

проявляют интерес к изобразительному искусству, составляют 44% общей численности, и посещают курсы прикладного искусства в Центре по работе с детьми в г. Плевен; дети со специальными образовательными потребностями, с которыми работает ресурсный учитель из Ресурсного центра в г. Плевен, составляют 2%; дети, которые воспользуются социально-медицинскими услугами Дневного центра для детей с ограниченными возможностями – 2%.

Полученные результаты реализации деятельности по Коммуникационной стратегии свидетельствуют о том, что когда учреждения сотрудничают между собой, совместно с общими усилиями, социальная интеграция детей из специализированных учреждений становится реально возможной.

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prof. Siergly M.Pryma

Melitopol State Pedagogical University
Informatics and Cybernetics Department
of B. Hmelnytsky
Melitopol, Ukraine

СИНЕРГИЙНО-ИНФОРМАЦИОННЫЙ ПОДХОД КАК МЕТОДОЛОГИЧЕСКИЙ ИНСТРУМЕНТАРИЙ ИССЛЕДОВАНИЯ ОТКРЫТОГО ОБРАЗОВАНИЯ ВЗРОСЛЫХ

Естественным эволюционным этапом развития человеческой цивилизации является построение информационного общества, в котором основным стратегическим ресурсом является информация и знания. Как отмечает исследователь В. Пожуев, в условиях глобализации мирового развития и беспрецедентной информационной открытости границ информация и знания становятся главными стратегическими факторами в международном соревновании ее положительных сторон и минимизации негативных последствий глобальной трансформации человечества. Формирование информационного общества любой страны сегодня является необходимым условием её устойчивого развития, полноценного вхождения в мировую экономику и в мировое образовательное пространство.

SYNERGETIC AND INFORMATION APPROACH AS METHODOLOGICAL TOOLS OF STUDY OF THE OPEN EDUCATION FOR ADULTS

Setting of the problem in general and its connection with significant scientific and practical tasks

Natural and evolutionary stage in the human civilization development is the formation of information-oriented society in which the major strategic resource is information and knowledge. According to V. Pozhuev's opinion, in conditions of the world development globalization and unprecedented informational openness of the national borderlines information and knowledge become major strategic factors in the international contest of its positive sides and minimization of negative consequences of the global transformation of the humanity. [13, p. 12] At present time formation of the information-oriented society in Ukraine is the essential condition of the country's steady development and its full-scale entering the world economy and the world educational space.

Characteristic feature of the information-oriented society is its openness which is displayed in the openness of the world, openness of the man himself, openness of the processes of his learning and education. Tendency to expand the abilities of the personality to get education and to make the latter more available for various strata of society, especially under the conditions of Euro integration strivings of Ukraine, determines the necessity to create open educational space that will become significant addition to the structure of the existing system of the education for adults and will give a possibility to realize the paradigm of the open education. In L. Horbunova's opinion, the search of corresponding organizational structure of the open education (especially in the field of adult education) and establishments which could provide the transition from the principle of „lifelong education” to the principle of „education through life” is the most important problem of the 21st century. [4, p. 40] Solution of the above problem is immediately connected with working out theoretical and methodological grounds of the open education for adults and with selection of methodological tools for its study.

It should be pointed out that currently in the study of such phenomena as the open world, open society and open education one can observe predominance of classical methodological approaches which are based on the classical science and philosophy of rationalism whereas isolation and aloofness are seen as initial and fundamental categories. Adequate and complete understanding of such a phenomenon as openness is impossible without taking into account the postnonclassical methodological paradigm which sets the orienting points of non-linear character, possible dependence, self-organization of such phenomena and processes. Research of the open information-oriented society in general and open education in particular is to be carried out with the help of newest and improved theories which embrace postnonclassical postulates and which open prospects for complete and intact learning and world perception.

Thus, analysis of the problem of selection of methodological tools for research of the phenomenon of the open education for adults is a relevant and urgent scientific task.

Analysis of the latest research and publications which provide pioneer research of this problem

At present at scientists' disposal there is a considerable arsenal of methodological tools. In scientific research scientists use such philosophical-methodological approaches as phenomenological, historical-genetic, personally-oriented, activity and competence approaches and others. At the end of 20th – the beginning of 21st centuries system approach became the most popular one and it de-facto became the predominant one in the philosophy of rationality. However, this approach has a range of restrictions in the research field of such a

dynamic, nonlinear and complicated phenomenon as the open education is.

