

PHILOSOPHICAL SCIENCES

NON-ACADEMIC EDUCATION IN HUMAN LIFE

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The total filling of the educational space with academic education, which repeatedly imitates and distributes its own produced surprises, can not but lead to comprehension of the problems of the modern globalization processes' Ukrainian objective laws. The specifics of the organization of human life, its morality, everyday educational inclusion into the cascades of communicative models and stereotypes determine the formation of ethno-national consciousness, state patriotism, national dignity and self-esteem. The content and means of non-academic education, which fills a niche that has not absorbed academic education, in new historical conditions can provide the individual a great deal of opportunities for inclusion in political and economic life, to become a factor in the formation of a new Ukrainian personality that is consciously the creator of his state. Education now connects person to the set of potencies for inclusion in various kinds of systems, which are formed according to certain rules of the broad possibilities for innovations and used of interdisciplinary connections, allow creatively to approach the modeling of the structure of their professional work, to conduct a variety of non-standard personally oriented cognitive-educational orientations [3].

The role of education is manifested in how it affects the formation of personality. Many personality traits of man are determined not only by natural data, but also acquired in certain conditions of social life. Education regulates the personality and forms certain qualities. The features of this process depend on the educational environment itself, the structure of knowledge, educational technology and educational processes. Education is intended for the formation of professional consciousness. The most important qualities of a person that are determined by education are the formation of a person's value system, which, as it gains knowledge and skills, enriches and corrects a person's value system. Education combines humanitarian values with the professional, strengthens the effectiveness of certain types of values, motivates the social significance of human activity. The system of interests seeking a result is also influenced by education. Education expands the human capacity in setting goals for its activities and makes it possible and realistic to move towards this goal. This is due not only to the construction of a professional career, but also to the spiritual pleasure of man. Always a person strives for the joy of achieving something. Education changes the quality of human activity, increases its

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intellectual component. Only in the educational process can recognition and effective development of individual abilities of a person. Education, among other things, forms professional skills and skills, and thus determines the possibility and reality of obtaining a profession that plays a significant role in the labor life of a person.

The questions of the formation of modern non-academic education on the background of the established academic is not forced coercion, but a smooth connection of two currents for the purpose of a holistic, organic combination of the advantages of two universals. In Ukraine, non-academic education is currently actively developing, although, unlike the EU, there is no exact number of institutions, the direction of the programs being taught, and the number of people studying. There is also no information about the educational needs of citizens, how to evaluate the results of non-academic studies, to compare with academic. Without evaluation and comparison with the academic one, it is impossible to recognize the results of non-academic studies at the state level.

Non-academic education is in some degree opposed to academic, which does not prevent it from developing and gaining new forms. It rooted its positions in the history of education, becoming an integral part of her, and positioning as a traditional one. Accordingly, the problems of non-academic education of the individual, which do not reject the traditional problems of academic education, are put forward in the foreground. You can postulate these problems using a system-centered approach that is interconnected with a person-centered one. Person can be a center of value, provided that he has fully gained cultural and spiritual assets as regulators of his life [1]. In our opinion, this expression can be supplemented by the fact that the personality is integral if it has found the sphere of self-expression and has mastered all the necessary professional skills and characteristics for creativity in this sphere.

For modern academic education training is not only a priority with the help of perfect models, but also the formation of new knowledge, the creation of ideas about the exemplary, most skilful in education. The main task of academic education is the training of professionals, the creation and development of appropriate professional fields of science, the study of history, the development of theory and practice, on the basis of which are created scientific works that meet the requirements. Accordingly, modern trends in philosophy and pedagogy, academic education, as before, remains relevant and in demand, supported both by the state and non-state institutions. The usual learning can be creative, not torn away from the problems of real life, considered as the preservation of traditions, trends and changes characteristic of mass education. The desire to reject the achievements and new solutions that meet the requirements of modernity, lead to stagnation in educational thought.

