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DEVELOPMENT OF CREATIVE TECHNOLOGIES IN THE EDUCATIONAL SYSTEM OF UKRAINE – TRADITIONS AND INNOVATIONS

***The relevance.** Today, it is becoming clear that innovative changes in Ukraine are impossible without preserving the intellectual and creative potential of society, the core of which is the education system. After all, it is the most important factor in social reproduction: the quality of future generations, as well as the viability and efficiency of society's development, depend on it.*

***The purpose** of this study is a socio-philosophical analysis of development of creative technologies in the education system of Ukraine.*

*To realize the set goal, we used such **methods** as observation, analysis of scientific literature, comparative method.*

***Research results.** In the twenty-first century, with all its global social, political, and scientific changes, the search for new, creative technologies that meet the trends of society's development continues. However, modernisation in the educational system faces difficulties and often fails to keep pace with changes in the economy, science, culture, social relations and public consciousness. Social philosophy, as well as the block of problems of the education system included in it, have made the use of educational resources in solving the problem of social deviance a priority object and subject of research.*

The use of strategies and principles of the philosophy of dialogue in solving educational problems is currently the most productive and is confirmed by research by domestic and foreign scholars. In this case, the philosophy of dialogue is the methodological basis for building an optimal model of the educational process.

Within the modern education system, the implementation of creativity as the main system-forming postulate is impossible without taking into account psychological factors. There is a need for a special psychological modelling of the educational environment. The basis of the psychological analysis of the study of a person as an individual is the combination and interrelation of his/her properties as a person and a subject of activity, in the structure of which intentions for the realisation of the individual's creative potential are revealed. Of course, the fundamental trend for this psychological modelling is the expansion of the freedom sector of modern education.

***Key words:** creative technologies, education system, modernization of the education system.*

Relevance. Today, it is becoming apparent that innovative changes in Ukraine are impossible without preserving the intellectual and creative potential of society, the core of which is the education system. After all, it is the most significant factor in social reproduction: the quality of future generations, as well as the viability and efficiency of social development, depend on it. Education shapes a person of a particular society, who is co-responsible to its needs, who is aware of the goals of its development and serves to implement them. By including a person in the space of socially significant values, forming universal models of behaviour and value attitudes, education contributes to the assimilation of significant universal values.

Methods. The study of ways to develop creativity in the context of modern education should be carried out within the framework of educational philosophy, using analysis, synthesis and synergy. This is due to the trends of globalisation and informatisation, when education is becoming massive in nature almost everywhere and is having a decisive impact on the socialisation and development of people in modern society.

However, the lack of development and the related urgency of some educational problems is beyond doubt. Therefore, we will try to explore the ways of forming creativity in education and identify the main strategies for their development.

Research results. In the twenty-first century, with all its global social, political, and scientific changes, the search for new, creative technologies that meet the trends of society continues. However, modernisation in the educational system faces difficulties and often fails to keep pace with changes in the economy, science, culture, social relations and public consciousness. Social philosophy, as well as the block of problems of the education system included in it, have made the use of educational resources in solving the problem of social deviance a priority object and subject of research.

Reflecting on the specifics of education in our time, we can come to the conclusion that education is a process:

- formation of a self-conscious personality in various historical ways of objectifying the spirit (the humanitarian function of education with its emphasis on methods of understanding and hermeneutical interpretation of the goals and values of the culture of education);
- development of a value-free, neutral language of observation, on the basis of which both sciences and education can be unified (the function of logical empiricism);
- achieving linguistic competence and learning the variety of ‘language games’ within the pragmatics of the native, natural language;
- dialogic encounter of ‘I’ and ‘You’, which are mutually intentional and constitute the initial dyad of pedagogical relations – symmetrical teacher-student relations (dialogic philosophy of education);
- a sequence of trials and errors, problem-solving, an open and innovative process that develops critical rational consciousness and self-awareness (the philosophy of education of critical rationalism);
- personality formation, which includes the need for education either as a result of a person's biological insufficiency or socialisation and acculturation; an idea rooted in the new image of Homo educandus, in its historicity, openness, and relationship to the Other.

The crisis of the educational system in our country, caused by the collapse of normative and unitary ideological pedagogy aimed at establishing totalitarian ideals and values, has sharpened the interest of both philosophers and teachers in the philosophical heritage that exists in the European space.

In our works, we have already covered education as a subject of socio-philosophical reflection and touched upon the issue of overcoming the crisis and stagnation effects of Soviet influence [2, 3]. The main conclusions of our research can be summarised as follows:

- Mass social movements for the humanisation of education, alternative schools, and European studies are important impulses for developing the concept of a modern educational system.
- The use of strategies and principles of the philosophy of dialogue in solving educational problems is currently the most productive and is confirmed by research by domestic and European scholars. In this case, the philosophy of dialogue is the methodological basis for building an optimal model of the educational process.

