

CONCEPTUAL PARADIGMS FOR UPDATING TEACHING PROCESS IN HIGHER EDUCATION

Sushchenko T. I.

INTRODUCTION

The problem of changing pedagogical views and concepts for the development of higher education, its impact on the training of highly skilled professionals, on the social progress of Ukrainian society is very important in the 21st century, when humanity is characterized by great transformations in different spheres of life, education and pedagogy. Traditional pedagogical concepts can no longer succeed in any social progress, including educational.

Each historical epoch has its criteria for the effectiveness of the pedagogical influence on the professional training of highly educated and competitive professionals, which indicates the inexhaustibility and eternal multidimensionality of this problem, objectivization of the constant need for its scientific research.

The present society and the world can be characterized by the words of the Australian scientist P. Kalynovskyi as material enrichment in the impoverishment of the spirit, is explained by the disadvantages of conceptual approaches to the development and upbringing of man. A well-known philosopher D. Krishnamurti clarified, "Society was created by me and you, by our own interrelations. Substantial changes are made through self-knowledge, and not because of a blind belief"¹.

The ecological, political and economic crisis, the problem of the worldwide survival require mankind unity to make all-planetary way of life and existence possible; we are talking about world ethics and responsibility of peoples and every person for certain global decisions.

The time of synthesis, the unity of objective and subjective thinking and conceptual approaches to the life of man and society are coming. Such researchers as A. Bezzant, O. Blavatska, A. Daley, D. Krishnamurti, B. Lamborgh, O. Reiser stand for the restoring of culture and spiritual unity of mankind, harmonising social and personal life, helping a person

¹ Кришнамурти Д. Духовное возрождение человечества. М., 1997. С. 26.

in achieving the personal integrity of the surrounding world. And this is not a philosophical imagination, it is an urgent need of the present time, which is confirmed by documents prepared by UNESCO's "Department of Cultural Work" entitled "The Concept of Man and the Philosophy of Education in the East and West".

Man becomes a person, who is ready for self-improvement, only in two ways: by the purposeful, optimally organized work of the teachers or through his own spontaneous, undirected search of himself. Naturally, the first way is more efficient and suitable.

A new methodological approach for the development of future personality can only be the recognition of the individual value and the existence of humanity as a whole. A. Bailey created the models of the synthesized doctrine of self-improvement and human service in the modern complex world ("Education in the New Century", "Apprenticeship in the New Century", "Problems of Humanity"), which foresee the results of politics and societies development, based on the following: "We must develop desirable aspects; to exclude those which showed their inability to prepare people for cooperation with their environment; to develop new opinions that prepare the person for the life; make him a creative constructive member of the human family. It is necessary to keep everything that was in the past, but to consider it only as a foundation for world citizenship"².

So, a new higher education and its teacher should promote people cultural development, directing them on spiritual development and spiritual disclosure.

The professional activity of the teacher by its nature, character and results is moral, ethical, research, culturological and managerial. The National Doctrine of Education Development states that "education should actively contribute to the development of a new system of values in society, which is open, variable, spiritually and culturally full, tolerant, able to ensure the development of a citizen and patriot"³.

In accordance with these tasks, the social and scientific role, researching of the the professional activity of the teacher as the central figure of the whole system of higher education are increasing. Their absence stops the development of society. Attempts to reform the

² Бейли А. А. Проблемы человечества. М., 1988. С. 52.

³ Національна доктрина розвитку освіти: Затв. Указом Президента України від 17 квітня 2002 року № 347. *Освіта України*. 2002. № 33 (23 квітня). С. 4-6.

higher education without changing the pedagogical activity of the new teacher conceptually are doomed to failure. A modern university needs an innovative person with a high level of professional, teaching, managerial and social competence and, most importantly, with another style of professional thinking and culture of learning communication.

