

UDC 378.022:[37.017:17]

THE ROLE OF SMART-EDUCATION IN STUDENT YOUTH SPIRITUAL CULTURE FORMATION

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The article is devoted to the study of students youth spiritual culture development with the help of Smart-education. The author analysed the backgrounds of occurrence of new educational system paradigm that led to the reformed education. It is specified that the continuous information growth and rapid development of innovative informational and communicative smart-technologies gave an impulse to the smart-technology integration into the educational process.

The concept and features of Smart-education and Smart-education spiritual component are studied in the article. The current issues (including one of the most important problems as dominating of material things over spiritual ones) of students youth spiritual culture forming in the reformed education are highlighted. Technological progress defines market demands, that change classical models of teaching in the process of personality formation in general. Jobs market needs specialists that gained necessary abilities and skills according to their qualification. But we don't notice the need in coherent, spiritually formed personality. This situation became the reason for educational system dehumanization and training priority reorientation. New reference points led to forming of a new generation with new values, including spiritual ones.

On the basis of the study it is offered to improve the humanitarian component of education through adding human sciences to the curriculum of all specialties in order to give a boost to the process of person's spiritual revival and development of spiritual and moral values.

Key words: Smart-education, up-to-date technologies, spirituality, moral values, culture, personality, person's development.

General problem setting (definition) and its connection with the important scientific and practical issues. The process of intensive society development, technology progress, computerisation of all life aspects of people require a new approach to preparation of highly-qualified specialists of different levels. The ambitious reforms of higher education system of Ukraine arise from the idea to create "a european zone of higher education" in the context of the European integration processes.

The amount of information is increasing continuously and it leads to the rapid development of innovative communication smart-technologies. The integration of Smart-technologies in the learning process changed the system of education into Smart-education gradually.

Smart-education – is a new model of the modern system of education that is still forming since there is no unique conception.

The analysis of researches and articles that highlight this problem and that are used by the author. The analysis of the latest researches and publications, devoted to this problem, show that the improvement of the system of education with the help of modern communication Smart-technologies is very popular and studied both by Ukrainian and foreign scientists, such as: V. Bykov, B. Hershuns'kyj, R. Hurevich, M. Zhaldak, I. Zakharova, A. Jershov, M. Kademia, M. Koziar, V. Kukharenko, D. Konstantynovs'kyj, A. Kuznetsov, V. Lapins'kyj, V. Madzigon, V. Nechajev, O. Skidin, O. Spirina, E. Polat, I. Robert, I. Trajneva, M. Shyshkina, I. Jakymans'ka, J. Jakovenko and others.

The profound researches of the scientists, such as V. Baraniv's'kyj, V. Beh, I. Beh, L. Hubers'kyj, A. Komarova, V. Kremenj, O. Suhomlyn's'ka, H. Shevchenko, P. Shcherbanj and others, are devoted to the conception of a person spiritual development.

As the main paradigm of Smart-education is, principally, fast and active information, experience, and ideas exchange, the problem of youth spiritual culture forming according to the criteris of smart-education is not studied enough.

Purpose of the article. The purpose of the article is to analyze the spiritual aspect of Smart-education; to highlight the present problems of students youth spiritual culture forming in the reformed education.

Presentation of research funamental material. In the modern society the forming of new educational paradigm, that offers the educational services of a completely new quality – Smart-education, is noticed. In many countries the notion Smart-education is standard. It's a new learning philosophy, that is called smart learning. Smart-education is a flexible learning in the interactive higher education environment with the help of the learning materials at free access from around the world. So the knowledge becomes widely available. According to the criteria of Smart-education the conditions for realization of the guiding educational principal of the XXI century "Education for everybody" and "lifelong learning" declared by UNESCO are establishing. Smart-learning enables to make the education more accessible "always, everywhere and at any time" (Tykhomyrov, 2014).

There is not the exact translation of the term "Smart-education" in Ukrainian, because "smart" is an abbreviation that was widely used in 1954 by

the famous American scientist and tutor P. Druker. The abbreviation includes the following elements: specific, measurable, attainable, relevant, time-bound.

The definition "Smart-education" – is a new learning philosophy that unites the following innovative elements in learning technologies such as e-learning, distance learning, computer-based learning, on-line learning, virtual learning with the use of informational, communicative and electronic technologies.

The conception of Smart-education, as defined by V. Tykhomyrov, is flexible and requires the availability of big amount of information reference sources, different multimedia, possibility to work according to the level and needs of learners. When an institution can ensure the learning process flexibility, integration and have constant access to the external information channels, Smart-education might be controlled easily (Tykhomyrov, 2011).

The main principals of Smart-education are:

1. The use of up-to-date information of a learning program to solve different learning tasks. The velocity and the amount of information in the world and in the professional activity is growing rapidly. Learning materials must be updated in real time to solve learning activities before you start work in a real situation.