The specificity of the Ukrainian education system has always been the paramount importance of the cult of the teacher and the school. This is evidenced by the large-scale figures of H. Skovoroda, P. Mohyla, and F. Prokopovych. Speaking about the role of the Ukrainian educational system in the European continuum, F. Andrushkevych emphasises: ‘The high humanistic orientation of Ukrainian education, initiated by H. Skovoroda, P. Yurkevych and continued by V. Sukhomlynskyi on the principle of ‘I give my heart to children’, finds its innovative embodiment in modern concepts of educational work and is an important factor in promoting Ukrainian educational ideas in the European space’ [1, p. 196].

The philosophical heritage of H. Skovoroda belongs to the socio-cultural heritage of Ukrainian humanities. It is based on the principles of democracy and humanism, folk traditions in education and upbringing. One of the key ideas of H. Skovoroda, which is extremely relevant and in demand in modern pedagogy, is that it is necessary to form and nurture high moral qualities in people, which later become the basis for any kind of human activity and creativity. It is important that the idea of developing creativity in people through education and avoiding negative manifestations of human

activity through creativity is not only the basis for the development of the humanist ideology of modern priority areas of educational innovation, but also constitutes the historical and theoretical basis for further development, which is recognised today as a necessary element of the educational process.

P. Yurkevych's ideas about the need to take into account individual spiritual and psychological qualities of a person, as well as his or her desire for moral development, in the educational process were a continuation of the line of forming a person as a holistic personality in Ukrainian social philosophy. The scientist warned that without moral values, the humanistic basis of knowledge, it could lead to the dehumanisation of the worldview and significant harm to the individual and society.

Modern science should certainly take into account the traditions of humanism laid down by H. Skovoroda and P. Yurkevych, especially since today the problem of humanising education is relevant and in demand in humanistic and innovative activities.

In the twentieth century, the Ukrainian education system, unfortunately, became part of a huge, monolithic paradigm of Soviet education. In Ukrainian educational institutions, the main emphasis was placed on the ideological education of young people to implement the communist programme in public life. One of the trends of the Ukrainian education system was to involve educational institutions in production, improve their structure, eliminate parallelism in training, and open new educational institutions on the periphery. The dynamics of the current globalisation processes, the formation of elements of the knowledge economy and the European educational space required the modernisation of the education system in Ukraine and a review of the boundaries, forms and methods of state regulation of this strategically important area.

Reflecting on the specifics of the modern educational space, M. I. Romanenko states: 'The most objective process of development of the information society is based on the development of human personal potential. Therefore, the main trend in the development of educational systems in the late twentieth century was the reorientation of the educational process. was the reorientation of the educational process to the formation of a developed personality, the creation of the most favourable conditions for the disclosure of all potential abilities of the individual and the formation of the potential of independent life activity in all social spheres' [4, 183].

A strategically important task of modern Ukrainian society is to create the necessary theoretical basis and conditions for the implementation of innovative projects and principles that, on the one hand, will bring our education system closer to European standards, and, on the other hand, will take into account useful national experience and preserve the specifics inherent in Ukrainian education in various dimensions, from didactics to organisation.

There are three main areas of the current Ukrainian education system:

1) the first area is basic education (from kindergartens to higher education institutions); its results are confirmed by state-issued documents, such as certificates and diplomas;

2) the second area is additional education, which is provided on the basis of children's art schools and creative centres, sports clubs, scientific, technical and artistic clubs, etc;

3) the third area is represented by various institutions that make up the cultural environment, the spiritual habitat of a modern person (Internet, television, libraries, museums, theatres, cinemas, clubs, etc.).

Today, the priority in the education system is clearly given to the first area – basic education. But in the modern world, the development of creative abilities is impossible without the systemic influence of all three of these areas. Today, the process of increasing human knowledge as one of the most dynamic resources that can ensure the formation and functioning of an innovative environment and is a driving force for the development of society is becoming the dominant guideline of Ukrainian education. Researchers N. Taradiuk and O. Blyashevskaya consider intellectual and creative technologies to be one of the main applied didactics of higher education, which ensure the priority of subjective and semantic learning, diagnostics of students' personal development [5, c. 12].

In contemporary science, researchers are increasingly talking about the crisis of our knowledge system, our culture and the crisis of man in general. One of the manifestations of this crisis is that

the knowledge that is proclaimed from the pulpit has nothing to do with the kind of knowledge and forms of knowledge that function in real life. It is as if there are two streams of knowledge that are almost unrelated. The interaction between these streams is minimal. The knowledge that we are trying to introduce to the younger generation not only does not reveal their personal individual experience, but on the contrary, even contributes to its degradation. As a result, intellectual development is not accompanied by the spiritual formation of the individual, which is considered in the logic of the process of human formation and self-determination. This situation is directly related to the Ukrainian education system. Therefore, the contradictions of the current stage of the educational system in Ukraine are based on the difficulties and diversification of society's needs for intellectuals. In recent years, modern science has been turning to the idea of 'harmonious physical and spiritual formation of a person, realising all his or her abilities and capabilities' to overcome the crisis described above. Of course, all this is connected with the introduction of creativity mechanisms into the creative process. The modern education system is developing a whole complex, the so-called creativity training, designed to improve the productivity of the creative process, its uniqueness and originality.

