Innovative systems of Ukrainian education in the context of globalization: philosophical content of categories

Sistemas innovadores de educación ucraniana en el contexto de la globalización: contenido filosófico de las categorías

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Abstract

Modern globalization processes have a powerful influence on innovative trends in the educational sector. The purpose of the article is to analyze the philosophical content of the categories of innovative Ukrainian education systems in the context of globalization. To carry out the research, primarily theoretical methods were used, in particular, analysis, synthesis, deduction, induction, and the method of abstraction. The results consider the issue of the general context of the modern use of innovative methods in the Ukrainian educational sector. It has been demonstrated that innovative education has connections with philosophical ideas and views. It is aimed at the development of critical thinking and creativity among students of higher education, as well as at the use of modern technologies and

innovative teaching methods. One of the fundamental principles of modern innovative education is the individualization of education, that is, the actualization of individual educational opportunities in the student environment, according to the level and individual needs of each student. The philosophical dimensions of innovations in the educational system of Ukraine were also studied. In the conclusions, the main attention is paid to the importance of opportunities for solving the main actual contradictions, their use through the prism of approbative methods.

Keywords: innovaciones, educación de Ucrania, globalización, retos, categorías filosóficas.

Resumen

Los modernos procesos de globalización influyen poderosamente en las tendencias innovadoras del sector educativo. El propósito del artículo es analizar el contenido filosófico de las categorías de los sistemas educativos innovadores ucranianos en el contexto de la globalización. Para llevar a cabo la investigación se utilizaron principalmente métodos teóricos, en particular, el análisis, la síntesis, la deducción, la inducción y el método de abstracción. Los resultados consideran la cuestión del contexto general del uso moderno de métodos innovadores en el sector educativo ucraniano. Se ha demostrado que la educación innovadora tiene conexiones con ideas y puntos de vista filosóficos. Su objetivo es el desarrollo del pensamiento crítico y la creatividad entre los estudiantes de enseñanza superior, así como el uso de tecnologías modernas y métodos de enseñanza innovadores. Uno de los principios fundamentales de la educación innovadora moderna es la individualización de la educación, es decir, la actualización de las oportunidades educativas individuales en el entorno estudiantil, de acuerdo con el nivel y las necesidades individuales de cada estudiante. También se estudiaron las dimensiones filosóficas de las innovaciones en el sistema educativo de Ucrania. En las conclusiones, la principal atención se presta a la importancia de las oportunidades para resolver las principales contradicciones reales, su uso a través del prisma de los métodos de aprobación.

Palabras clave: innovación, educación en Ucrania, globalización, desafíos, categorías filosóficas.

1. Introduction

Modern globalization processes play a significant role in the development of the social sphere, services, economy, politics, technology, etc. Among other sectors, education is also significantly influenced, as it is an integrated and integral part of modern life and is an important factor in the formation of a person in the current conditions of development. Digitalization is also a powerful factor, as it has covered all aspects of human activity, including education. Thanks to the combination of these two important factors, innovative forms of teaching have become available to all educational systems around the world. This has set a precedent when global changes in education on a national basis require a detailed philosophical understanding, as their effective implementation requires significant adaptation and consideration of local specifics, combining and harmonizing existing norms with global trends and practices. Therefore, this task remains relevant, as innovative methods and modern technologies in education are developing rapidly. Taking into account new effects in education requires time and long-term analysis, determining the usefulness of new methods and their viability in the realities of national educational systems.

The peculiarity of Ukraine's situation is the prolonged use of distance education. The quarantine restrictions imposed as a result of the global COVID-19 pandemic have been combined with the deployment of Russian military aggression, which has caused significant damage to Ukraine's

educational and economic potential since February 2022. Under such conditions, the real way out of the situation has been the active use of distance learning, which already dictates certain limitations in the ability to use all the possibilities of innovative forms of education. Further consideration of this problem is promising in view of both the changes in the situation of the Ukrainian educational system and in modern methods of organizing the educational process in general.

The purpose of the article is to analyze the philosophical content of the categories of innovative systems of Ukrainian education in the context of globalization. The realization of this goal also involves consideration of the following tasks:

1. Explanation of the phenomenon of innovation in education;
2. Identification of the peculiarities of the use of innovative methods in Ukrainian education in terms of the globalization challenges of our time;
3. Understanding the philosophical dimension of educational innovations and technologies.

2. Methodology

The chosen methodological apparatus is focused on achieving the main goal of the study - analysis of the philosophical content of the categories of innovative systems of Ukrainian education in the context of globalization. In particular, on the basis of the analysis, the main subject of the study is divided into smaller elements (explanation of the category "innovation", characterization of the peculiarities of the use of innovative methods in Ukrainian education, study of the philosophical dimensions of innovative education). By means of synthesis, these parts are combined, and own judgments are formed.

