

PARADIGM METHODOLOGY OF MODERN EDUCATIONAL PHENOMENA

AUTHORSHIP

Olga Tsybulko 

Doctor of pedagogy, Associate Professor, Professor of the Department of Philosophy and Sociology, Mariupol State University, Mariupol, Ukraine.

ORCID: <https://orcid.org/0000-0003-1297-5465>


E-mail: bestmaktorn@gmail.com

Tetiana Semashko 

Doctor of Philology, Associate Professor, Professor of the Department of Journalism and Language Communication of the National University of Life and Environmental Sciences of Ukraine, Kiev, Ukraine.

ORCID: <https://orcid.org/0000-0003-4296-1259>

E-mail: education_univer21@yahoo.com

Halyna Zhukova 

Candidate of Pedagogical Science, Senior Lecturer of Department of Psychology and Pedagogy of National University of Ukraine on Physical Education and Sport, Ukraine.

ORCID: <https://orcid.org/0000-0002-1248-4669>

E-mail: sekiro0077@outlook.com

Alla Yaroshenko 

Doctor of Philosophy, Professor, Professor of the Department of Social Policy, National Pedagogical Dragomanov University, Department of Social Policy, Kyiv, Ukraine.

ORCID: <https://orcid.org/0000-0002-8389-7639>

E-mail: v24nataalka@yahoo.com

Iryna Shapovalova 

Candidate of Philosophical Sciences, Associate Professor of the Department of Social and Humanitarian Sciences Admiral Makarov National University of Shipbuilding, Mykolaiv, Ukraine.

ORCID: <https://orcid.org/0000-0001-6781-7697>

E-mail: kira2007mail@i.ua

Received in:

2021-08-10

Approved in:

2021-09-07

DOI: <https://doi.org/10.24115/S2446-6220202173B1496p.97-104>

INTRODUCTION

The paradigm approach in the history of pedagogy is defined as a means of illuminating the internal logic of the development of historical and pedagogical problems in Ukrainian pedagogical historiography and identifying the mechanism for changing the dominant paradigm in specific historical conditions, as well as a view of the system of higher historical pedagogical education as a result of the advantages of a certain pedagogical paradigm and content selection historical subjects in accordance with the prevailing historical paradigm or concept. The use of the paradigm approach in historical and pedagogical research encourages the description and construction of the pedagogical process through the prism of the educational paradigm that dominated in the indicated historical period. This persists until new facts emerge that develop her methodological doctrines (REYES CHAVEZ, PRADO RODRIGUEZ, 2020).

The accumulation of contradictions within the paradigm first leads to the emergence of new knowledge, the formation of various scientific directions, and later - in a crisis situation, as a result of which the foundation of the old paradigm is destroyed and the foundations of a new one are laid, changes the historical

perspective of scientific research and determines new strategies for scientific research. Historical and pedagogical theory has not found an unambiguous approach to the conceptualization of educational paradigms. At each historical stage of social development, based on the leading mission of education, there was a certain paradigm that provided a model, a model for building educational space (KARTASHOVA, 2015).

Education under the conditions of the XXI century acquires a special social force, since it is this force that acts as a value-methodological factor that determines the architectonics and essence of the new information civilization. Starting from the second half of the twentieth century, when the scientific and technological revolution acquired a rapid spread, education has become a direct source of the development of modern culture. Today it is difficult to name the sphere of culture that attracted such close attention of society as education. The study of the education system at the present stage of its existence is one of the most pressing problems of philosophical knowledge. This is evidenced by the formation of such a new scientific direction as "philosophy of education". The analysis of the modern education system is carried out by representatives of various branches of scientific knowledge, in particular, psychologists and educators, sociologists and philosophers, and, despite different methodological principles, most researchers come to the conclusion that the modern education system largely does not meet the needs of culture and society (BEZRUKOVA, 1999).

METHODOLOGY

The methodology of this study is based on the use of theoretical research methods of specialized and advanced literature in this area.

In addition, the following methods are used in the article: general scientific, theoretical and historical analysis, specified methods of scientific research, methods of analogy and abstraction, as well as methods of theoretical modeling.

RESULTS AND DISCUSSIONS

In the conditions of modernity, the fundamental foundations of educational and pedagogical activity have received a problematic nature: the ideal of education, its content, the possibilities of classical educational technologies. This state of affairs testifies to the crisis state of the classical model of education and the need to establish the basic principles of the new educational paradigm. In our time, the idea of culture as a system of a higher order, from the standpoint of which it is possible to understand global trends in the development of other social systems, is being more and more insistently substantiated. Culture is the reality in which a whole spectrum of individual spheres of human existence unfolds.

