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на інтенсивний розвиток духовних ціннісних орієнтацій вихованців закладів інтернатного типу.

### Література:

1. Помиткін Е.О. Духовний потенціал особистості: психологічна діагностика, актуалізація та розвиток : посібник. Київ: «Внутрішній світ». 2015. С. 103-111 – 144 с.
2. Шевченко Г.П. Духовність особистості у вимірах культури, виховання та освіти: збірник наукових статей. К.: Видавництво «Педагогічна думка», 2017. С. 148-150 – 210 с.
3. Дєїнституалізація, або як запалити вогник реформи? / А. Котляр // МГПТ, випуск № 27. 2018. URL : [https://dt.ua/personalities/deinstitutionalizaciya-abo-yak-zapaliti-vognik-reformi-262823\\_.html](https://dt.ua/personalities/deinstitutionalizaciya-abo-yak-zapaliti-vognik-reformi-262823_.html)

## FUNDAMENTALIZATION OF EDUCATION AS A CONTEMPORARY PEDAGOGICAL PROBLEM IN THE CONTEXT OF S. HONCHARENKO'S VIEWS

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The most important issue of reforming the education system is generally considered its fundamentalization. The focus on the fundamentalization of education is essential for a future professional in order to acquire in the learning process the basic knowledge integrated into a single unified world-view scientific system based on the contemporary ideas about science and its methods. This approach will provide the opportunity to gain the necessary knowledge not only in the chosen profession, but also in the whole complex of related sciences, including natural sciences and humanities, which form not only professional skills, but also personal needs, a specialist's responsibility to the science and humanity.

Taking into account the importance and urgency of the education fundamentalization problem, in 1994 UNESCO developed a special memorandum stating that nowadays merely fundamental education gives such knowledge that makes it possible to be more oriented in any new environment and is universal in essence. According to UNESCO, the fundamentalization of education ensures its special dynamic socio-economic civilizational role [2, p. 176]. The fundamental education is assessed globally as one of the essential supporting factors of the national security, sustainable socio-economic development, the provision for a country and people with decent status in the world's human community, which is moving from

confrontation to convergence and cooperation on diverse global, regional and international issues.

It should be noted that the fundamental nature of education is one of the Bologna Process priorities. After all, the main requirement in the Bologna Declaration is to significantly improve the education quality and graduates' knowledge, to overcome narrow professionalism in knowledge, to provide graduates with basic scientific knowledge, and to form a methodological culture of future professionals.

The term «fundamental», as a rule, is treated to be extensive, thorough or deep. For the first time, the concept of fundamental education was formulated by V. Humboldt at the beginning of the XIX century. He noted that the subject of this education should be the fundamental knowledge, which, first, is already the achievement of fundamental science, and secondly, is now opened in its forefront [2, p. 177]. That is, education should be directly embedded in scientific research. In the further this model of education was practically implemented at the best universities in the world.

This problem is becoming relevant in the context of investigating the views of the prominent scientist, doctor of pedagogical sciences, professor, academician, honored worker in science and technology of Ukraine, leading methodologist of pedagogical science of Ukraine, well-known Ukrainian scientist-encyclopedist Semen Honcharenko (1928-2013). Taking into account the considerable scientific achievements of the scientist on the problem of the fundamentalization of education, we will highlight his views on this issue.

Academician S. Honcharenko emphasized the importance and urgency of the problem of the fundamentalization of education, since just the fundamental education provides universal knowledge that makes it possible to be more oriented in any new environment: «... to prepare for life in an unknown, undefined and unpredictable world can exclusively a fundamental education» [1, p. 3]. According to the scientist, the fundamentalization of education is now one of the major calling of our time, it is a strategic direction for the development of the 21st century education, aimed at: thorough learners' training and the development of their creative abilities, providing optimal conditions for the scientific thinking development, forming the internal needs of future professionals' self-development and self-education.