Non-academic training is carried out by organizations that bring together people interested in this training. For financial gain in professional activities, questions may be asked that need to be addressed before entering an institution or going to courses. For example, for some individuals, it's interesting at first whether learning will bring real results, whether teachers are practitioners or scholars, why study, so that in the future it is guaranteed not to lose their job. Also, the ability of a person to adapt to a dynamic world, to study throughout his life, to radically change the specialization is

also relevant. New types of education that are constantly emerging may cast doubt on the traditional value of education, interpreting their achievements as the background of dehumanization. So the contradictions between academic forms of education and non-academic, which emphasize that various trends in education may be ambiguous, become actual. A variety of professional training makes it difficult for people to make a real choice. The further development of academic education can take place as a continuation of the traditional and as a departure from the norms and canons of modernization of society.

The process of professional formation of personality in non-academic education is influenced by factors that we can conventionally divide into two types: internal factors – a complex of individual characteristics of the identity, as well as social factors of motivating nature, which in their totality provide the intellectual and psychological formation of the character of the future specialist; external factors, which includes the educational activities of students and factors of the social environment of the individual, affecting the choice of profession. This may be the formation of family traditions, and the requirements of the state and society to certain practical activities, as well as the high social status of this profession in society, the desire to assert itself as a professional in the field of selected activities. There are factors opposite to them, which are also social factors, for example, the inability to obtain academic education, the desire for action, but lack of understanding of the need for certain special skills necessary for the profession [4].

In the future, it is planned to develop mobility of education, where non-academic education will be able to more accurately and guaranteed this task. Personality should have the opportunity to receive several lifelong learning at the same time, both academic and non-academic. One point of view should reflect the desires of different countries in terms of disability. The need for understanding a new conception of such educational and qualification levels as bachelor and master's degree has increased. It means that changes to the two-tier structure are not at all urgent and not obligatory, as the requirements of labor markets in different countries are not the same. Non-academic education may change as quickly as it does not depend on slow-moving state structures. Accordingly, the Bologna educational innovations require an immediate, in-depth renewal of core curricula. The competitiveness of most countries is understood positively as a person with interesting skills in the labor market [2].

The prospects for the development of the educational system of adult international organizations and governments of countries are associated with the development of special strategies and national programs, plans, as well as a consistent state policy in this area. Western governments are assisting in the development of various forms of adult education, understanding the importance of improving the skills of the workforce and matching the educational level of the population with progressive changes in various fields of technology, production, culture in general. The answer to the new professional needs of the economy was the special programs of professional training and retraining of the adult population.

So, non-academic education is a special type of educational activity, which is more oriented towards the acquisition of professional qualities, meets the requirements of

the modernity and tends to deviate from traditional educational institutions. It offers a new educational content that helps people of all ages adapt to transformations in society. By combining goals, principles and result, non-academic education, together with academic, help to maintain the balance of human development, improves the ability to realize the own potential. For this, it is necessary to rally and reconstruct theoretical and practical educational achievements regarding the determination of the personality structure for the search for priority strategies.

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TOWARDS A METAPHYSICAL NEUTRALITY OF THE NEUROPHENOMENOLOGICAL AND NEUROPHILOSOPHICAL APPROACHES OF CONSCIOUSNESS STUDY

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Current cognitive science, which includes such variety of disciplines as neurobiology, philosophy of mind, cognitive linguistics, computer science etc., tells us that there is no consensus considering the exact connection between brain and consciousness. Everyone agree on the very fact of the existence of this connection. In spite of revolutionary discoveries in neuroscience of the last several decades (e.g. neuroplasticity, neurogenesis, mirror neurons, new understanding of the role of glia etc.), it is obvious that all of them have particular character – the puzzle remains even about the general mechanism of the brain work not to mention the relation of this work to conscious experience.

There are especially many battles considering the so called HPC – the hard problem of consciousness (e.g., Shear, 1997), which is a peculiar modification of classical mind-body problem, the sense of which is questioning of an ontological and causal status of a qualitative experience in relation to neural structures. Chalmers

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