It is cultural reality in all its diversity that determines the nature of all types of human activity, including those that, at first glance, arise independent of culture. It is in this context that it is advisable to consider the education system. The priority of the culture-centric approach to most of the phenomena of modern human existence is gaining subsequent recognition as a methodological principle, terminologically fixed in the literature as a culturological approach. About education, we can expect that this approach will allow us to study education in the context of its culturological existence, that is, to consider it in terms of what education is for a person, whom it acquires in the process of development of human life activity. It is from the standpoint of the culturological approach that it is possible to consider the current issue of determining the actual nature of the crisis state of education: the crisis is only a moment in the development of education as a social institution, or this phenomenon has wider boundaries of its existence (MAZARAKI, TKACHENKO, 2013).

The analysis of the main provisions of the classical model of education allows us to state that it was based on the worldview foundations of the culture of the New Age. This is, first of all, a rational perception of the world and a utilitarian-practical attitude towards it. Rationalism was embodied in the differentiation and delimitation of individual spheres of culture into separate branches of science, over time, they were increasingly moving away from each other, as well as the approval of the classical theory of knowledge and S-O relations. From one knowledge to another is a principle that can be considered the initial principle of the culture of the New Age. The classical model of education is based on a rationally organized system of knowledge, the mastering of which is the goal of the educational and pedagogical process. The classically-lesson system has formed the subject nature of teaching, dividing it at the level depending on the complexity and transitions from one knowledge to another in accordance with the main trajectory of the development of knowledge.

Thus, the knowledge, the acquisition of which the educational process was aimed at, is divided according to the levels of complexity and is accessible to human cognition. The most common definition is that movement in this case occurs in the direction from reality, is cognized, to its subjective perception. The teacher and the student are the main actors in the educational process (Aviram, 1996). The priorities in the classical paradigm of education are given to the monologic form of education, that is, knowledge is transmitted as a monologue of the teacher, while the student has a predominantly passive role. The student remains only an object of pedagogical influence, and all his actions depend on the teacher and are subject to control on his part. The more accurately the knowledge is reproduced in accordance with the proposed model, the more successful the learning process is considered. Thus, the main principles of the classical model of education can be considered (YETIK, OZDAMAR, BOZKURT, 2020):

- the main value is exact knowledge (concretizing the slogan: "Knowledge is power"), hence the orientation toward instilling love for scientific knowledge is characteristic of pedagogical activity;

- normativity is absolutized, which determines the nature of the relationship between teacher and student in the educational process (teacher is the bearer of knowledge);
- a way of transferring knowledge according to clearly defined and accepted methods;
- the versatility of educational programs; - success criteria are determined by quantitative and qualitative measurements of the assimilated information;
- standardization of assessments. These provisions as a whole are still valid in education today and are actually subordinated to its main goal - the acquisition of knowledge and orientation towards the information saturation of the educational process.

Under such conditions, an "educated person" is actually an "informed person." The emphasis on the informativeness of education has led to the recognition of the priority of its content. It is the content of education that has acquired exceptional importance within the framework of the classical model of education. As time has shown, in the modern education system, disciplinary overflow of its content has become one of the most difficult problems. It is appropriate to emphasize that the content of education, based on the traditions of modern culture, has always had a direct connection with the scientific picture of the world. Each science in the education system, one way or another, had to be presented at the level of a separate discipline (ALAAGIB, MUSA, SAEED, 2019).

The world, perceived here is divided into physical, chemical, biological, etc., there is a process of increasing knowledge and gradual differentiation of the world in accordance with new branches of scientific knowledge. In addition, the need to meet economic and political requirements has further exacerbated the situation around the content of education. The need to correspond to the modern scientific picture of the world and society makes it fill its own meaning with new relevant academic disciplines. The list of disciplines that are offered for study is both fascinating and terrifying at the same time. How long (with limited learning) can these subjects be studied and understood? The consequence of the information saturation of education have become problems associated with the awareness and understanding of the information received and the simultaneous process of washing out the moral and value dimension of knowledge. However, a paradoxical moment in the development of the classical paradigm of education can be considered the emergence of tendencies leading to the dissolution of a person's personal principle. Within the framework of this model of education, the development of a personality in accordance with its individual potential turns out to be in the circle of secondary problems (WJINIA, 2016).