At the theoretical and methodological level, the problems of updating the professional activity of high school teachers have already been studied by national philosophers, psychologists, educators and cultural scientists (E. Barbina, I. Bech, G. Ball, J. Belmaz, S. Boryshevskyi, S. Vitvytska, C. Honcharenko, I. Zyazyun, O. Morozov, V. Oliynyk, V. Kremen, S. Krysyuk, V. Kudin, N. Nychkalo, N. Protasova, A. Pekhota, L. Pukhovska, V. Semychenko, L. Sushchenko, T. Turkot, S. Shandruk, V. Chervonetskyi, D. Chernilevskyi, etc.). The researchers identified important and perspective opportunities for integrating of educational knowledge and training of high school teachers. But, in our opinion, the most important is the inclusion in the process of teacher professional training such a spiral-like cultural movement that not only accumulates more and more new values, knowledge, representations, experiences, but also implements the relationship between man and man in such forms which should be considered necessary and sufficient for the integral existence of man as a cultural entity and the integral existence of culture as an inhabited world (M. Kagan).

Consequently, the man must act according to the cultural level of modern society to achieve positive results. System-forming factor in the professional training of teachers should be the large-scale implementation of *humanization* principle in the all levels and areas of professional training to integrate into the world educational space.

So, it is necessary to create an educational process *according to culturological approach*. In order to integrate into the world or European educational environment educational process should be based on the scientific substantiation for a global increase in the development of the student's professional and cultural experience as an important component of his professional activities, the realities of modern society.

But historically the main indicator and criterion of professional activity of a teacher of a higher educational institution is an availability of scientific degree, but not the high skills and professional teaching experience. Even now a thesis defense is still considered as the best way of the teachers professional development. Academic recognition,

financial rewards, career advancement mainly depends not on the quality of teaching or the organization of the educational process, but on the academic achievements of the teacher.

In Ukraine, they have just started to develop special master's degree programs for the training of high school teachers on such courses as "Pedagogy of high school" and "Fundamentals of pedagogical skills". Over time, it will become a norm for the teacher to take such courses in order to increase the status of teaching in the field of higher education, regardless of the degree. Modern market principles require performing of new functions that are still unknown to teachers. Such experience is developing in many European countries, in particular, the ILTHE Institute for Learning and Teaching in the Higher Education has been created in the UK for this purpose. The Chairman of the National Committee, recognizing the contradictions and inconsistencies between the remuneration system and the recognition of the teaching staff and the needs of students and society, raised the question of the need for the concept of "teacher of higher education" to become a separate profession with all the consequences (M. Belmaz), the necessity to include all the representatives of the teaching staff (from the master student to the professor) to the program "Continuous professional development".

The following activities were highlighted:

- accreditation and development of courses and other ways of training and professional development of teaching staff in higher education;
- collecting, analyzing and disseminating of researches in teaching and increasing of professional skills in the higher education sector in an accessible format;
- the development and promotion of high-level teaching practices, including an effective use of communication and information technologies.

Such directions have recently been developed in the national practice of higher education institutions thanks to the state accreditation of master's degree programs.

We believe that master's training of teachers should combine rich positive and unique national experience with creative world and European experience in the formation of universal values.

On the whole, the future prospects of creating an appropriate educational space for the professional training of teachers in the

conditions of the European space and mechanisms for convergence of universal cultural values with the unique cultures and values of peoples have not been defined yet. At the time, the most relevant are the study of pedagogy and world culture, the creation of academic centers or at least laboratories or the research institutes of comparative pedagogy.

Our research suggests that the effectiveness of the pedagogical knowledge integration and the formation of professional culture of high school teachers depends on conditions which ensure the direct or indirect progress of this process. In the structure of the psychological and pedagogical conditions for the successful training of a modern teacher, two main blocks can be distinguished:

- a deep study of European experience and the selection, creation and use of a holistic interpretation (within reasonable limits) of pedagogical phenomena as an integrative unity;
- a joint search for ways and means for comparing pedagogical phenomena and facts of various foreign systems of education and life, modern methodology.

Conceptually, this means that the creating and using pedagogical works related to the culturological humanistic integrity must occur without all kinds of infantile settings, the adoration of some scientific pedagogical achievements and criticism of others, even when it comes to internal integration, integration into the nearest educational environment, adequately reflecting the current trends in the social development of the world and Europe, cultural, social, economic, psychological, mathematical, biological and other sciences as well as perspective directions in improvement of life quality through deepening and humanization of communication processes, informatization, factors of corporate culture, their orientation on preservation and improvement of the life culture in general.