Recently attempts have been made to modernize the system approach, notably with the help of various additions and modifications of the system approach, among which we can consider the meta-system approach (A. Karpov, T. Klimontova, V. Peskov, N. Yakovleva) and system-synergetic approach (V. Arshynov, Y. Danylov, B. Kadomtsev, S. Kapitaa, O. Kniazeva, S. Kurdiunov, I. Prygozhyn, I. Stengers, H. Hakan, Khashchans'kyi). Actually, the proponents of the above approaches managed to reveal separate, unknown by the present time, aspects of the system approach potential. However, these additions and modifications do not give a possibility for an adequate study of dynamic and changing with times structures, phenomena and events, especially those ones which are characterized by openness, infinity, nonlinear character, such as the open world, open society and open education.

Formulation of the article objectives (setting of the task)

Hence, *the scientific task* of this article is to carry out the analysis of the philosophical and methodological tools and to choose postnonclassical methodology in order to study the phenomenon of the open education for adults.

Presentment of the basic research material

Study of any phenomenon or event is to be started with the selection of philosophical methodology that a researcher grounds upon. In this context we consider V. Shapoval to be quite right saying that to determine the philosophical tools for studying a certain phenomenon one can use three diametrically different variants: 1) to study the phenomenon it is enough to use the one specified method which can help to obtain rather a well-grounded result; 2) it is necessary to use the entire complex of different methodologies whereas each of them could encourage revealing certain sides of the object under study; 3) philosophical scrutiny of the object being studied does not require any specific methodology in its pure form and is carried out with the use of logical devices demonstrating the author's personal position. [18, p. 31-32] In case you believe that cognitive activity is to be based on certain principles which were determined beforehand, then in order to study this or that phenomenon it is necessary to choose a single methodology which can assist in achieving the hypostasized aims in the shortest possible way. Such an approach has its own advantages: its application is to demonstrate the entity and integrity of the author's theoretical position; it will give an opportunity to achieve the positive scientific result with a great degree of likelihood. This approach is widely used in science but just to study some relatively simple objects possessing comparatively small number of inner and outer relations. However, when it concerns the objects having complex multi-levelled structure and various connections and relations or

when the objects belonging to the nonmaterial sphere are studied, it would hardly be right to speak about the application of „the only one correct” methodology. In case we study the phenomenon from different methodological positions, then such an approach would account for, first, varied experience of the phenomenon study in the history of the philosophical thought and, second, plurality of modern philosophical discourse which manifests incredible multi-vector nature and multifacetedness of approaches. Out of doubt, as V. Shapoval reasonably points out, such an approach has also its weak sides. While analyzing different sides of the object of study with the help of various methodological devices which differ from each other, finally it is necessary to carry out the final synthesis, to construct the intact theoretical model since any object is really a certain entity. A researcher stands before the problem of synthesis of the obtained results and will have to either borrow some methodology or convincingly demonstrate his personal, different from all the others, methodological position which will assure such synthesis. [18, p. 31-32]

Studying the phenomenon of the open education one can use phenomenological, historical-genetic, personally-oriented, activity, competence and other philosophical-methodological approaches. However, system approach has recently become the most popular one and it de-facto has become the predominant one in the philosophy of rationality. Within the system approach which is based on classical science and philosophy of rationalism, isolation, aloofness and consistency are seen as initial and fundamental categories. These categories are immediately connected with such categories as determinism, linearity, balance, stability, reflexivity etc. All of these things give a right to determine the system approach as methodological basis of the philosophy of closed society. Introduction of such categories as the open education, indeterminism, imbalance, instability within the systemic approach are due to the necessity to overcome the initial closedness. Instead, as V. Yegorov reasonably notes, contemporary worldview which corresponds to postnonclassical science is based on the openness as the initial category of the open Word. [6, p. 34] The world in the borderline worldview sense is represented by the world manifestation. The notion of the world manifestation denotes the worldview approach considered from the positions of the world openness, i.e. from the objective positions. It is the abstract borderline worldview level which expresses the absence of the world beginning and its infinity.

Such understanding of the world is connected with openness and it lies in the basis of the corresponding worldview which is opposite to rationalism as the worldview approach. It is the philosophy of the open world, the philosophy of openness which is based on the new understanding of the world openness and infinity, order and chaos, determinism and indeterminism, organization and self-organization, linearity and non-

linearity, stability and instability, one-way direction and multi-vector nature of the natural processes, fluctuation, bifurcation, information nature of man, his cognitive abilities and needs.