As noted by modern researchers of educational problems, it is the orientation of the educational process mainly on the reproduction of scientific knowledge that caused the spread in education of such a phenomenon that has already manifested itself in the field of science, namely, the alienation of a person. Alienation from man, observed over the centuries in science, began to spread to education, albeit in a peculiar way - in the form of alienation of the traditional "pedagogical process" from a living personality. A certain illustration of the alienation of the student's personality from the educational process was given by the famous Georgian teacher Sh. A. Amonashvili, criticizing the stability of the lesson form for the school. In particular, he emphasized that the school exists, first of all, in order to conduct lessons in it, and this is where the axiom of traditional pedagogy is not formulated anywhere.

With this approach, the child loses interest in learning. So alienation, formed within the framework of scientific knowledge and has negative consequences only indirectly, in education gives negative consequences directly. An equally difficult situation in education was caused by the disciplinary delimitation in the system of scientific knowledge. In these conditions, it became problematic for education to form an integral picture of the world and a single cultural field. Terminology, different methodological approaches of each discipline hardly contribute to the formation of an idea of a single world in its integrity and interrelationships, which is represented at the level of various academic subjects. But the formation of a holistic picture of the world as a condition for the formation of a worldview is the task of education. Of course, the formation of a holistic picture of the world is a problem

not only for education, which cannot solve what science has not solved. No less criticism is caused by traditional educational technologies that provide software algorithmic learning based on the constant formation of mental actions. The student's creative activity is minimized here (BERULAVA, BERULAVA, 2012).

This educational methodology is called scientific-technocratic, it is it that presupposes an understanding of education as a totally constructed process with rigidly predictable patterns. Of course, such a methodology makes sense and there is hardly an opportunity to abandon it today - after all, its basis is the translational function, which is performed by education as a cultural phenomenon. The problems of content and educational technologies are only a part of those problems that have arisen within the framework of the classical paradigm of education. However, without their solution, the education system cannot work fruitfully in society. Upbringing is a rather complex and significant component of education. The very desire to formulate educational problems concretely and succinctly, and even more so - to determine the goals of education and the criteria for education, causes complexity. Most of these attempts focus on general definitions of goals and ideals. This abstractness gives rise to the uncertainty of the means of achieving them, loses its specific focus, and education as a whole acquires a certain "transcendental shade". In general, this can be considered a specific feature of the phenomenon of education, which is due to the fact that its goal is to form a person who has a fairly wide range of possible realizations in socio-cultural life. Scientists emphasize the discrepancy between the traditional priorities of education that have reigned in recent years, the real requirements of social life and emphasize the need for a scientific analysis of this situation in education. An urgent need arose for the correction of educational work in accordance with the latest social conditions. In the recent past, the education system was focused on the transfer of a certain body of knowledge in individual disciplines, as a consequence of the interpretation of education according to the principle: "I will teach - that is, I will educate." (WJINIA, 2016; KRYSHANOVYCH, KRYSHANOVYCH, STECHKEVYCH, IVANYTSKA, HUZII, 2020).

This context of educational "work" was not always effective. As time has shown, subjects of both natural science and humanitarian cycles cannot provide a high educational effect by themselves. Recently, the opinion has been increasingly heard that the theory of upbringing as such does not yet exist and there is a need for its development. The creation of a theory of education will allow, on its basis, to design various educational technologies that would be available for implementation in educational institutions. In this case, we are talking about a theory of the sociological level, the purpose of which is to solve the most general problems of education and determine the educational paradigm. The main problem of developing such a scientific theory lies in the empirical basis, namely, in obtaining such empiricism, which made it possible not to understand the intelligible, but to practically identify and formulate a system of laws of upbringing. It should be emphasized that the creation of the theory of education is a considerable number of facts from the history of educational and pedagogical thought, which testify both in favor and indicate a certain inexpediency of such work. The future of education today is associated with the formation of the basic principles of a new educational paradigm. They are designed to solve the problems that have developed in educational activities, and to carry reserves for its successful development. The question of a new educational paradigm - a realized phenomenon or perspective - has caused a discussion in the community of domestic scientists and educators, has not yet been exhausted, which is largely due to the insufficient theoretical level of its conduct, which finds various forms of manifestation, in particular, in the interpretation of the term "paradigm" (ZAKIROVA, PURIK, 2016; KRYSHANOVYCH, BILYK, SHAYNER, BARABASH, BONDARENKO, 2021).