Of course, creativity is an intermediate step, a mechanism for synthesising the educational process as such and the principles of implementing creativity. However, in order for the educational process to be a well-defined, methodologically and methodically thought-out system, we still need to create and focus on a particular educational project. In our opinion, the model proposed by T. V. Tkach is the most optimal in this sense. Tkach. The researcher identifies the following hierarchical levels of the education system:

- 'the choice of philosophical, social, political, managerial and other positions on the basis of which the strategy, model and tactics of education design are determined;
- building methodological, psychological, physiological, didactic and methodological foundations of modern education;
- development of educational concepts of different levels (general concept of school, concepts of structure, content, technologies, control of education, concept of educational branches and subjects, training of personnel, etc.);
- development of educational programmes of all levels, textbooks, teaching and control tools, methodological guides and recommendations' [6, p. 220].

Thus, this model is the basis for the educational process as such. It is common and universal for all participants of the multi-level and hierarchically complex educational process, without exception. This is its scheme, its foundation.

It should be noted that the implementation of the principles of creative realisation and self-realisation, creativity in the broadest sense of the word also involves some individual components that take into account the personal psychospheric organisation of each individual participant in the educational process. In the concept of T.V. Tkach's concept, individual and personal components are also taken into account. They are:

- 'student-centred component in education' – taking into account individual characteristics, personal goals and level of development of a student during his/her education, as well as planning and adjusting learning;
- individual educational trajectory of students, which is determined on the basis of their personal and socially determined factors of the surrounding world, taking into account educational norms;
- Productive educational activity of the student, which allows to record, understand and evaluate his/her personal educational achievements' [6, p. 220].

It is on the basis of these models, both general and individual, that a modern philosophy of education can be formed.

Within the modern education system, the implementation of creativity as the main system-forming postulate is impossible without taking into account psychological factors. There is a need for a special psychological modelling of the educational environment. The basis of the psychological analysis of the study of a person as an individual is the combination and interrelation of his/her properties as a person and a subject of activity, in the structure of which intentions for the realisation of the

individual's creative potential are revealed. Of course, the fundamental trend for this psychological modelling is the expansion of the sector of freedom in modern education. Thus, only under such conditions is it possible to fully implement the principle of creativity in the modern education system. It is on this basis that it is possible to build a democratic society in which other factors contribute to the disclosure of the creative potential of the individual.

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РОЗВИТОК КРЕАТИВНИХ ТЕХНОЛОГІЙ В СИСТЕМІ ОСВІТИ УКРАЇНИ – ТРАДИЦІЇ ТА ІННОВАЦІЇ

Актуальність. Сьогодні стає зрозумілим, що інноваційні зміни в Україні неможливі без збереження інтелектуального та творчого потенціалу суспільства, ядром якого є система освіти. Адже це найважливіший фактор суспільного відтворення: від нього залежить якість майбутніх поколінь, а також життєздатність і ефективність розвитку суспільства.

Метою даного дослідження є соціально-філософський аналіз розвитку креативних технологій в системі освіти України.

Для реалізації поставленої мети ми використовували такі **методи**, як спостереження, аналіз наукової літератури, порівняльний метод.

Результати досліджень. У двадцять першому столітті, з усіма його глобальними соціальними, політичними та науковими змінами, триває пошук нових, креативних технологій, що відповідають тенденціям розвитку суспільства. Проте модернізація системи освіти стикається з труднощами і часто не встигає за змінами в економіці, науці, культурі, соціальних відносинах і суспільній свідомості. Соціальна філософія, а також блок проблем системи освіти, що входить до неї, зробили пріоритетним об'єктом і предметом дослідження використання освітніх ресурсів у вирішенні проблеми соціальної девіації.

Використання стратегій і принципів філософії діалогу у вирішенні освітніх проблем на сьогодні є найбільш продуктивним і підтверджується дослідженнями вітчизняних та зарубіжних вчених. У цьому випадку філософія діалогу є методологічною основою побудови оптимальної моделі навчального процесу.

У межах сучасної системи освіти реалізація креативності як осн. системоутворюючого постулату неможлива без урахування психологічних факторів. Виникає потреба в спеціальному психологічному моделюванні освітнього середовища. Основою психологічного аналізу вивчення людини як особистості є сукупність і взаємозв'язок її властивостей як особистості та суб'єкта діяльності, у структурі яких виявляються наміри щодо реалізації творчого потенціалу особистості. Звичайно, фундаментальною тенденцією цього психологічного моделювання є розширення сектору свободи сучасної освіти.

Ключові слова: креативні технології, система освіти, модернізація системи освіти.