

SECTION 21. Pedagogy. Psychology. Innovations in the field of education



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**SCIENTIFIC AND EDUCATIONAL PARADIGM OF UNIVERSITY
INTEGRATIVE POTENTIAL**

***Abstract:** The article is devoted to the analysis of educational system integrative potential and strategic planning development that results from conceptual view of modern scientific and pedagogical knowledge in the aspect of highlighting a new educational and scientific paradigm.*

***Key words:** higher education, integration, scientific potential, educational paradigm.*

Vast social developments, scientific and technical progress, ecological shifts as well as an enormous and still growing amount of new information are basic characteristics of modern changeable society. Against a background of manifold changes a function of knowledge, competence and skills is rapidly growing. Alterations that occur nowadays make ground for consecutive transition from national reticence to collaboration and interaction in the world community. Study of international positive and negative educational experience is a cause of profound comprehension of national problems, rectifying the mistakes, and searching the ways of effective national educational system formation.

Social and economical changes occurring nowadays form new educational requirements. The society sets the creation and constant university research improvement as the main aim of higher education. Global nature of changes in education lies in global renewal of educational and scientific aims, education individualization extend, self-governing development, innovative methods in education and self-education widening. The more is the correspondence of structural and functional elements of university resources, the more is the potential and effectiveness of university functioning.

Paradigm analysis of educational strategy methodology is used as an instrument that reveals the essential characteristics of education. Though the analysis of university scientific and pedagogic staff management indicates that a full-fledged regularly updated information database still does not exist. Such a database would enable to characterize the universities' staff potential and to make grounded management decisions of quality of university education and scientific and research activity refinement. The current information is not comprehensive, it is manifold and not systematic, furthermore, it does not reflect all the specific peculiarities of management in the sphere of higher education and university scientific and research activity.

Thus, modernization of education essential content includes the educational system reformation for its stable development provision at the base of advanced innovative scientific developments. And the most complicated aspect of this process is a paradigmatic status of the aims of modern educational strategies. Modernization is a thorough going process of change involving values, norms, institutions and structures [4]. It solves the problem of culture and

society interaction harmonization, and this process is directed at realization in conditions of global world. Culture and society interaction harmonization is considered to be a methodological characteristic that determines the strategy of education development in globalizing world. Social, economical and educational spheres are integrated by the intellectual resources phenomenon as a dynamic factor of society development. Education development prediction should be proceeded according to the forecasting of social and economical development of the country [10].

Interaction in education may occur at different levels (organizational, informational, and research) and be of different nature. Interaction is the integration process which puts in the forefront the problems of cooperation, interference, differentiation, that means compatibility. Education as a social subsystem is to some extent dependable of processes that occur in certain society as well as in the world as a whole [2, p. 8]. Herewith educational systems of national states which have some common invariant characteristics always remain culturally determined configurations.

Nowadays education experiences are crucial point of education development which is determined by world development tendencies and by the potential of inner changes that has appeared at the end of the XX-th and at the beginning of the XXI-st century.

According to the statement of the leaders of European Union in Lisbon in March 2000, Europe enters a new epoch named “the age of knowledge” [7]. And, according to them, the new educational paradigm formation occurs in interaction of external world development frameworks and internal peculiarities and logics of development which are characteristics of national systems. Herewith, the key factor of external influence at educational systems is the process of globalization.

Opposed to traditional international relations based on the conception of interrelations and international communication, global relations signify that economical, political and cultural activities are beyond some territories and national states [1].

Though, as shows the analysis of educational systems development in European countries, the objective reality of integrative processes is the convergence which is especially clearly defined in the systems of professional education that are directly connected to labor markets and economical development of united Europe. At the same time convergence is limited by localization factors which are put inside national systems of professional education in the form of traditions, cultural sets and peculiarities.

In educational science there are two basic approaches to study the influence of world processes at educational systems at the transnational perspective point of view [8, p. 14]. According to one of them these processes lead to convergence of educational systems and in the scope of the other they generate dialectic interaction of global and local.

The convergence supposes that in educational systems occurs the increase of general abilities which are obviously observed in educational systems of European Union countries :

- availability of national educational programs where special attention is paid to mathematics, natural science and foreign languages;
- transfer of authorities and rights of decision making to universities;
- increasing tests resorts for activity estimation;
- increasing significance of pedagogic profession and professionalism of university staff;
- increasing access to development of life-long educational programs etc. [3; 6].

According to Cedefop professional education in European Union includes all kinds of activities whether they lead to receiving a recognized qualification, or aimed at receiving knowledge, skills and competences needed and sufficient for labor activity implementation or some kinds of labor activities [9, p. 10, 156, 168].

The main aim of European politics in professional education is the assistance to convergence of effectiveness levels of national systems of higher education in general problems solving.

So, internationalization processes raise the similar problems for EU countries, the salvation of which inevitably enhances the importance of international educational experience analyses. In the context the EU policy in the sphere of higher education relies on transnational cooperation which is considered to be the most important factor of international processes development. The task of such collaboration is stated in political documents of European Union in the sphere of European programs and projects such as, for instance, ERASMUS+ program [5]. The program is the basis for diverse international initiatives at regional and local levels which are the mean of elaboration and spread of new common approaches of professional education and training. Transnational programs and projects are aimed at functional equivalency orientation revealing of diverse methods of professional education and models of its organization.

Thus the development of necessary mechanisms of educational system strategic planning results from conceptual view of modern scientific and pedagogical knowledge development in the aspect of highlighting a new educational paradigm in philosophy of education and educational theory which has a distinctive integrative origin.

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