In the scientific literature, both the concept of "pedagogical paradigm" and "educational paradigm" are used. In the publications of recent years, attempts have been made to reveal the content of the concept of "educational paradigm", the semantic meaning of which must still be consistent with such a concept as "pedagogical paradigm". While maintaining the general meaning of the term "paradigm" - a system of samples, methods, techniques and ways of explanation - the content of the concept "educational paradigm" is reflected in the context of the existence of the educational-historical process as a synthesis of ontological and individual aspects of pedagogical thinking and behavior. The question of paradigm

shifts in modern education can be considered open, which is due to the existence of different points of view on the processes taking place in the modern education system: from the categorical statement that paradigmatic shifts in modern education are already taking place and is a socio-cultural reality - to their recognition as a necessary development perspective education, a theoretically grounded ideal of the future, a means of overcoming crisis phenomena not only in education, but also in culture as a whole (VOZNYUK, POTSULEJKO, 2012).

Comprehension of the paradigmatic shifts in education aroused close attention with the principles inherited from the past of education, that is, what in the modern understanding is perceived as its paradigm. In the literature, this paradigm is called "classical" or "traditional". The study of the "classical paradigm of education" aims, first of all, to determine its main characteristics, which must necessarily be further revised or retained as relevant given its successful functioning over the centuries. No less fundamental is the thesis that the classical paradigm of education, which is based on the principle of the formation of a "knowledgeable person", cannot work fruitfully within the framework of new cultural forms, because it has already lost its vitality, since the modern world needs a person who does not just know, but also a person who is able to act in a dynamic world. In this context, scientific research is relevant, the purpose of which is to determine the essence, nature and purpose of education in the future. Awareness of the need for paradigmatic changes inspired scientists to attempt to outline the contours of a new educational paradigm, for which several names have been proposed: "subject-subjective", "non-classical humanistic", "innovative paradigm" and others. Among the defining trends in the paradigmatic reorientation of education is the overcoming of the absolute didacticism of the previous model and the assertion of its innovative nature (BOLOTOV, SERIKOV, 2003).

The purpose of the new paradigm of education is the formation and development of the innovative ability of the individual, it is revealed in the readiness to act in an atypical situation, to navigate the processes of the dynamic renewal of society. Here, the main task of education is not only to give knowledge about the existing world, but also to equip a person with the methodology of innovation, balanced introduction of innovations into practice. Among the ideas that are characterized as backbone for the new educational paradigm, the idea of the spiritual and creative essence of human activity stands out. It is with the creative application of knowledge, awareness of the logic of action, moral responsibility for their actions that the prospects of human existence are associated. According to researchers of education, the ideal of the "natural-scientific mind", which prevails within the framework of the classical paradigm of education, is being replaced by the ideal of the "humanitarian mind", which embodies a number of spiritual and worldview guidelines that provide for a fundamentally new understanding of the human personality, which is responsible not only for its own life, but also for the existence of humanity as such. The challenge for the education of the 21st century is to ensure the preservation of culture and humanity (NORKINA, 2009). The new educational ideal should be a "responsible person", its core is the focus not on the final result - knowledge, but on the very search for this knowledge, the process of obtaining it and knowing the truth.

Considering the controversial status of the "paradigmatic question", some features of the new educational model can be identified (BLASKOVA, BLASKO, KUCHARCIKOVA, 2014):

- providing a special meaning of individualization, subjectivization of knowledge;
- taking into account the value and ethical measurement of knowledge;
- subject-subject form of the educational process - the pedagogical process should be based on the principle of dialogue
- non-recognition of the existence of a normative truth, presupposes a democratic exchange of spiritual values, freedom of choice of forms and criteria for evaluating educational activities.

With the formation of new integral courses and interdisciplinary connections, hopes are pinned on the solution of a number of problems that have arisen around the content of education. The most important among them are the following: meaningful overflow; the contradiction between the growing volume of the "sum of knowledge" and the temporary limitation of the educational process; formation and reproduction of the picture of the world in its integrity and interconnections. The development of interdisciplinary ties, in addition to solving these problems, presupposes such an organization of the information space of knowledge, which made it possible to move away from narrow specialization and ensured a combination of analytical thinking and a vision of the subject as a whole (BAKHOV, RYZHYKOV, KOLISNYK, 2018).

The modernization of the content of education in this aspect has not yet been completed. There is still a long way to go towards this in order to approximate the cognitive specifics of individual academic subjects, and this is a difficult job. So far, the content of education is in the form as it is presented in the basic plan, an organically holistic integrated system. New trends in education are not only ideas, approaches, methods and technologies that have not yet been used, it is also a complex of elements of the pedagogical process, which are based on a progressive principle that allows you to effectively solve the problems of education and upbringing.