So, to be systematized at each stage the readiness of high school teachers for teaching in the new conditions of social and cultural realities means:

- have a high level of fundamental theoretical and pedagogical training with the sufficient knowledge of universal and professional culture, psychological and pedagogical training and subject profiling;
- to create a professionally-oriented environment that provides a dialectical unity of effective interaction between subjects of the pedagogical process with the help of comprehensive professional,

research and public activity and a specially organized system of communications by the use of modern information technologies, opportunities for solving important tasks, scientific analysis of social and economic essence of professional problems according to the world and European requirements;

– to organize the special training of future teachers for the integration of pedagogical ideas, experience and generalization of those achievements of world and European pedagogy, which have undeniable advantages over national pedagogy, with a clever combination of a rich positive and unique national experience and the creative world and European experience in the formation of universal values.

Modern national professional pedagogy is investigating a lot of common human problems that were perceived abstract yesterday, and today they become more relevant, more specific, touching on all the inhabitants of the planet to search more perfect system of education, ways of integrating into the European educational space, overcoming planetary provincialism, deformation of moral consciousness. Such searches for progressive teachers take place all over the world. This search is very important because we need to improve the moral and psychological climate in all spheres, to awake conscience, duty, humanity and responsibility to avoid catastrophic consequence.

This approach is also explained by the fact that any education system can serve as a means of self-development and successful professional self-realization only with the creation of appropriate internal conditions. Therefore, the modern Higher School of the World needs a professional teacher, whose thinking is not limited only by special knowledge, but has the features of universalism, fundamentalism and moral and spiritual foundation, a teacher who could not only improve the content of his professional activities but also is a model of high spirituality, spiritual culture, culturological comprehension of his main functions, education, humanization of the life of each person, introduction of dialogical principles in the pedagogical process, because the person, according to I. Bekh, is a such complex that can oppose any violence⁴.

⁴ Бех І. Д. Особистість у просторі духовного розвитку: навч. посіб. К. : Академвидав, 2012. 256 с.

1. Conceptual ways for humanization in professional activity of higher education teacher

Humanization as a tendency for the evolution of the modern style of teaching processes, especially in conditions of complex social differentiation, is one of the most important thing in the social and political life of society. Humanity is one of the main human values.

The main document of the international movement "For Humanism" says that we must move on to the true history of mankind without violence. The slogan "Nothing is higher than a man, and no man can be lower than another one " strongly emphasizes this idea. Humanists disclose all forms of violence: physical, economic, racial, religious, ideological, delaying the development of human society and oppose all open and closed forms of discrimination.

It is known that for many years pedagogy in our country was "childless", it was oriented to the demands of society, which did not coincide with the real needs of people. Often, these needs were false and not aimed at the development of creative potential of the individual. The main credo of the system: to be like everyone; what is good for the state, that is for a person; constant subordination in the relation between people, between teachers and children. Relationships were functional.

So, there was a constant internal tension of the person, the fear of expressing his own opinion, the constant change of role behavior, depending on the hierarchical status of the partner in communication, low social orders.

The crisis of society was caused, above all, by the rigid ideological control of the administrative and bureaucratic system. At the same time, one must realize that *humanization as a tendency* for the evolution of a modern lifestyle is impossible without updating knowledge about man and society. Nowadays, in a difficult social differentiation, society is once again in a difficult condition; humanistic vectors are again in wrong direction and acquire an abstract character.

The principle of humanism was actively developed, for example, by Soviet social scientists and educators in the 1970s, when "Stalin's humanism" finished to perform its functions, turned out to be pseudo-humanism, and the processes of dehumanization began to grow in society. Theoretical considerations, unsupported by the real humanism in public life, proved to be ineffective.

The unsatisfactory conditions in the development of the society humanization is explained by the fact that humanistic principles is established not so much by the internal scientific laws of the social knowledge development, but by social and cultural factors that significantly affect the development of humanization of knowledge. They have been studied by social scientists since the mid 80's.

In the context of the general tendency of humanization of knowledge, the social and cultural approach of P. Khaydeko, A. Hurevych, O. Loseva, M. Mamardashvili, A. Sushchenko and others were used. It was also used in the process of ideological problems research (M. Bulatova, V. Ivanova, V. Shynkaruk, etc.).

