

**ON THE ISSUE OF PRIORITIES OF THE NEW EDUCATIONAL
PARADIGM**

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Annotation: The article deals with the problems of forming a new paradigm of education related to the digital transformation of society. The importance of humanitarian education in the context of modern challenges is emphasized. The thesis of the need for the formation and enrichment of competitive human capital as a constant of ensuring the sovereignty of the country in the modern world is substantiated.

Keywords: education, training, upbringing, hard and soft skills, personality, human capital.

**К ПРОБЛЕМЕ ПРИОРИТЕТОВ НОВОЙ ОБРАЗОВАТЕЛЬНОЙ
ПАРАДИГМЫ**

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Аннотация: В статье рассматриваются проблемы формирования новой парадигмы образования, связанные с цифровой трансформацией социума. Подчеркивается важность гуманитарного образования в контексте вызовов современности. Обосновывается тезис о необходимости формирования и обогащения конкурентоспособного человеческого капитала как константы обеспечения суверенитета страны в современном мире.

Ключевые слова: образование, обучение, воспитание, hardandsoftskills, личность, человеческий капитал.

In the "knowledge society" that is being formed today, one of the leading positions belongs to the education system. In its activities, it implements many interrelated functions. Among them are the training of highly qualified personnel, fundamental scientific research, R&D, the retransmission of socio-cultural experience, international cooperation, the search for new learning technologies and adequate responses of the education system to the challenges of the information and communication environment. Of particular note is such a trend as the process of digitalization of the educational space. The essence of the latter is in the development and use of technologies based on algorithm, calculation, discreteness, programmability. Digitalization of education significantly changes the existing educational practices and communication formats; discussions are underway about

the possible disappearance of the original cell of traditional pedagogy – the teacher-student system. In the context of ongoing transformations, the question of a person and his ability to self-organize, motivation for constant self-education is very urgent.

In situations of social tsvishenism, the age-old pedagogical questions - "who, what and how to teach today" become particularly relevant. Today, governments, employers, corporations, and universities are looking for answers to them. Moreover, the search is conducted by both official educational structures and informal enthusiasts. Today, the Finnish model of the pedagogical process is widely known, the main idea of which is the education and upbringing of children in a harmonious and developing environment. Within the framework of non-formal education practices, the emphasis is on the search, identification and cultivation of talents. In the Dutch government initiative "All Opportunities for every Child", education is based on the integration of traditional and non-formal education. In the so-called public schools, children, along with mastering the curriculum, actively participate in socially useful work related to the provision of services to persons with disabilities. Models of accompanying young people from schools to universities and workplaces are becoming increasingly popular. They are based on building individualized learning tracks. A seven-year professional development program has been developed for the managed implementation and maintenance of the digital transformation of the European Community. This point is especially important in the context of the problem of depreciation of human capital. The point is that people get sick, get old, their knowledge and professional competencies become obsolete. Especially in Hi-tech industries. The process and results of such a large-scale project, I think, should be monitored and studied in our country. In-house professional training and retraining of specialists are carried out by special divisions of large companies - corporate universities. According to some estimates, there are more than 4,000 such universities in the modern educational business space in the world [1]. In our country, despite the rigid "vertical" and administrative control, such experiments, although difficult, are also being conducted.

The priority of innovative searches is associated with the idea of understanding education as a "territory of advanced development" of the individual, i.e., cultivating the makings and abilities of a person in an appropriate subject-developing environment. Among its other factors, the decisive role, without any doubt, should belong to the teacher. Although the question immediately arises: who, where and by what methods should prepare him? In the "Finnish model" of education, this task is somehow solved, and the social status of a teacher is one of the highest in the national "table of ranks". Betting exclusively or mainly on digital technologies, distance learning is, in fact, a form of pedagogical reductionism. It is not difficult to "digitize" the brain and psyche of young people for a specialty. They have been prepared for such a prospect for a long time. The process of digital socialization of the individual begins today almost

from infancy. The consequences and warnings associated with it are also widely known. As A.I.Gerasimov rightly states, "Algorithmization in school and university education threatens the robotization of consciousness, the loss of skills and the acquisition of a long cognitive evolution. There is a risk of losing the relationship between the artificial-instrumental and natural" [2, p. 71]. The problems of Google generation are multiplying like a snowball: they concern attention, memory, concentration, communication. Internet addiction at the psychophysiological level looks like an addiction to alcohol or drugs. However, it is particularly necessary to emphasize the "language problem" - the shrinking of the thesaurus of young netizens to slang and mat.