CONCLUSIONS

Thus, the uncertainty in understanding the content of education, the unresolved issue of educational technologies, the openness of educational issues are characteristic features of the current stage of its development. A large number of diverse proposals on the required direction of educational reforms makes it possible to talk about the absence in the modern education system of uniform generally recognized goals and norms of pedagogical work. This situation allows us to conclude about the process of transformation of the meaning of educational and pedagogical activity. The meaning that was traditionally invested in educational and pedagogical activities within the framework of the classical paradigm of education has been exhausted. The modern education system is in the process of searching for a new meaning of pedagogical activity. Today, at the level of content and methodology in educational and pedagogical activities, significant shifts are taking place that contribute to the modernization of the modern education system. These complex processes require a balanced analysis and systemic scientific research, the results of which can serve in determining the basic principles of the new educational paradigm.

REFERENCES

- ALAAIGIB, N.A.; MUSA, O.A.; SAEED, A.M. Comparison of the effectiveness of lectures based on problems and traditional lectures in physiology teaching in Sudan, *BMC Med. Educ.* 2019, 19 (1), 365p. Available at: <https://doi.org/10.1186/s12909-019-1799-0>. Access: August 13, 2021.
- AVIRAM, A. The Decline of the Modern Paradigm in Education. *International Review of Education. Internationale Zeitschrift Für Erziehungswissenschaft. Revue Internationale De L'Education*, 1996, 42 (5), p. 421-443. Available at: <http://www.jstor.org/stable/3445109>. . Access: August 13, 2021.
- BAKHOV, I., RYZHYKOV, V. AND KOLISNYK, O. Leadership Abilities of a Military Manager, Professionalism of a Commander as the Guarantee of the Practice of Effective Activity of a Military Organization. *International Journal of Engineering & Technology*, 2018, 7 (4.38), p. 45-49. Available at: <https://doi.org/10.14419/ijet.v7i4.38.24318>. Access: August 13, 2021.
- BERULAVA, G.; BERULAVA, M. New methodology of development of the personality in information educational space. *Pedagogics*, 2012, 4, p. 11-20.
- BEZRUKOVA, V. Dictionary of new pedagogical thinking. Ekaterinburg: Alternative pedagogics, 1999.

BLASKOVA, M.; BLASKO, R.; KUCHARCIKOVA, A. Competences and Competence Model of University Teachers. *Procedia – Social and Behavioral Science*, 2014, 259, p. 457-467.

BOLOTOV, V.; SERIKOV, V. Competence-based model: from the idea to the educational program. *Pedagogics*, 2003, 10, p. 8-14.

KARTASHOVA, A. Cultural and Historical Correlations of Ideal Education and Human Paradigm. *Procedia – Social and Behavioral Science*, 2015, 166, p. 351-355.

KRYSHTANOVYCH, M.; KRYSHTANOVYCH, S.; STECHKEVYCH, O.; IVANYTSKA, O.; HUZII, I. Prospects for the Development of Inclusive Education using Scientific and Mentoring Methods under the Conditions of Post-Pandemic Society. *Postmodern Openings*, 2020, Vol.11. No. 2, p. 73-88. Available at: <https://doi.org/10.18662/po/11.2/160>. Access: August 13, 2021.

KRYSHTANOVYCH, S.; BILYK, O.; SHAYNER, H., BARABASH, O.; BONDARENKO, V. Study of the Experience of the Formation of Professional Competence in Future Managers of Physical Education and Sports. *Revista Romaneasca Pentru Educatie Multidimensionala*, 2021, 13 (1Sup1), p. 162-176. Available at: <https://doi.org/10.18662/rrem/13.1Sup1/390>. Access: August 13, 2021.

MAZARAKI, A.A.; TKACHENKO, T.I. *Competency model of the manager in branch standards of higher education in Ukraine*. The materials of the NAPA and Berlin Higher School of Management and Law (FHVR) seminar on the development of new Public Administration training programs, 2013. Available at: http://confcontact.com/2013_04_11/1_Mazaraki.htm. Access: August 13, 2021.

NORKINA, O.F. Valuable orientations of education in the context of European integration. *Scientific Bulletin of Chernivtsi University*, 433 Series "Pedagogy and Psychology", 2009, p. 92-103.