Social scientists are moving very slowly in studying of this problem today. The studying of the mechanism of the influence of social and cultural orientations is backed off because of the deformation in society, the underestimation of philosophical ideas about the self-worth of human existence, the integrity of the interconnected world, the priority of universal values, etc. Sometimes the term "humanization" of knowledge is not considered as an independent one. It is necessary to outline the conceptual ways of society and education humanization in the process of a person development.

Some social scientists believe that the improvement of human relations is a requirement of a secondary order, first the main problems in the social and economic spheres must be solved, and only after that such phenomenon as educating, sympathy and tolerance, pity and humanity, morality and humanity can be paid attention. However, the creation of favorable conditions does not always stimulate humane relations between people. Lack of attention to the internal imperfection of a person leads to negative consequences. This problem was studied by F. Dostoevskiy, pointing out that schools can be built with a help of money, but the national teacher is created for centuries, is kept by legends, countless experience.

The unprecedented increase of material and technical capabilities (including those that handled by individuals), along with the positive effects, leads to increased number of dangers. Therefore, the multifaceted humanization of social relations is not only a moral slogan, but also a condition for the survival of mankind. At the same time, in spite of the enormous difficulties and obstacles hindering the realization of these conditions, the matter is not entirely hopeless: the civilization ground of

humanization is ensured by the process of transition of society to higher level, in comparison with the previous stages, development. Despite of the contradictory and incredible nature of this process (in particular, its temporal slowing down in countries with a complex historical destiny such as Ukraine), there is an economic and social demand for creativity, initiative, responsibility, sociability and other qualities of developed personality for improvement of social relations⁵.

On the other hand, today's level of education, social and humanitarian disciplines is largely determined by the relatively low level of cultural development, involving disrespect for the problem of man, which characterized the former social sciences, as well as the neglect of a special place, which person should have in culture. This negative phenomenon is largely due to the controversial attitude of certain social groups to the culture, the country's transition to a market economy.

It is also necessary to take into account the fact that the representatives of those groups were brought up in a social atmosphere, which is too far from the real humanistic direction.

Despite the terms "man" and "humanism" were constantly used, they were filled with frankly ridiculous content. The appeal to the works of the great humanists took place in a trimmed and filtered form. In this regard, the situation in Ukraine is changing for the better, "white spots" are gradually disappearing. However, the most difficult question remains to be resolved: how to transform the humanistic positions and thoughts of the thinkers of the past according to today's realities and, thus, to raise humanistic knowledge to a level that would not be possible to make a transition from humanism to anti-humanism, from protecting some humanistic foundations to advocacy others. So, it is important to create such mechanism of humanization, which could block unacceptable antihumanist theoretical projects.

The solution to this problem, in our opinion, is related to the justification of such thesis: the establishment of humanism for man and in man is carried out only through culture. To break these concepts means to come to a descriptive result. This information is easily confirmed by historical facts. It is known that different periods of humanism were necessarily accompanied by the creation of new cultures, new social and cultural realities. It happened not by accident.

⁵ Балл Г. О. Гуманізація освіти в контексті сучасності: психолого-педагогічні орієнтири. *Освіта і управління*. 1999. Т. 3. С. 21–34.

If humanism was driven by impulses, then one of the main factors that stimulated its development was a new born culture.

On the other hand, humanism, which claimed itself in society, created favorable conditions for the creating culture. These are complementary social and cultural processes.

Researchers say that humanization involves the progress of culture, it is aimed at weakening of inhumane tendencies in culture, which acts as a measure of humanization of people life.

It is necessary to emphasize one more important factor associated with the humanization of society. Long technocratic illusions of mankind have led to such ecological problems, which can not be overcome without humanization of the environment. This problem is closely related to the sphere of moral relations. On the one hand, the market economy removes some of the moral layers that have accumulated in the previous era. On the other hand, many moral principles and norms will be given to the economic interest, which can not be compensated neither the funds of charity nor the various societies. The new time requires the necessary changes in creating social structures, which would require humanization and the establishment of moral principles, the reverence of human dignity, conscience and honor.

