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DEMOCRATIZATION OF THE HIGHER EDUCATION SYSTEM: OPEN SCIENCE AND SELF-ORGANIZATION ONLINE

The changes in contemporary practices of higher education evident under the situation of Covid-19 pandemic that forced many HEIs in Ukraine and abroad to adopt various kinds of distant learning, reveal some core problems peculiar to the existing forms of education process. Many of us are still accustomed to linear methods of work and study of the Modernity age, and even now the government and the administration are sometimes inclined to regulate and formalize the educational process down to the last detail in a command way – but according to the paradigm of post-non-classical scientific rationality, the need to achieve the autonomy of the personality of each student and each teacher, with the formation of an appropriate level of self-awareness, self-discipline and self-organization eliminating the need for any external regulation, is now immanent. It is also the urgent issue of emergent forms of individual learning and direct interpersonal communication (paradoxically enough, the latter could be absent while attending classes in person – and present in communication on a remote online basis).

The changes are indeed rapid and rather radical. Even twenty years ago, as well as during the whole 20th century, we used to study and to teach in almost the same manner as the one common already in the Medieval times. As commented by Korean educator and administrator Sung-Chull Lee, the process of education and exploration in a classroom or in a lab still used to be confined within the physical space of a campus then, while now that barrier is no longer a major constraint on the higher education environment: universities of all countries are now «changing into an open environment for the entire world as the deepening of globalization brings about ever more active exchanges among nations» [Lee, S.-Ch. (2019). *A New Challenge for Higher Education in Korea: Social Innovation / QS Asia News Network*. April 1st. URL:

[https://qswownews.com/a-new-challenge-for-higher-education-in-korea-social-innovation/.](https://qswownews.com/a-new-challenge-for-higher-education-in-korea-social-innovation/)].

The idea of the open educational environment is well in harmony with the movement of «Open science» that presents an on-going form of self-organization of the research activity conducted by the scientific community itself as opposed to its external regulation by government bodies and publisher' houses [see: Mielkov, Yu. (2020). The Self-Organization of Science and its Impact on Higher Education. «The Days of Science of the Faculty of Philosophy – 2020» [Abstracts], P. 275–276]. While the said movement is still in its infancy and has yet to be realized in full in the practices of Ukrainian HEIs and scientific communities, it does already provide the guidelines for the democratization of science in general and the education process in the university in particular. Moreover, the democratization in question refers not only to the aforementioned formal autonomy of student (and teacher) personality from the constraints of formalized forms of research and education activities, but also to the very cultural background of those activities, to the acknowledgement of their both right and responsibility to serve as a subject of their own personal and professional life.

And it is just that background that could manifest itself as means for the successful self-organization of the online education as well. In particular, we can refer to the example of e-learning, which has its origins in the forms of distant learning courses known already since the 19th century, but popularized by asynchronous «Massive open online courses» (MOOC) that started to propagate during the 2010s. The term 'asynchronous' means the ability for a student to study the materials of a chosen discipline at any pace, without having to follow the mode of operation of the educational institution, even remotely. Such courses are truly 'democratic' and accessible to everyone, as theoretically they have no limits on the number of participants and almost no deadlines for the finals. Most importantly, they allow people to gain high-quality knowledge anytime, anywhere on the Internet.

At the same time, the online learning in general and MOOC in particular demonstrate some difficulties that relate to forms of communication between classmates and between students and teachers, which are not yet optimal and personal enough, and what is even more important – to the motivation of 'part-time' online students who have no external or Modernity-like administrative impetus to force them to engage in and complete a course besides

their own inner self-organization and self-consciousness. Low success rates were already peculiar to non-electronic forms of distant learning, and the online situation did not improve it at all, supplemented by a large number of «self-disengagement». Statistics show that if a course for high school students is completed by an average of only 27% of its enrolled participants, then for undergraduate university students that completion rate does not exceed 8%, and among graduate students it is even lower – just 5% [Kizilcec, R. F., Piech, Ch., Schneider, E. (2013). Deconstructing Disengagement: Analyzing Learner Subpopulations in Massive Open Online Courses // Proceedings of the Third International Conference on Learning Analytics and Knowledge. Stanford University. P. 3. URL:

<https://web.stanford.edu/~cpiech/bio/papers/deconstructingDisengagement.pdf>]. And that statistics, in my opinion, provides us a good example of the insufficiency of just technical means for the success of any activity – and the need for it to be grounded on personal values, and democratic self-organization of all the subjects engaged in the open environment of science and education.

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PHENOMENON OF SOCIAL INNOVATIONS IN ONLINE EDUCATION

The purpose of the research is to conceptualize the essence and content of the phenomenon of social Innovations, and determine the peculiarities of their implementing in education, in particular, online education. Modern education plays a very substantial role in development and dissemination of social innovations. It is caused by that phenomenon of social innovation is quite complex and flexible.

The issue of innovations has been relevant in Ukraine for a long time. The ways of ideas' generating, principles and methods of innovations' proceeding, life cycle of innovation and others are actively explored in theoretical and empirical way. But it is obvious, that greater degrees of innovation issues are examined and