The method of deduction was also of great importance - the formation of logical constructions that consist in the formation of new knowledge or conclusions from already known facts, principles, laws or assumptions. The peculiarity of its use was the appeal to the basic, general rules and principles used in specific situations or facts. Based on this method, general assumptions or principles of understanding innovations in education were first formed and then applied to specific situations to draw new conclusions. In general, deduction is used as a chain of logical reasoning about the role and place of innovative educational methods in contemporary philosophical discourse. The inverse of the deduction method is the induction method. This is an approach where conclusions are drawn from observations of specific phenomena or facts and used to formulate general laws or principles. In this particular case, it was used to highlight the role and place of the student in the modern educational environment. The axiological method, which focuses on the study of values, assessments, and ideals that underlie human behavior and interaction, has also become relevant. This method is used to define modern value concepts, analyze their interrelationships, and study how they affect education and educational processes.

3. Results

Explaining innovations in education: the current use of innovative methods in the Ukrainian education system

Innovation in the field of education is the process of forming, using, and disseminating the latest ideas, opportunities and tools, pedagogical and managerial solutions, digital technologies in educational practice, resulting in increased indicators (degrees) of achievement of the structural elements of the educational sphere, and the transformation of the system to a much higher quality state. The concept of "innovation" has several dimensions, as it is formed from several forms: first of all, the idea and the possibilities of its practical implementation (Bizami, Tasir & Kew, 2022). A relevant feature of educational innovations is that they concern not so much separate, isolated elements of the overall educational process, but primarily affect education and have a significant impact on transformations in all other aspects (Kyrylenko, 2022). An important part of the innovative development of education in any country is the innovative capabilities of the university system - its ability to take into account the circumstances of a changing environment and function in extreme cases, as well as to continue to fulfill its purpose based on a creative understanding of the purpose of educational work and the active use of scientific knowledge about the development of modern pedagogical thought (Floyd & Morrison, 2013).

Innovative teaching methods must meet certain criteria. They should form an active, independent, and proactive position of students in learning, develop general learning skills, such as research, reflection, and self-assessment. They should form competencies, i.e. skills directly related to the experience of applying them in practical activities (Avby, 2022). In addition, they should be aimed at developing students' cognitive interest and implement the principle of connecting learning to life. The COVID-19 pandemic has caused the largest and fastest innovation in the educational process in Ukraine - the transition from traditional (full-time) to distance learning (Pliushch & Sorokun, 2022). This is one of the forms of organizing the educational process, in which all or part of the classes are conducted using modern information and telecommunication technologies, regardless of the location of the teacher and students (Milanković Jovanov et al., 2022). During the transition to distance learning, the interaction between participants in the educational process was considered, which is the most important factor in the successful functioning of any educational community (Prasetya, Nuraeni & Shabir, 2022). Distance education provides an opportunity to improve the quality of specialized training of students, providing flexibility and diversity in learning, allowing them to reach their potential through a variety of distance courses. In particular, it is the best solution for those who miss classes at an educational institution for health reasons or other important circumstances, such as sports, competitions, and illness. It allows you to learn individually, meeting your own educational needs.

Any innovation requires certain means for implementation - technology. The category of "educational technology" is a complex, integrated process that includes subjects, ideas, concepts, means, and methods of organizing learning activities. In practical terms, "educational technology" is used at three levels: general pedagogical, methodological, and modular (Dzyuba, 2018). General pedagogical technology forms a holistic educational process in the region. At the methodological level, educational technologies are used in the sense of "methods". The modular

level is realized when the technology of separate aspects of the educational process dominates (Dzyuba, 2018).

The use of information and communication technologies allows accumulating, processing, and transmitting information quickly and efficiently, which is a key aspect of globalization. This creates a viable infrastructure that ensures the development of society in economic, political, and cultural aspects, including higher education. Information and communication technologies can reduce the cost of courses and library materials for students due to their availability in the online environment (Gumennykova et al., 2022). It also increases opportunities for transnational education and allows new intermediaries to provide education without the need for outdated tools and paper libraries. Information and communication technologies, which are proposed as additional alternatives to the usual pedagogical methods of conducting educational activities (both school and higher education), also affect the use and application of modern educational technologies.

At the same time, the use and implementation of such information and communication methods of organizing educational activities raises new urgent problems in terms of regulating and providing opportunities for distance education. In Ukrainian realities, the element of effectiveness in use, the problem of the quality of online education, and the motivation of teachers to use innovative technical tools remains problematic (Bader, Oleksiienko & Mereniuk, 2022). However, such digitalization barriers are also characteristic of the world market of educational services (Sari & Nayır, 2020).