Thus, only in a society with a certain level of culture it is possible to humanize various aspects of social life, including the realization of the humanistic paradigm of modern knowledge about man and society, which will be based on humanistic traditions and universal values.

Education is a unique type of social systems where people of all ages live, interact and communicate. Children, teenagers, preschoolers, and teachers (young specialists, elderly people, retired people), managers of different levels interact, create and cooperate.

Each subject of the educational system is not ideal. Unfortunately, people have a lot of negative things: aggressiveness, greed, falsity, and so on. Even good people sometimes show up dullness instead of decency, cruelty instead of humanity. That is why the improvement of morality, culture and humanism is the most important component of each person development.

Well-known Ukrainian psychologist H. Ball identifies the education humanization as the orientation of goals, content, forms and methods of influencing the student's personality. He considers the most important components of the education humanization:

- humanistic rethinking of the main functions of education;

- humanization of the present life of each student;
- implementation of humanistic principles in the organization of the education system and its further development;
- love and respect between students and teachers;
- the development of subjective qualities of students;
- introduction of dialogical foundations in education;
- education of students with humanistic values;
- development and activity of the the teacher as a subject of humanistically oriented education.

The signs of modern research, addressed to the inner world of man, is the appearance of new directions in Western materialist science: psychosomatic medicine, reflexology, psychoanalysis, cognitive physics, etc. There are objective reasons for this.

The ecological crisis, political and economic tension, the problem of the worldwide survival of mankind require the overcoming of disunity for an all-planetary way of life and existence. We are talking about creating a world ethics and the responsibility of peoples and every person for the consequences in adopting certain global decisions. Therefore, the modern teacher should resolutely turned to the culture and upbringing, but not just transmit knowledge, because such education will not have future, it will degenerate into the system of distance learning and will die (the press service of the National Academy of Sciences of Ukraine).

2. Conceptual paradigms of teacher's pedagogical influences on the professional culture of future specialists taking into account time, society features

In philosophy there is an interesting pattern: if the student's personality is a developing system, so his professional thinking should correspond to a modern scientifically based philosophical law, the development of systems. However, traditionally, the theory of education and the theory of upbringing are considered as separate sections in the teaching process of higher education, which does not contribute to a comprehensive understanding of the culture development of a future specialist in any field, and especially in the educational sphere. Pedagogical science should prove that professional training can not be carried out through the unilateral approaches to cultural development of professional thinking of future specialists.

Traditionally, in almost all books on teaching process of higher education, there is a divisional view of the methods of forming professional consciousness and pedagogical action. However, the professional activity of a teacher in isolation from consciousness is actually a demagogy. It is impossible to imagine a teacher outside of such functions as a teacher, researcher, organizer of contacts with scholars, students, their parents, a practical psychologist, a teacher of professional culture and consciousness, a transformer of human relationships, social and moral realities, etc.

Therefore, in developing the conceptual model of the professional activity of the teacher, the formation of his professional and managerial culture, we relied on the significant contribution of national scientists, which reflected: the views and ideas of the humanization of professional education (A. Aleksyuk, V. Andrushchenko, V. Bospalko, B. Hershunskyi, N. Demyanenko, I. Zyazyun, V. Kremen, V. Lozova, V. Mayboroda, N. Nychkalo, A. Popova, V. Slastonin, A. Sushchenko, H. Shevchenko; the strategy in development of higher pedagogical education, innovation processes and reforms in higher school (S. Honcharenko, M. Yevtukh, S. Isaienko, V. Zinchenko, S. Zolotukhin, I. Zyazun, V. Manko, A. Popova, I. Prokopenko, L. Sokolova, S. Sysoev, V. Shadrikov). The integral pedagogical process in high school was considered in the works of V. Andreev, Y. Babanskyi, V. Evdokimov, N. Kuzmina, A. Mischenko, A. Orlov, V. Shadova. The following scientific directions were the most important for organization of our research: training and management of staff in various branches of economy (G. Atamanchuk, V. Boykov, V. Kompaniets, H. Maltsev, V. Maltsev, E. Okhotskyi and others); development of the personality of a young specialist: T. Hur, O. Ihnatyuk, O. Ponomariov, O. Romanovskiy, etc.); personal and managerial culture of specialists (S. Aliyeva, O. Vihanskyi, V. Dyatlov, A. Turchinov, A. Churylin, T. Shargun, etc.).