Such researchers as A. Abdulaev, V. Vasy'l'kova, I. Dobronravova, I. Novyk and others point out the limitation of the system approach at the modern postnonclassical stage of the science development. Thus, V. Vasy'l'kova mentions that the ancient Indian and Chinese philosophies contain systems of views according to which nature is not an atomic complex of objects but it is single, inseparable, live and organic, ideal and material reality which is included into motion. [1, p. 18] Researcher I. Dobronravova points out that the system approach does not only correspond to the evolutionary approach of the new paradigm but it contradicts quantum and relativistic principles as such. [5, p. 347] According to researchers A. Abdulaev and I. Novyk all the developed conceptual arsenal of the classical general theory of systems and cybernetics appeared to be sufficient just to describe the systems which do not change through time, linear by the structure of organization and determined. [10, p. 4]

The attempt to overcome the restrictions of the system approach in the study of the phenomena which are characterized by openness is revealed in the works by A. Karpov [7], T. Klimontova [8], V. Peskov [12], N. Yakovleva [18] who are proponents of the meta-system approach.

In the logics of the meta-system approach any system is seen as interacting with a certain outer system. Through this interaction it obtains its qualitative distinctness and specificity, and it can be adequately understood and studied only when taking this interaction into account. Within the meta-system approach it is postulated that any system is included into the meta-system and interacts with it through the meta-systemic level. According to the classical idea of the system approach the object which is taken in relatively independent form, finds its qualitative distinctness. However, being taken in the context of that real meta-system to which it is included, it obtains its genuine „inner system being”, its qualitative specificity. [8, p. 158-159]

According to the definition of the meta-system approach founder A. Karpov, it is this very approach that gives a possibility to study more complicated and specific systems in a more adequate and complete way. The most important and unique feature among the features of such a type systems is its ability to attain a principally new and specific quality – ability for functional including into them the meaningful features and characteristics of that meta-system whose constituent parts they are. [7, c. 55]

As the performed analysis proves, in the attempts to improve the system approach the adherents of meta-system approach focus their attention on

the specific kind of interaction between the object and environment, object and meta-system on the meta-level.

Another modification of the system methodology is an approach which combines the ideas of consistency and synergy on its basis. Potential for use of synergetic ideas within the system-synergetic approach is revealed in the works by V. Arshinov, Y. Danylov, B. Kadomtsev, S. Kapitsa, O. Kniazeva and S. Kurdiymova [9], I. Prygozhyna and I. Stengers [15], H. Haken, I. Khashchans'kyi [16]. System-synergetic approach, as I. Khashchans'kyi defines it, is a combination of principles which determine the objective and strategy of difficult tasks solution; it is the method which is based on the idea of the object as a system that implies, on the one hand, the problem decomposing into constituent parts and the analysis of these parts, and, on the other hand, keeping the mentioned parts in the integral entity. The main principle of the system-synergetic approach is the principle of the final objective which implies that the system functioning is directed at its achieving the global aim, while the aims of its sub-systems are seen as intermediate results of this process. [16, p. 490]

Origins of the system-synergetic approach are rather old and numerous; they can be traced in the works by P. Rickert, I. Kant, K. Jaspers, D. Bell and others. Synergetics of I. Prygozhyn who touched upon the problems of self-organization of the non-linear open systems, put into question all the progressive conceptions of the social development and suggested as the main idea the idea of stochastics which means unpredictability of development in any of the bifurcation historical points. [16, p. 490]

The mentioned above features of the system-synergetic approach encourage deeper learning of such difficult non-linear and non-determined phenomena as the open world in general and the open education in particular. Thus, the works of V. Andreeva, L. Zorina and N. Talanchuk reveal synergetic objective laws of students' educational and research work; they prove that the system-synergetic approach is based on the dominant in this kind of activity self-organization, self-education and it implies stimulation of its influence on the subject aiming at its self-realization and self-improving in the process of interaction with other people.

However, the most adequate approach for us seems to be the synergetic and information one. The synergetic and information approach, as the system-synergetic one does, implies non-linear development according to the bifurcation scenario when the new quality of a person or society is not the result of the constituent gradual development, but it is the result of the choice of the one of many possible developmental variants under the influence of collective and individual interactions which cardinally change the direction not just of social changes but also the essence of the person himself. Synergetic and information approach as the contemporary worldview which is inseparably connected with the world manifestation

leads from the objective – nature, but not from the subjective – man. In this meaning the world outlook, according to M. Scheler, absorbs the essence of physical, psychic and ideal things regardless the way their perception is going on.

It is the very synergetic and information approach which gives a possibility for adequate conceptualization of such integral categories as openness, information, responsibility, freedom within the open education. In order to explain the idea we will use the research of such categories correlation as consistency and openness, consistency and information.

