

# **DIVERSIFICATION OF HIGHER EDUCATION AS A TREND OF EVOLUTIONARY DEVELOPMENT OF HIGHER EDUCATION IN THE 21ST CENTURY**

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In solving global problems, higher education plays a key role. What a graduate of the higher school of the 21st century will be, this will be our future life. Therefore, today we must clearly represent the trends in the evolutionary development of higher education of the 21st century. These trends are defined in UNESCO's materials on higher education: in the program document "Reforming and developing higher education" (1995); In the report of the International Commission on Education for the 21st Century "Education: Hidden Treasure" (UNESCO, 1997); In the working paper and the final report of the World Conference on Higher Education of UNESCO (Paris, 5-9 October 1998) [1, 2, 3].

In accordance with the above sources, we highlight the diversification of higher education among the main trends in the development of higher education. First of all, in the higher school, diversification involves the realization of the principle of building the Universe with its abundance of forms and various characteristics: there is everything in the Universe. Thus the Universal Law of Similarity is realized: both above and below. In addition, this trend reflects the principle of prudence in the construction of higher education. Therefore, the activity of the graduate of the university should drastically change and become a space that helps a person to acquire the qualification of a designer and designer of nature-saving and nature-creating technologies, co-creator and employee of the surrounding world. Therefore, a different approach to understanding human development and assessing its personal characteristics in professional activity is necessary. The essence of this approach is in the transition from a view of human development as a

function to looking at a person, to training a specialist and a master's in order to take into account his personal characteristics.

It follows that in order to achieve the evolutionary variability of human society in our common house, the planet Earth, it is necessary to create conditions for the development and improvement of all potential abilities of the individual, to contribute to the person's solution of his life's task and the realization of the life path. The most important task of education, in general, and higher education, in particular, is this. For its implementation, it is necessary to answer the question, what are these conditions? We distinguish three most important of them. First, we need genetic, hereditary makings, which we receive from parents and which must turn into abilities in the future, perhaps in talent, talent and genius. It follows that education is responsible for the knowledge of principles and the development of a healthy lifestyle from preschoolers to students that will create a healthy heredity of humanity. In the conditions of higher education, such knowledge is especially important, because at this age young men and women are ready to create a family.

Secondly, it is necessary to create social conditions for the development of these makings and turning them into abilities. At the first turn, the evolutionary development curve, the spiral, forms abilities from genetic inclinations, on the second turn - abilities can turn into talent, and, further, to the top of creative abilities - genius. The real picture shows that the natural potential of the personality is not fully realized, which is confirmed by Langmeyer's research [4]. Consequently, the task of higher education is to create social conditions for the realization of the task. Therefore, the diversification of higher education concerns models and forms of organizing studies with the adoption of the student-centric education paradigm.

The main condition for this purpose is implementation of process of a psychocompetization [5] on all education levels: in society, in a family, in educational institutions. It, first of all, in this process the embodiment in life of the tendencies of world and European development of the higher education stated above. So, in our researches it has been established that diversification of the higher

education allows to carry out individual approach to each student and to achieve high coefficient of assimilation of knowledge to 95% [5].

At the same time, two conditions mentioned above won't be able to be realized if the third condition isn't carried out: in the course of socialization, formation of the personality the individual has to work, participate actively in life of society, carry out social, labor, informative activity, show active living position, initiative, leadership skills and, at last, actively to seek to learn the mysteries of the Universe, and having learned, to use them for the mankind benefit during all life.

To realize the third condition, it is necessary to create in the educational process, first of all, an interest in cognition, in work, in social manifestation, that is, positive motivation and the situation of success. In connection with the fact that motivation represents the inherent desire at the gene level to solve their vital task, which consists in the closest approximation of genetic inclinations to at least the first turn of the spiral to abilities, that is, self-improvement on one's life path in a certain kind of activity, Our task is to create conditions for the flourishing of this natural sustainable mechanism of self-actualization and self-realization.

Mikhail Shchetinin writes that it is sad to see that by the time of adolescence pupils in the general education school are suppressed the mechanisms of self-realization in their work in "To Embrace the Unlimited." It is not surprising that getting into higher school in the first year; the student is still full of hopes for a new interesting study life on a conscious and unconscious level. But by the end of the second year in modern high school he has a feeling that something has not developed in his life, that something needs to be changed in order to realize the inner aspiration, which in the final, last seven years of the first 21-year cycle seriously states About yourself because of the sensitive period of development of the intellectual sphere and all the abilities of a person. This is due to compulsory studies, to which there is no motivation in the educational process of the university.

Ultimately, the result of learning depends on the educational process through which the learner has passed. We believe that such a process must be a process of psychocompetization. Because the knowledge of the laws of the world, of human

society, of cognition-comprehension promotes the growth of self-consciousness, forms a reflection, changes the value scale and self-esteem and promotes the creation of a motivation for learning and comprehending the truth throughout life for a new awareness of its place in the universe. Thus, there is a gradual replacement of the existing model of concentrated education for a limited period of human life with nonlinear (asynchronous) models when implementing the principle of diversification.

Diversification of higher education involves the use of modular technologies as new organizational frameworks, organizational bases, academic disciplines, educational (curriculum) programs, higher education links with all levels of the educational system, the forms and criteria for admission of applicants in terms of increasing access to higher education, etc. Separately it is necessary to single out the diversification of models of higher education, which in its essence becomes more and more diverse. In our opinion, this trend makes it possible for every young person to find for himself the way of comprehension of truth that is most appropriate to his individual characteristics through education, and to the teacher of higher education to realize both the fundamentalization and the individualization of learning in the educational process.

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