The lack of a professional culture, even of experienced teachers, suggests that not all of their actions and the results of professional activity have a profound effect on the development of highly moral and skilled specialists in terms of social morality in a market economy. Not always, even academic groups consciously take the spiritual and ethical position and activities of the modern teacher. Only his moral practice (attitude, reaction to politics and way of life of people, his own behavior) checks the value of his professional goals and ideas, the way of thinking, creative intentions. We also need significant and conscious efforts and even active

personal creativity of the teacher himself for the purposeful development of moral practice in a society, where the development of qualitatively new ethics and practice of educational relationships must be spiritually enriched in the process of teaching. Increasing the level of responsibility should appear not by order, but by the own acknowledgment of the necessity and significance of the spiritual enrichment of students and teachers during the teaching process. This issue is experimentally confirmed by the evidence of value orientations that have a significant impact on all aspects and the teacher's conscious attitude to the profession based on the pedagogical analysis and the characteristics of his broad motivation. The recognition of the personal identity of each future professional, his right to an independent professional career, and the real in-depth analysis of the needs for professional development is extremely important. So, from the very beginning of the training the future teacher should be recognized as the subject, the real creator of his own scientific and pedagogical professionalism.

V. Kremin, investigating this problem, proves that modern civilization considerably expands and complicates the communicative environment in which a person always enters into a multitude of contacts with different geography. In the competitive world education has many new tasks and «the main of them is to leave authoritarian, repressive pedagogy and go to the pedagogy of tolerance. We need to establish an atmosphere of respect. It is important to go from the subject-object relationship between the teacher and the student, the professor and the student, to the subject-subject, where both parts would be active. Without these shifts we will not change society, the state”⁶. Thus, today, as never before, the first and most important pedagogical sign of the successful work of higher education teacher is and will be not impersonal information approach with an emphasis on the acquisition of knowledge, skills and abilities, as a purely formal education, but the transition to a personally oriented purposeful professional training of each specialist as a subject of the modern development of scientific thought of mankind, capable to combine knowledge from different sciences, to bring this knowledge into the system in the future professional activity, to rethink his professional attitude to the existing, sometimes even long-term experience, to study purposefully,

⁶ Кремень В. Освіта в структурі цивілізаційних змін. *Вища освіта України*. 2011. № 1. С. 8–11.

independently organizing an active self-expression of creative potential and its growth.

What does this mean? And why? A global world is already raising a lot of unknown and non-traditional intellectual questions, and the teacher needs to think differently, than before, to answer them. It takes a lot of time and effort to raise the level of your global cultural thinking and student consciousness to think positively together. Therefore, even the interpretation of such commonly accepted terms in pedagogy as "begin to teach" should be associated with the words "begin to teach students the culture of professional thinking," "the development of imagination," "building" together fresh thoughts that must be different, significant, bright, large-scale and kind. The organization of such teaching opens up great opportunities and natural wish of students to think constantly. The psychologists call such process as "*balanced thinking*", which becomes a phenomenon of culture, as culture relates to his personality, acting as a measure and the factor of his development, presenting not only the way of thinking, but also the attitude to activity. Thus, the effective activity of the teacher is determined by his reaction to different, sometimes not quite "sympathetic" ideas and students' opinions, by his knowledge of scientific and intensive technology, psychological and pedagogical technology, his ability to keep pace with scientific progress, and at the same time, his understanding of universal human priorities.

Therefore, the term "culturology" characterizes the integrated characteristics and quality of training both the teacher and the graduate, the category of the result of higher professional education.

Formation of professional culture serves as a new type of goal-setting, which necessitates the transition of a modern teacher from academic forms of work and norms of assessment to the assessment of professional and social readiness of graduates. A teacher with a developed professional culture is a holistic, integral personal, which possesses a fundamental general scientific, methodological knowledge, a system of valuable culturological orientations, aimed on creative self-development and research activity, possessing the scientific and ethical style of thinking as a personal value in the development of a holistic student personality. Such style of professional activity is the key to inner relationship of thinking, general culture, outlook and professional consciousness of a successful teacher of higher education, whose ability to think creatively is more valuable than his skills and knowledge.