There are many philosophical ideas and views associated with innovative education. One of the most important aspects is the belief that education should be aimed at developing students' critical thinking and creativity. This means that education should not only impart knowledge, but also teach students to analyze, criticize, and create new ideas. Another important aspect of innovative education is the use of modern technologies and innovative teaching methods. This means that education should take place in an interactive environment where students can actively engage in the learning process and interact with other students and teachers (Pliushch & Sorokun, 2022). The use of technology can also help provide access to education for a wider audience, including people who live in remote areas or are unable to physically attend an educational institution (Ridei, 2021). One of the key principles of innovative education is the individualization of learning, i.e., enabling each student to learn at their own level and according to their needs and interests. This may include the use of a variety of teaching and assessment methods that allow students to focus on and build on their strengths, as well as work on their weaknesses.

Philosophical Dimensions of Innovations in the Educational System of Ukraine

From a philosophical perspective, innovation is an innovation or change that has a profound impact on culture, society, and the human experience in general. Philosophy explores how innovation affects human experience and how it contributes to the development of science, technology, culture, and society in general. Philosophy also examines the ethical and moral aspects of innovation, including how innovation may affect human rights and freedoms, the environment, public health, cultural heritage, and other aspects of life (Shibles, 1998). The discourse on defining innovation in education also often considers the mechanisms of development of this sphere of activity of society and culture in general, which ensures the

replacement of old ideas and paradigms with new, more effective, and productive ones, and stimulates the constant search for new ways to solve problems and improve existing technologies and learning practices.

The philosophical dimension of innovative education describes the foundations and values that define the basic principles and goals of innovative education (Wang, 2022). Innovative education is a process of learning and teaching that aims to improve the efficiency and quality of learning through new technologies, methods, and approaches. The philosophical dimension of innovation systems includes several important components (see Table 1).

Table 1.
The philosophical dimension of innovative education systems

Component.	Explanation
Humanistic orientation	Innovative education focuses on the development of the whole person, not just certain knowledge and skills. Values such as freedom, tolerance, mutual understanding, and cooperation are seen as important for teaching and learning.
Integration of knowledge	Innovative education promotes the integration of knowledge from different disciplines and areas of expertise, which allows for the development of creative skills and critical thinking, as well as an important ability – problem-solving.
Comprehensive personal development	Innovative education systems support personal development, self-expression, and self-realization. In particular, this is achieved by supporting students' autonomy and initiative, as well as developing their social and emotional skills.
Critical thinking	Innovative education systems promote critical thinking and analytical skills. Accordingly, modern students learn to critically evaluate information, ask questions, and search for their own answers about any aspect of human social life.

Authors' development

Such paradigms correspond to the philosophical criteria of ideas about modernity.

For example, the famous social psychologist and psychoanalyst Erich Fromm (1900-1980) believed that "it is through creativity that a person develops imagination, intuition, emotionality, creativity, sensitivity, openness, sincerity, and many useful human qualities that help to realize oneself" (Fromm, 2016, June 17). He believed that human happiness lies in the development to come as close as possible to the ideal of human nature (Fromm, 1964). Modern requirements from the educational system are in line with such ideas, offering practical ways to fulfill them.

4. Discussion

The philosophical understanding of innovative aspects of education has been studied since the late twentieth century (Lindeman, 1944; Shibles, 1998). However, modern researchers note that there is currently a debate about the model of innovative development of Ukrainian education (Dzyuba, 2018). In particular, there are two main sources of innovation being discussed in science. On the one hand, researchers emphasize the borrowing of progressive foreign experience, and on the other hand, the importance of their own innovative developments. These two models can be contrasted - external innovations, in fact, form a variant of "catching up modernization" or westernization (it is about adopting Western experiences and organizational systems), while own innovative developments reduce globally significant ones (Dzyuba, 2018). However, it is now difficult to distinguish between innovations borrowed or generated on a national basis. The study by Karimov et al., (2022) highlights the main principles of harmonizing intercultural philosophy with the key areas of transformation of modern education. These authors consider and describe the processes of correlation, interconnection, and influence of intercultural discourse of education through the prism of comparative philosophy from both general theoretical and methodological points of view (Karimov et al., 2022).

Scholars argue that innovation is what brings about transformation and change with the support of traditions, not just in spite of them (Pliushch & Sorokun, 2022). Thus, the fact that innovations are primarily innovations is obvious, but we should not forget that current innovations are a kind of manifestation of an already existing existence. According to Dzyuba (2018), through the prism of philosophical understanding, it is the reliance on traditions that is a prerequisite for the meaningfulness of current innovations.