S. Honcharenko believed that the fundamentalization of education should be regarded as a didactic principle and a leading imperative of the modern educational reforms. At the same time, the latter is not limited to a mechanical increase of each fundamental natural and humanitarian disciplines, but involves the implementation of brand new goals, content and technology of teaching, which will provide a new quality of knowledge, thinking, new quality of an individual's education. The researcher noted that the fundamentalization of education implies the education of a holistic person: «... Today it is especially necessary to help the formation of a harmoniously developed personality, who would combine mind and heart, thinking and feeling, imagination and intuition, who would acquire essential, fundamental

knowledge of the world, and master ways of activity, adhere to the moral laws of existence ...» [2, p. 178].

Under the S. Honcharenko's concept, education can be considered fundamental if it is a process of non-linear interaction of a person with an intellectual environment in which a person perceives it to enrich his/her own inner world and thereby develops for the growth of the potential of the environment [1, p. 3]. Hence, in the opinion of the scientist, the task of fundamental education is to provide optimal conditions for the development of future professionals' flexible and multifaceted scientific thinking, for learning a scientific information base and modern methodology of reality comprehension, as well as to create the internal need for life-long self-development and self-education.

In our opinion, the fundamental nature of knowledge means their universality, invariance, systematic and problematic nature, significance, orientation towards a holistic perception of the surrounding world. Fundamentalization involves transforming a large amount of information into the certain core ideas on which this knowledge is based. Education becomes fundamental if it is based on the integration of the essential foundations and links between objects and processes and provides a thorough knowledge of these relationships.

Fundamentalization of education on a modern basis means its orientation to generalized and universal knowledge, the formation of a common culture and the development of generalized ways of thinking and activity. According to S. Honcharenko, education can be considered fundamental if it is a process of interaction of a person with an intellectual environment, when a person perceives it to enrich his/her own inner world and thereby matures to promote the environment potential itself [1, p. 3].

The scientist distinguished the following criteria of the education fundamentalization effectiveness:

- a) personal orientation, since only the fundamental knowledge is personal;
- b) the orientation of training for the students' development of the system of theoretical and methodological thinking, that allows to comprehend the essential natural phenomena and processes foundations;
- c) stage-by-stage development of students' experience of independent creative activity;
- d) productivity of processes of students' methodological, intellectual, creative and informational culture development;
- e) openness of the didactic system to its improvement on the basis of fundamentalization of education and innovative pedagogical experience [1, p. 5].

In his works, S. Honcharenko drew attention to the aspect of the education fundamentalization, such as a basic qualification [1, p. 5]. This is a set of educational components that are needed today in any professional activity – possession of general skills: computer skills, the use of basic data banks, environmental knowledge and awareness, economy and business, financial knowledge, «commercial intelligence», ability to technologies transfer (transferring technologies from one field to

another), marketing and sales skills, legal knowledge, knowledge of the patent and licensing sphere, intellectual property protection skills, knowledge of standard conditions of operating for various forms property enterprises, ability to present technologies and products, knowledge of foreign languages, etc.

Academician S. Honcharenko believed that exclusively a «fundamentally» educated person, capable to rearrange flexibly the direction and content of his/her professional activity in accordance with changes in productive technologies or the labor market requirements, could be a socially protected.

The scientist noted that the fundamental nature of education is the basis of professional flexibility provided by the constant changes in the productive technologies, as well as the content of professional work of a skilled worker, technician or engineer, and the labor market requirements. Sociologists predict that in the near future the main professions will be non-existent for today, and many of the current professions will disappear. S. Honcharenko drew attention to the fact that youth should be trained precisely for those non-existent for today professions, and it can be done only on the basis of education fundamentalization.

So, summing up, we note that the main needs of our time is the moral and spiritual orientation of human development. Nowadays an educated person is a person of culture, educated, prepared not only for a usual stable life, but also for changes in work and life conditions. Therefore, a natural requirement is becoming that is connected with the ability to learn and re-learn, to be prepared for constant changes in the perceptions, world outlook, attitudes. The fundamentalization of education is intended to provide the necessary and sufficient conditions for the gradual development of the methodological and cultural foundation of the personality; it ensures creative self-realization in educational, cognitive, research, and later in professional activity and to a large extent guarantees its quality.

#### **References:**

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