Method of cultural and historical analysis of social and symbolic human activity in the development of human civilization.
- Method of integrative cultural and philosophical synthesis of ideas of cultural studies, cultural anthropology and concepts of modern humanities and natural sciences.
- Methods of synthesis of ideas of general and cultural psychology, as well as philosophical anthropology.

6. Findings

Markov (1996) states that the educational process is "... a super subject, value-oriented system of knowledge that develops the image of a specialist's personality as an integral subject of culture" (p. 73). Arkhipova (2009) identifies three rules for constructing ideal types: compliance with the principles of logical interconnection and consistency, i.e. adherence to the scientific methods of this discipline; compliance with the principle of the need for subject interpretation, i.e. the principle of understanding; compliance with the postulate of adequacy, i.e. compliance with the understanding inherent in this type of culture.

The cultural approach to the education can be viewed as the construction of the educational process taking into account cultural traditions, norms and values, as well as the dominance of culturally significant communications between the subjects of the educational process. The cultural approach gradually acquires the status of a scientific area on the basis of the study of the educational processes based on the principles of culture as the main integrating factor that unites ethical, aesthetic and social and cultural fields of human consciousness. Education is viewed as a process of individual development in the cultural space, a process of shaping an integral personality capable of independent creation of life, harmonious and conscious relationships with the world and other people, as well as with various social groups and structures.

The changed attitude of a person to the world, to himself and to the society is inextricably linked with the development of post-industrial culture reflecting a new understanding of the subject (person) as a creatively open and ready for transformation, actively responding to all ongoing social transformations. This interpretation is related to the synergetic paradigm in modern science and indicates the need to take into account continuous changes of the environment at the level of its elements, which, of course, has a significant impact on the educational process aimed at the developing students' needs to expand their cultural horizons as a process of preserving and transmitting knowledge and spiritual achievements accumulated by generations.

In the era of post-industrial culture, new goals of the educational process arise:

- Preservation, development and transmission of the spiritual and moral heritage and the value potential accumulated in the national culture.
- Development of personal and socially significant creative potential based on the understanding of universal human moral values.
- Development of ability for self-actualization and new forms of communication, training, education and development of a highly qualified specialist who possesses professional and secular ethics, who possesses creative qualities, non-standard thinking, the ability to successfully act in conditions of constantly changing social reality.

The culture-centered model of the educational process is focused on the development of an integral personality in the cultural space, and contributes to the implementation of the continuity of spiritual values, scientific and theoretical knowledge as well as practical experience. Such an educational model represents real actions towards the development of a single cultural and educational space and the establishment of new forms of socialization, which is the primary task of Russian and global education. In addition, such a model of the educational process is able to satisfy the need of modern society for a moral intellectual, an educated person (Zapesotsky, 2014), a true citizen, capable of establishing human institutions, making continuous efforts to fulfill his professional and “social mission”. At the same time, the communicative basis of such an educational process is polylogical interaction.

Let us single out the main characteristics of the culture-centered educational model: adequacy to the dominant type of culture in a given period; cultural conformity; trends in the creation of a holistic cultural and educational space. As a result of the implementation of these conditions in the educational process, an integral personality can be developed, which is directly the bearer and creator of the culture being developed. The preservation and transmission of cultural values, both material and spiritual, presupposes the need for a person’s own efforts to obtain new knowledge in the field of the latest science, culture and art, as well as the desire to apply the acquired knowledge, skills and competencies for the benefit of the surrounding society and the entire world community. Thus, the content and meanings of education represent a true culture that can be considered as a pedagogically adapted social experience of modern humanity. Education plays the role of a mediator between personality and culture, pointing out to a person his possibilities of developing a holistic vision of the whole world.

The study makes it possible to single out the following complex of tasks of pedagogical activity aimed at modernizing the basic components of the educational process in accordance with the conditions and specifics of the era of post-industrial culture:

1. Theoretical comprehension and design of conceptual foundations and basic principles for the implementation of the educational process (anthropological viability, value-semantic dialogue, multiculturalism) following the logic of human paradigm of education.
2. Studying and taking into account in the educational process the features of emerging era of post-industrial culture, the essential characteristics of new generations growing up in the modern social and cultural environment.
3. Establishment of conditions for the development of an integral personality, which is the bearer and creator of the developed culture as a new component of the educational goal.

4. Organization of the educational process based on the value-semantic dialogue of its participants, which implies a change in the leading role of the teacher: from the information carrier to the moderator of joint research activities in the space of post-industrial culture.
5. Educational content design based on multiculturalism taking into account the growing cultural diversity.
6. The use of interactive technologies that promote intersubjective interaction of participants in the educational process, which contributes to their cultural self-development.
7. Prevention and prompt solution of interpersonal conflicts of participants in the educational process arising from the difference in their life (value-semantic) positions.
8. Improvement of the educational process and correction of educational results through the development and implementation of various pedagogical innovations taking into account the specific nature of post-industrial culture.

7. Conclusion

The training of teachers (students-future teachers) able to understand and solve these problems is carried out in the process of polycultural competence development as a special component of their professional and pedagogical competence. The method of polycultural competence development (students-future teachers) involves the following:

- Study of the development and transformation of the main cultural epochs (archaic, industrial, post-industrial) and their influence on the development of human pedagogical paradigm.
- Immersion in the space of post-industrial culture, psychological and pedagogical analysis of modern students as representatives of new generations and carriers of post-industrial culture.
- Study and testing of new organizational forms of the educational process (tutoring, distance learning, polylogue).
- Study of national, civil and international levels of culture, motivation for the need for a person's own efforts to acquire new knowledge in the field of the latest science, culture and art, as well as the desire to apply the acquired knowledge, skills and competencies for the benefit of the surrounding society and the entire world community.
- Mastering interactive pedagogical technologies (case method, project activities, co-creativity, pedagogical workshops).
- Study of pedagogical conflictology and modern psychological and pedagogical methods for resolving conflicts arising between participants in the educational process.
- Mastering pedagogical innovations carried out in accordance with the characteristics of post-industrial culture.

In the practical part of the study, this method was successfully tested with students of the pedagogical universities and teachers of various disciplines in the process of improving their qualifications. It has proved its relevance and usefulness.

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