REYES CHAVEZ, R.; PRADO RODRIGUEZ, A. Information and Communication Technology as Tools for Inclusive Education Systems in Elementary Schools. *Educación* [online], 2020, vol. 44, n. 2, p. 506-525. ISSN 2215-2644. Available at: <http://dx.doi.org/10.15517/revedu.v44i2.38781>. Access: August 13, 2021.

VOZNYUK, O.M. AND POTSULEJKO, A.B. *Features of humanitarian and professional training of students at technical higher educational institutions*. Lviv: Lviv State University of Life Safety, 2012.

WJINIA, L. Team learning and its association with the implementation of competence-based education. *Procedia – Social and Behavioral Science*, 2016, 56, p. 115-126.

YETIK, E.; OZDAMAR, N.; BOZKURT, A. "Seamless learning design criteria in the context of open and distance learning", *Managing and Designing Online Courses in Ubiquitous Learning Environments*, 2020, p.106-127. Available at: <https://doi.org/10.4018/978-1-5225-9779-7.ch006>. Access: August 13, 2021.

ZAKIROVA, V.G.; PURIK, E.E. Creative Environment Formation in Design Professional Training. *International Journal of Environmental and Science Education*, 2016, 11 (9), p. 2323-2332.

Paradigm methodology of modern educational phenomena

Metodologia paradigmática dos fenômenos educacionais modernos

Metodologia paradigmática de los fenómenos educativos modernos

Resumo

No período de transformações socioeconômicas e políticas, o desenvolvimento da educação pedagógica histórica superior adquire um significado especial, pois reflete sempre a política e a ideologia do Estado, os objetivos e objetivos da sociedade, devido às peculiaridades de seu desenvolvimento, à necessidade de formação de especialistas altamente qualificados. Reflete o nível de desenvolvimento da ciência, economia, cultura, características mentais das nações, suas tradições e assim por diante. Tal mudança é objetivamente condicionada, pois os fundamentos filosóficos da política educacional, a organização da formação e da educação são transformados (na melhor das hipóteses) ressonantes às flutuações da substância ideal do Universo (visão de mundo) e, portanto, não podem ser determinados de uma vez por todas. Portanto, na busca de uma resposta às questões-chave de natureza educacional, é necessário, antes de tudo, analisar os paradigmas educacionais, que (como mostra a análise retrospectiva) são substituídos.

Palavras-chave: Pedagogia. Metodologia paradigmática. Educação pedagógica. Instituições de ensino superior. Fundamentos filosóficos.

Abstract

During the period of socio-economic and political transformations, the development of higher historical pedagogical education acquires special significance, since it always reflects the policy and ideology of the state, the goals and objectives of society, due to the peculiarities of its development, the need for training highly qualified specialists. It reflects the level of development of science, economy, culture, mental characteristics nations, its traditions and the like. Such a change is objectively conditioned, because the philosophical foundations of educational policy, the organization of training and education are transformed (at best) resonantly to the fluctuations of the ideal substance of the Universe (world outlook), and therefore cannot be determined once and for all. Therefore, in the search for an answer to the key questions of an educational nature, it is necessary, first of all, to analyze the educational paradigms, which (as the retrospective analysis shows) replace each other.

Keywords: Pedagogy. Paradigmatic methodology. Pedagogical education. Higher education institutions. Philosophical foundations.

Resumen

Durante el período de transformaciones socioeconómicas y políticas, el desarrollo de la educación pedagógica histórica superior adquiere especial significación, ya que refleja siempre la política e ideología del Estado, las metas y objetivos de la sociedad, debido a las peculiaridades de su desarrollo, la necesidad de formación de especialistas altamente cualificados. Refleja el nivel de desarrollo de la ciencia, la economía, la cultura, las características mentales de las naciones, sus tradiciones y similares. Tal cambio está objetivamente condicionado, porque los fundamentos filosóficos de la política educativa, la organización de la formación y la educación se transforman (en el mejor de los casos) de manera resonante a las fluctuaciones de la sustancia ideal del Universo (perspectiva del mundo) y, por lo tanto, no pueden determinarse de una vez por todas. Para todos. Por tanto, en la búsqueda de una respuesta a las preguntas clave de carácter educativo, es necesario, en primer lugar, analizar los paradigmas educativos, que (como muestra el análisis retrospectivo) se reemplazan entre sí.

Palabras-clave: Pedagogía. Metodología paradigmática. Educación pedagógica. Instituciones de educación superior. Fundamentos filosóficos.