2. Organisation of individual cognitive, research, and project activities of the students. This principle is the key principle in the process of specialists preparation for the creative, individual information and research activity.

3. Realisation of a learning process in different learning environments. Nowadays learning environment is not limited by university lecture halls or LMS. The learning process must be continuous and include learning in a professional environment with the use of professional activity resources.

4. Interaction between students and professional community. In a learning process professional community is very important. IKT use in a learning process gives possibility to all its participants to work in professional environments, create program products, take part in telecommunicational projects and others. The aim of the university is to provide the students with the learning services in accordance with their needs and possibilities.

5. Flexible learning courses, personalized learning. The learning process involves not only students but employees and workers who want to gain knowledge, train for a new profession or upgrade skills. The goal of an educational institution is to provide learning services according to the needs of people who want to study.

6. Variety of learning activities gives many possibilities to everybody who wants to study following an academic program or doing a course in accordance with the possibilities of an educational institution, health, laboratories and social conditions (Gurevich and Kademija, 2016).

According to the studied materials the question of Smart-education spiritual component importance arises: whether enough attention is paid to the problem of the youth spiritual culture formation in the reformed education.

Technological progress defines market demands, that change classical models of teaching in the process of personality formation in general. First of all, jobs market needs specialists that acquired necessary abilities and skills according to their qualification. But we don't notice the need in coherent, spiritually formed personality. This situation became the reason for educational system dehumanization and training priority reorientation. New reference points led to forming of a new generation with new values, including spiritual ones.

According to the theory of generations of W. Straus and N. Howe the values change cyclically. For generation Z, that follows generation Y or Millennials, the characteristic feature is that they are interested in global problems, science and art, they are responsible and determined and have realistic views for the future and for personal life planning with opportunities (Josuweit, 2018); it proves that material values dominate spiritual ones.

Personal spiritual needs formation – the most important task for students youth education. Spirituality is the display of two fundamental needs in personality motive system: ideal learning need and social need to live and act "for others". The necessity to know the world, to know yourself, the sense and personal purpose in life correlate with the category of spirituality. A young person is as much spiritual as he/she reflects on these questions and tries to get the answers. The objective benefit of spiritual activity of a person comes together with subjective unselfishness, when the reward – pleasure, got from the world learning process and pleasure that you have when the commitment is fulfilled; punishment – appeal to the conscience and guilty conscience. This relative independence of learning activity on pragmatic goals and altruistic acts on immediate social approval makes spirituality the most important component of the civilization development, discovery of new forms of social life, that correspond with the changing life (Rapatsevich, 2005).

P. Shcherban says, that personality spiritual culture – a system of intellectual, moral, artistic and aesthetic and emotional development of a personality (Shcherban, 1999).

Moral and ethical activity, values and jobs ideals that demonstrate the integrity of professional, spiritual and psychological culture are considered the linchpin of highly spiritual professionalism by such tutors and psychologists as G. Ball, L. Pukhovska, M. Rats and others. It means that understanding of the experience gained by people, common human values and absolute values is a reliable basis for professional growth that contributes to the harmonious development of a person. Familiarity with the huge potential of ideas,

achievements, science concepts broadens person's thesaurus, contributes to understanding of personal and reasoned job position that, according to the scientific thought, is linked with the positive self-perception, realization of personal importance, place and role in the life (Nichkalo et al., 2006).

In the process of spiritual forming, as defined by O. Vyshevskij (Vyshevskij, 1992), it is necessary to emphasize teacher's direct influence on the students through attitudes, reminders, notifications, persuasion, advice, request, praise, assesment, threatening, educational influence and motivating.

The new educational system – Smart-education stimulates to study because the youth uses different gadgets as smart-phones, smart-projection devices, smart-boards and smart-books while studying with pleasure. The aim of the teacher in this process is to direct students' work in order to reach a desired goal, walk them through the search of necessary information for a future specialist, teach them to find, process, analyse and apply in practice received information.

Considering the fact that the Internet and technical devices accompany the modern generation from the birth, on one hand, the conditions of Smart-education give possibilities to the students to be in the familiar atmosphere. On the other hand, natural, emotionally charged and face-to-face communication that is the basis of personality spiritual culture forming is minimized. Only in face-to-face communication with the help of examples the teacher can communicate the main categories of the presence or absence of spiritual culture to the students – love and hate, faithfulness and unfaithfulness, generosity and meanness, tolerance and revengefulness, freedom and servile humiliation. And since the situation has not changed yet, we have the generations with transformed, influenced by innovative smart-technologies, consciousness.