According to the well-known psychologist I. Rusynka, being an effective teacher means always have many ideas, bright pedagogical finds, even if some of them are false, it is better than feel the lack of bright thoughts⁷.

The professional development and self-development of a teacher of higher education depends on person himself as a real creator of his professional activity.

The second sign of a successful teacher on the eve of the globalization is his professional need to get off the routine in learning communication, when students can find something unknown during the teaching process, express a pleasant attitude and positive emotions, spiritual interaction, as the most important condition of intellectual co-creation and scientific dialogue.

Our great experience in the scientific search for ways of conceptual updating and the definition of professionally meaningful teaching paradigms in higher education allows us to claim: the teaching activity in a class is a creation of a reflexive space in the circle "teacher – student", "student – students", where the most important things occur: the formation of value-professional unity, the establishment of optimal educational relationships, the creative atmosphere, encouragement of initiatives and the creation of opportunities for maximum self-realization of students through the stimulation of creative potential, the use of the most effective means for personal and professional enrichment.

We consider the professional training of students in higher education as a process of spiritual interaction between teachers and students, psychologically favorable learning environment, dialogue culture and intellectual co-creation.

CONCLUSIONS

Thus, in the system of changes and priorities of professional activity of the teacher of higher education, the following features are important:

- organization of teaching on the basis of highly cultural and intellectual dialogue, spiritual interaction and co-creation;
- purposeful increase of the social and personal status of the student, his personal cultural and educational potential;

⁷ Русинка І. І. Психологія: навч. посіб. 2-ге вид., переробл. і доповн. К. : Знання, 2011. 407 с.

- development of the student's ability to be a subject of educational activity, successfully use the Internet as a key to get knowledge from all over the world;
- to open and multiply the human and cultural possibilities of future specialists, competently and responsibly fulfill social and professional roles, develop value orientations, produce new humanistic ideas, create real preconditions and "culturological growth points" for constant self-development;
- developing students' own original personal position on any aspect of life and future professional activities.

Therefore, taking into account objective civilization changes and trends of globalization, culturologization and humanization of the educational space, anticipating their impact on all spheres of human activity, the higher school will be able to achieve an innovative level of its development, to take a worthy place in the effective targeted influence on the creation of mobile cultural society.

SUMMARY

The factors that negatively influence the updating of the system of professional training of teaching staff are analyzed. It is emphasized that the present and future teacher should be prepared in accordance with historically determined goals, universal values and national values, developing adequate strategies for continuous pedagogical education, pedagogical processes that can help the teacher of Europe to become a panacea for the threats and risks posed by globalization processes and other collisions of modern civilization. Integration of higher education in the European educational space, the conceptual author's positions for the professional training of teachers of higher education and their cultural-purposeful influence on the personal and professional development of students are highlighted.

The system-forming factor of joint actions should be the wide-scale introduction of the principle of *humanization* in all levels and areas of professional training of specialists, humanistic orientation of the value orientations of teachers on the path to integration into the world of educational space. So, it is necessary to build a modern teaching process of master's training *according to culturological approach*, to integrate into the world or European educational environment, taking into account the following requirements: adequately reflect the contemporary trends

in the social development of the world and Europe, cultural, social, economic, psychological and other sciences, as well as a specially organized system of communications using modern means of information technologies, opportunities for solving professionally important tasks, scientific analysis of social and economic nature of professional problem at international and European requirements.

The main specific features of the professional activity of the modern high school teacher are the deep respect student's personality, openness to partnership, target individualization, variation of forms, methods and means of teaching to awake humanity and to develop professional culture and abilities of students to get new scientific knowledge independently, to use it creatively and to turn it into the most important means of successful professional activity.

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Information about the author:

Sushchenko T. I.

Doctor of Science in Professional Education, Professor,
Professor of Education and Management of Educational Institution,
Classical Private University
70b, Zhukovskoho str., Zaporizhzhia, 69002, Ukraine