One fundamental truth of education is connected with it (the language problem), highlighted by the development of modern brain sciences. It consists in the fact that in order to teach with understanding, you need to know how the human brain and psyche work. Semiotic aspects of its functioning are also important for the teacher in this regard (along with others), i.e. the ability of the brain to generate meanings and sign systems. The fundamental importance in this process belongs to the language environment. Chomsky, one of the pillars of modern linguistics, argues that language in the process of anthropogenesis was "created" primarily for thinking, not for communication. Because it is very imperfect as a communication system. The use of words depends on the context, and in general its understanding is determined by the work of the neural network. The immersion of an individual in a "living" language environment activates the work of neural structures of the brain, contributes to their differentiation and the growth of complexity. "Occupation of the brain by language" (the expression of the biologist T. Dickon), their co-evolution and, ultimately, semiosis, is most clearly revealed in poetic creativity. I. Brodsky in his Nobel lecture says about this event as follows: "The poet is the means of existence of language ... the one by whom language is alive." And further: "The writer of a poem writes it because the language prompts him or simply dictates the next line... versification is a colossal accelerator of consciousness, thinking, attitude"[3, p. 764; 765]. Of course, you don't have to be a poet. But I must be a man. And in this regard, it is important that an individual is immersed in a variety of language elements that complement each other and stimulate the internal development of the brain in classrooms. Moreover, we are talking not only about natural languages, including foreign ones, but also about the languages of mathematics, music, plastics, poetry. Each of them highlights its own facet of the world, society and the individual himself. That's why education should be "colorful", as Professor T. V. Chernihgovskay once remarked with her inherent humor.

In modern conditions, we are also concerned with the question of the ratio of the formation of so-called hard and soft skills among our students. In the education system inherited from Soviet times (it is believed that it was the best in its time), the main emphasis was placed on the development of intelligence and professional competencies of students, but not enough attention was paid to the

cultivation of initiative and enterprise. Today, in the words of the poet, "there is another drama going on." In an innovative economy, the future of any society is largely determined by such qualities of human capital as initiative, business acumen, willingness to take risks, creativity, etc. At the same time, according to a sociological survey of citizens of Belarus in 2018, 23.6% of respondents associated education with the prospect of material well-being; 31.4% saw its value in promoting the development of mind and abilities, and only 5.5% of respondents saw the value of education in promoting the development of the initiative[4, p. 143].

Of fundamental importance is also the focus of education on culture and psychology, the formation of the orientation of the consciousness of the individual. Or, in other words, her worldview, value orientations, need-motivation sphere and, as mentioned above, attitudes to innovative actions. Education is usually understood as an institutionalized process of learning and upbringing in the interests of the individual, society and the state, aimed at the assimilation of knowledge, skills, and the formation of a harmonious, versatile personality of the student. This definition is contained, in particular, in the "Code on Education" of the Republic of Belarus. It follows from the above definition that education is realized through learning and upbringing. Training is associated with mastering the range of knowledge outlined by the program by students and developing the necessary professional competencies. This is the main bet in school and university. The tasks of upbringing are different. I want to emphasize this in particular. Upbringing is a purposeful process of formation of socially valuable and personally significant qualities in an individual in accordance with the ideas existing in this society about the ideal type of person. These ideas are rooted in the history of the people, imprinted in its folklore, traditions, memory of the exploits of national heroes, works of cultural figures, images of art, images of successful contemporaries, the ideology of the state, etc. Upbringing, unlike learning, performs civic and cultural functions and is aimed at cultivating the moral qualities of an individual, his aesthetic attitude to the world, civic position, the ability to live among people, the ability to consciously self-determine in a variety of political ideologies and programs, i.e., in short, at the formation of not only intellectual, but also socio-humanitarian culture of personality. All the disciplines studied make their "contribution" to this process in one way or another. However, for the sciences of society, culture and man, this task is a priority. Socio-humanitarian knowledge has only its own specificity, which is realized in the processes of education. Firstly, they are related to values, interests and ideologies. In different societies, the value-semantic pictures of the world are different, and therefore it is necessary to be able to "fit" scientific knowledge into them. Secondly, this knowledge can be combined with the emotional and sensual structure of the personality and turn into its beliefs. Thirdly, social and humanitarian knowledge is an important component of a person's general culture, being found in his erudition, speech, communication methods, behavior, culture of thinking, patterns of emotional reactions. Fourth, the

humanistic effect of socio-humanitarian education consists in the development of those "essential human forces" (Marx) that allows him to go beyond his egoistic interests and realize and defend the "common good". Fifth, disciplines about man and culture are designed to promote the formation and development of "soft skills" (i.e. social, communicative, volitional and emotional qualities) of a person. Sixth, a person's social and humanitarian competencies are fundamentally integral to a person's civic position. Today, the information environment is overflowing with fakes and misinformation. Only a knowledgeable person capable of reflection can critically evaluate it. And as a common denominator: the socio-humanitarian culture of the individual forms that aspect of individual being, which, in Heidegger's language, allows Dasein (present being) to come to Selbst-Sein (self-being), and thereby escape from the power of Man (Someone, i.e., the zombie mass).

Thus, the question of the "re-evaluation of values" of modern educational paradigm should be posed and interpreted comprehensively. The pedagogical process is the process of forming not only the intellect and competence potential of a person, but also her inner world in the broadest sense of the word, i.e. her socio-cultural, psychological and business qualities. Such a vision of the problem is dictated by the challenges of our time – the widespread introduction of innovative and digital technologies, large-scale social and professional mobility, increasing individual capabilities of a person. This is on the one hand. On the other hand, risks are multiplying, social and individual existence is becoming less and less definite and predictable. Ultimately, everyone can find a fulcrum only in himself. And be. Or not to find. And not to be. That is why, considering the education system as a whole, highlighting various aspects and dimensions in it (economic, professional, technological, social, pedagogical, etc.), analyzing them, it is important to see the focus in which they should converge. Such, in our opinion, should be the idea of cultivating and developing a free personality, forming and enriching competitive human capital as a natural guarantor of security and sustainable development of the country.

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