We agree with G. Shevchenko that the modern crisis phenomena in political, economic, social and cultural life of people of the XXI century are connected, first of all, with the lack of attention to pedagogics of spirituality. We mean the lack of attention to the problem of spirit education, cordiality of people and especially of growing generations (Shevchenko, 2012).

Focusing on material values, individualism, pragmatism and consumerism in personal and social life and christian values loss intensify the crisis which the modern society suffers from.

In order to overcome definite disbalances in the modern educational system it is necessary to improve its human component through by adding human sciences to the curriculum of all specialties.

Such subjects as "Person's spiritual development in a high school", "Person's spiritual and ethical education in the system of educational and vocational training", "Artistic and aesthetic education of Students Youth" and others can help give a boost to the process of person's spiritual revival and

development of spiritual and moral values, teach critical and abstract thinking, contribute to self-development of the youth, broaden horizons. These qualities give possibilities to the young modern generation to find a place in the life, engage in self-realization and improve skills. Only such person is able to evaluate the importance of use of up-to-date technologies in the teaching and learning activities as an instrument of full and effective person's development.

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РОЛЬ SMART-ОСВІТИ У ФОРМУВАННІ ДУХОВНОЇ КУЛЬТУРИ СТУДЕНТСЬКОЇ МОЛОДІ

О. Г. Олексієнко

Стаття присвячена дослідженню проблеми розвитку духовної культури студентської молоді в умовах Smart-освіти. Автор проаналізував передумови виникнення нової парадигми сучасної системи навчання, що призвели до формування освіти нової формації. Наголошено, що саме постійне збільшення об'єму наукової інформації та стрімкий розвиток інноваційних інформаційно-комунікаційних Smart-технологій надало поштовх щодо інтегрування Smart-технологій в освітній процес.

У статті розглянуто концепцію та принципи Smart-освіти, а також вивчено духовну складову Smart-освіти. Висвітлено актуальні проблеми формування духовної культури студентської молоді в умовах реформованої освіти, найважливішою з яких є домінування матеріального над духовним. Технічний прогрес детермінує запити ринку, що в свою чергу змінює класичні моделі вчителів як процесу формування особистості взагалі. Ринок працевлаштування перш за все потребує спеціалістів, які опанували відповідні за кваліфікацією компетентності, вміння та знання. Але немає заказу на цілісну, духовно-сформовану особистість. Ця ситуація обумовила дегуманізацію системи освіти та переорієнтацію навчальних пріоритетів. Нові орієнтири стали причиною формування нової генерації, покоління сьогочасних цінностей, у тому числі і духовних.

На основі проведеного пошуку, пропонується посилювати гуманітарну складову освіти шляхом додавання дисциплін гуманітарного циклу до навчальних планів усіх спеціальностей з метою актуалізації процесу духовного відродження особистості та розвитку її духовно-моральних цінностей.

Ключові слова: *Smart-освіта, новітні технології, духовність, духовні цінності, культура, особистість, розвиток особистості.*

РОЛЬ SMART-ОБРАЗОВАНИЯ В ФОРМИРОВАНИИ ДУХОВНОЙ КУЛЬТУРЫ СТУДЕНЧЕСКОЙ МОЛОДЕЖИ

О. Г. Алексеенко

Статья посвящена исследованию проблемы развития духовной культуры студенческой молодежи в условиях Smart-образования. Автор проанализировал предпосылки возникновения новой парадигмы современной системы обучения, которые привели к формированию образования новой формации. Отмечено, что непосредственно постоянное увеличение объема научной информации и стремительное развитие инновационных информационно-коммуникационных Smart-технологий дало толчок интеграции Smart-технологий в образовательный процесс.

В статье рассмотрена концепция и принципы Smart-образования, а также изучена духовная составляющая Smart-образования. Освещены актуальные проблемы формирования духовной культуры студенческой молодежи в условиях реформированного образования, важнейшей из которых является доминирование материального над духовным. Технический прогресс детерминирует запросы рынка, что в свою очередь меняет классические модели учительства как процесса формирования личности в целом. Рынок трудоустройства, прежде всего, требует специалистов, овладевших соответствующими для квалификации компетентностями, умениями и знаниями. Но нет заказа на целостную, духовно-сложившуюся личность. Эта ситуация обусловила дегуманизацию системы образования и переориентацию учебных приоритетов. Новые ориентиры стали причиной формирования нового поколения, поколения новых ценностей, в том числе и духовных.

На основе проведенного анализа предлагается усилить гуманитарную составляющую образования путем добавления дисциплин гуманитарного цикла в учебные планы всех специальностей с целью актуализации процесса духовного возрождения личности и развития ее духовно-нравственных ценностей.

Ключевые слова: *Smart-образование, новейшие технологии, духовность, духовные ценности, культура, личность, развитие личности.*

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