

СЕКЦІЯ 14. СУЧАСНІ ТЕХНОЛОГІЇ В ОСВІТІ

EDUCATION FOR SUSTAINABLE DEVELOPMENT IN MODERN SOCIETY

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Undoubtedly, education and society are closely interrelated. "Life defines education and other way round – education influences our life. To understand the educational system of particular society – means to understand its structure"—said the famous Russian-Polish philosopher and teacher Sergei Hessen (1887–1950) in his work "Principles of Education" (1923). His statement proves to be fair even nowadays. It is confirmed by the fact of carrying out Decade of Education for Sustainable Development (UN-DESD), which is realized during 2005–2014 according to the United Nations General Assembly Resolution 57/254 decision.

Modern education, focused on the goals of a sustainable development, should be proactive and innovative. Today we are faced with the problem of lack of New Man, who is requested but is not produced by existing educational system. Our goal is to make student the central figure in the educational process. Modern teachers (both theorists, and practitioners), curriculum designer tend to focus on cognitive activity of students, rather than on drill, which is typical for industrial society. Thus, information becomes an instrument, value, content, purpose and result of education. It becomes a bridge between teacher and student in the educational process, containing all data or messages sent in some material form. In numerous works of the last years one of authors of this article shows that the student is influenced by information during the pedagogical situation. At the same time student is exposed to at least three groups of external information flows. The first of them provides learning, the second - socialization, the third –culturation of the student. Obviously, the pedagogical situation can be quite designed in such a way that designed by the teacher information influences on information and a knowledge system of student/pupil will lead system to its development and self-regulating. Thus in system are springing dissipative structures – result of fixing of a mental product. Experientially, the pedagogical situation can be designed in such a way that information influences on information and knowledge system of the student will provide its development and self-streamlining ("order from chaos"), creating in it existential dissipative structures – result of fixing of a mental product.

The foresaid concept reflects the views of authors on pedagogics as information-synergetic process. Authors believe that cognition is dynamic and may be achieved only in the self-organization process.

Authors already carried out approbation of their ideas. Innovative Educational-Methodological Complex "Physics-7" (publishers "Osnova", Kharkiv, Ukraine), textbooks "Safety of Human Activity", "Civil Protection" (Publishing House "Chair", Kijv, Ukraine) etc. have interested many teachers, students and pupils in different countries.