Educational innovations are a natural trend, dynamic in nature and developmental in consequences and results (Tsekhmister et al., 2022). For this reason, we believe that their active implementation and use helps to resolve the contradictions between the traditional model of education and the needs for a new system of social life. An important feature of innovation is its ability to influence the professional level of a teacher's activity, to expand the innovative space of the learning environment. In particular, according to Tytova & Mereniuk (2022), digital literacy is a component of the professionalism of a modern teacher. This problem is also emphasized by other researchers (Ridei, 2021; Bader et al., 2022; Morska, 2022).

As a systemic phenomenon, educational innovation is formulated by integral categories: innovative activity, innovative potential, and innovative environment.

We understand innovation activity as the process of forming and implementing new approaches, methods, services, technologies, programs aimed at improving the quality of education. At the same time, according to Gumennykova et al., (2022), innovative educational activities can be aimed at the formation and development of new forms of education that support individual adaptation aspects, as well as the development of new content areas of education. According to Kyrylenko (2022), the category of innovative potential of education defines a set of certain opportunities, resources, and abilities of education to implement innovative activities. The potential includes mental, technical, and financial resources that are important for the implementation and development of innovative education models. The category of innovative

education environment is responsible for the conditions that affect the introduction and implementation of innovative ideas, projects, systems, and forms in education (Ridei, 2021). In general, the innovation environment includes the following structural elements: infrastructure, resources, platforms for cooperation and communication, and regulatory space. These components are coordinated and interact with each other to create a favorable space for education.

Therefore, when studying the category of "innovation", we emphasize the complexity of this concept. It combines a number of important components (see Table 2).

Table 2.
Elements of the concept of "innovation"

Component.	Characteristics
Intellectual and educational	Acquiring cognitive and informative competence for the purpose of performing the creative and mental activity.
Education and training	Emphasis on the importance of worldview in innovative thinking.
Research and development	The fundamental principles of any innovation include research and scientific aspects.
Technological	Innovations are objectified in the form of technical means, technologies, teaching methods, tools, forms, etc.
Consumer	Consumers are ready to accept a new product

Authors' development

However, further improvement of the innovation depends on the extent to which the social and psychological environment requires new ideas (Sheffield, 2005). As it has been established, the key feature of innovation is that it does not refer to separate aspects of the educational process, but necessarily to education in general and has a significant impact on the transformation of all other manifestations.

The results emphasize that innovative educational technologies should develop general skills: research, reflection, and self-assessment. Many modern scholars agree with this statement (Prasetya et al., 2022). At the same time, Kyrylenko (2022) believes that the key features of innovative education are its openness to the future, the ability to predict based on a systematic analysis of values, and the willingness to constructively influence current situations. The main foundation of these trends is innovative educational technologies that are in line with current processes in society, integration of knowledge, and forms of social life.

5. Conclusions

Therefore, the analysis of the philosophical content of the categories of innovative systems of Ukrainian education in the context of globalization is also an urgent issue for future research, as changes in teaching paradigms and teaching methods are further developing and require more detailed research in the future. In particular, the article demonstrates the importance of

innovations in education as a process of formation, application, and dissemination of modern hypotheses, abilities, and tools, managerial decisions in the field of pedagogy and management, and digital opportunities in education. Applying such a system of techniques clearly contributes to improvements in the educational sphere and its transformation to a higher-quality state. Innovative methods are used in accordance with certain criteria. First of all, we are talking about creating an active, independent, and proactive learning position of higher education students. This leads to the formation of competencies, i.e. skills related to the experience of applying theoretical knowledge in practice.

It is noted that innovation is what ensures changes based on traditions, not just in spite of them. Accordingly, the main elements of innovative education are intellectual, educational, research, technological, and consumer. All of them actively coexist with each other and form a single phenomenon of "innovative education".

As a result, it is noted that an important aspect of education should be the focus on the development of critical thinking, creativity, and creative skills. Therefore, modern philosophical paradigms are aimed at guiding students not only to acquire knowledge but also to develop their skills of independent analysis, critical attitude to information, and creation of new ideas. Another important aspect of innovative education is the use of modern technological and innovative teaching methods.

The philosophical dimension of innovative education includes the following components: humanistic orientation, integration of knowledge, personal development, critical thinking. As a systemic phenomenon, educational innovation is formulated by integral categories: innovative activity, innovative potential, and innovative environment. The basis of innovative technologies and innovations in education is a targeted search for a concept, opportunities to resolve the main current contradictions, and their use through the prism of testing methods, including pedagogical experiments. At the same time, further improvements in innovations will depend on the extent to which the socio-psychological environment requires new ideas, as well as on external development circumstances (e.g., technologies or new methods of their use).

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