It should be noted that we understand the categories of „consistency” and „openness” as mutually exclusive ones, i.e. being the logical contradiction. Consistency as category is connected with this or that borderline nature, extremity, aloofness, order. At that, openness which as the adherents of the system approach suppose is expressed in the exchange of either matter or energy between the system and other systems or the environment, is not the initial openness but a derivational phenomenon. In fact, the initial openness is the open world and the idea of material and ideal as the initial entity. At that, the initial closedness is the aloofness, subordination of the material (nature) and ideal (man, his mind, consciousness). Hence, openness which is immediately connected with the initial openness and initial closedness cannot characterize the system notion. Its fundamental principle is the initial synergy of the material and ideal origins of nature, that expresses the level of the world perception which was achieved by man. The man as the natural being which shows the essential fundamentals of the world on his macro-level is also open by his nature and has the information nature.

We see significant restrictions of the system approach in the explanation of the information nature of man. Information unlike energy is reduced neither to matter nor to the idea as representing natural matters of a more general level. It represents an independent and deeper natural matter. Under these conditions, according to V. Pozhnev, top-priority is ascribed to the notion of information which is seen as the global discourse of nature and which has a specific way of manifestation and perception in every certain case. [14, p. 7] As researcher V. Yegorov reasonably points out, nature of information lacks the system aloofness, so it is the general language of nature which is characteristic of the outer space in general, not only for understanding it as the Solar system or our galaxy. [6, p. 7] Information has no boundaries, it is not connected with speed of light in vacuum, it spreads instantly, and it is generally available and universal. These very qualities of information change the energy man into informational one, and information is changed into the major strategic resource of modern society.

According to N. Wiener, information is „the content which comes from the outer Word”. [3, p. 31]. It is the information that translates ideal meanings

of natural connections and relations into the deepest and the most common ones, in particular into the ones being principally beyond the man's understanding. Such understanding of information was formulated by N. Wiener, C. Shannon, and W. Ashby in the middle of 20th century and it gave grounds to come to the conclusion on the necessity of turning information into the major strategic resource of the post-industrial, information society.

Being non-material matter information has non-systemic character. Unlike the material systems of different levels which are characterized by relations between structural elements and power interaction between them, the notion of consistency is inadequate for information. Information characterizes a principally new way of interaction – nonbearing. Thus, information turns into the fundamental notion which expresses the infinity of the world in a more adequate way. Information is neither matter nor energy, it is not limited by discretion which is connected with them, and correspondingly it is not limited by the systemic eventual idea of the world. Information is a new independent matter which expresses the principally new worldview level in comparison with the material-ideal.

World manifestation is realized through information. The man, having received and processed the information coming from the outer world, gets the objective idea about the essence of processes which take place on the level of more definite phenomena and systems. For a good reason V. Vernad'skiy in his work „The Two Syntheses of the Space” wrote that the phenomenon of life and dead nature is the display of the single process. [2, p. 12] Actually, detection of information revealed single informational nature of non-organic and organic, inanimate and animate, material nature and man. To support this idea researcher R. Passé points out that “information came to change energy as the main motive power of development. At present the humanity is at such a stage when the motive power of development moved from the sphere of energy into the sphere of information. And it is the gigantic resolution.” [11, p. 61-62] All mentioned above gives a possibility to make a conclusion about the information nature of man. The information nature of man determines constant development of his cognitive abilities, „increase of his intelligence”. Since the idea of man's development as the development of his intelligence fits neither material conception because it comes from the ideal nor the idealistic one because the development of man's intelligence is seen as the function of the nature development, its self-knowledge and self-comprehension but not as the result of God's creation. By the way, it is the non-material character of information that gives a chance to assume infinite development of man's cognitive abilities which acquires special sense for working out theoretical-methodological grounds of the open education for adults. And it is the synergetic and information approach which gives a possibility to reveal the essence of information in

a more complete and adequate way, its role and potential in establishing of the open information society.

Conclusion and prospects of further research

On the grounds of all mentioned above it can be noted that the open education for adults is a phenomenon which is based on the openness as the initial category of the open world and on the information nature of man. Adequate and complete understanding of the phenomenon of the open education for adults demands the use of postnonclassical methodological paradigm which will correspond to the philosophy of openness. The synergetic and information approach is seen as the very methodology. It is the synergetic and information approach which gives a possibility for an adequate reflection of the contemporary worldview which is opposite to rationalism as the worldview approach and gives an opportunity to conceptualize such categories as „openness” and „information” within the phenomenon of the open education for adults.

Further research works suggest the development of theoretical-methodological grounds of the open education for adults on the basis of the synergetic and information approach.

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