УДК: 378.14.014.13

I. Onishchenko

DOI: 10.36919/2312-7812.1.2020.133

DO WE NEED SOCIAL SCIENCES AND HUMANITIES IN THE 21ST CENTURE
(OPTIMIZATION OF SOCIAL SCIENCES AND HUMANITIES
IN THE EUROPEAN AND AMERICAN HIGHER SCHOOL)

В статті аналізуються стан викладання дисциплін соціально-гуманітарного циклу в Україні, причини його кризи та завдання щодо оптимізації навчальних планів.

Звертається увага на те, що з початку XXI століття вчені намагаються відповісти на питання - які виклики висуває нове століття освіти, чи відповідає сучасна освіта новітнім завданням, що стоять перед людством. Стверджується, що революція, яка насувається, зачепить (якщо зовсім не зруйнує) й політичний устрій світу, до чого людство має бути готовим. Можливо ще сьогодні людина не розуміє, як його безпосередньо стосується штучний інтелект чи генна інженерія. Йому неважливо, як саме функціонує політична система його країни, чи фінансово-банківська система. Він хоче вчасно отримати зароблені гроші - перекласти їх з банкомату до власної кишені, а потім витратити як забажає. Йому потрібна гармонія в усьому - від сімейних відносин - до політичного клімату. Поява ж нових соціально-політичних моделей з новими формами ідеологій вимагає вміння адаптуватися до нових реалій.

Аргументовано, що необхідно змінити підходи до освіти не лише в сенсі її організації, але й у змісті. Акцентується увага на тому, що стара освітня модель ставила за основну мету - надати освіту, відтепер постає інакше завдання - люди повинні стати самостійними, творчими менеджерами свого майбутнього. І в цьому сенсі лише знань з певного фаху виявляється недостатнім.

Доведено, щоб працювати по-новому в сучасних умовах, необхідно бачити та розуміти ці нові умови. Стверджується, що тут на допомогу можуть прийти саме гуманітарні знання, які формують соціально-політичну культуру особистості, без якої не може бути й мова про сучасне державотворення. Аргументовано, що сформувані політичну культуру можливо, зокрема, через вивчення дисциплін соціально-гуманітарного циклу в закладах вищої освіти.

Представлено моделі викладання соціально-гуманітарних дисциплін у вищих навчальних закладах США, Великобританії, Франції, Японії та Південній Кореї. Звертається увага на зміст освітніх програм у навчальних закладах США та деяких європейських країн, які з 2015 року почали збільшувати обсяг вивчення гуманітарних дисциплін не лише у класичних університетах, а й у технічних також.

This article explores the level of teaching of social sciences and humanities cycle within the frameworks of Ukrainian educational system, crisis and optimization of curricula as well.

Attention is paid to the fact that, the correspondence of modern education system to the task (challenges) of contemporary society can be viewed as a sharp question for consideration that the scientists have been coming across for almost twenty years of the 21st century. It is argued that the impending revolution will affect (if not completely destroy) the political world order, to which humanity must be prepared. Perhaps today, there is a blurred understanding (human being as a social/political subject) of direct correlation of artificial intelligence and genetic engineering. A certain country's political system or financial-banking system works are not crucial ones. A man is aimed at getting the earned money on time - transfer it from his ATM and spend it as he/she wishes. He/she needs harmony in everything from family relations to the political climate.

The emergence of new socio-political models with new forms of ideologies requires the flexibility towards new realities.

It is argued that it is necessary to change educational approaches not only in the sense of its organization but in its content as well. Emphasis is placed on the fact that the old educational model set the primary goal - to provide education, now a different task - people should become independent, creative managers of their future. In this sense, only knowledge of a particular profession is insufficient.

Proved to work in a new way in today's environment, you need to see and understand these new conditions. It is argued that humanitarian knowledge shaping the socio-political culture of the individual, as an integral part of modern state formation, can come to the rescue. It is argued that it is possible to form a political culture, in particular, by studying the disciplines of the social and humanitarian cycle in higher education institutions.

We have presented the models of social sciences and humanities teaching in higher educational institutions of the USA, Great Britain, France, Japan and South Korea. Attention is drawn to the content of educational programs in educational institutions in the United States and some European countries, which since 2015 have begun to increase the scope of study of humanities not only in classical universities, but also in technical ones.

Key words: social sciences and humanities cycle, optimization of curricula, average academic time.

Literature review

Scientists from different countries are engaged in analyzing and comprehending current trends in educational development. Recently along with Gordon Dryden, Jeannette Vos works have appeared Yuval Noah Harari, Ishaan Tharoor, Gregory R. Woirol and others. Problems of influence of social sciences and humanities on formation of modern specialist are reflected in the works S. Gutkevich, S. Dychkovsky, S. Ivanov, N. Klyuchkovskaya, I. Onishchenko, H. Onkovich.

Problem The correspondence of modern educational system to the task (challenges) of contemporary society can be viewed as a sharp question for consideration that the scientists have been coming across for almost twenty years of the 21st century. The time gap between the works of Dryden Gordon and Jeannette Vos "The Revolution in Learning" and "21 Lessons for the 21st Century" written by Yuval Noah Harari is almost twenty years. Although the main concepts are still relevant and under research of social scientists.

Referring the education bestsellers of Dryden Gordon and Jeannette Vos, who encouraged the world to new learning techniques and made a revolution within educational system, understanding the current trends of human development as a whole, their studies were a kind of analysis of the structure of the world revolution, it was a revolution in education. Their futuristic ideas of education have been supported by many followers around the world. And their points of views of reforming the education system is largely conceptual with broad philosophical and methodological visions that have become the basis of many world reforming models of education system, and, particularly, the educational systems of European countries.

What kind of answers do the social sciences and humanities have to answer to the challenges that present scientists face and which they will have to deal with in the future? The famous scientist Harari poses the question of finding answers to the chal-

lenges that society has come across ranging from environmental crises to political ones. The scientist calls to find the meaning of life and to answer the question - what is life as itself. Making a summary the scientist has paid attention to necessity of changing the educational approaches both organization and structure as well. There are a great number of examples where engineers invent revolutionary technologies, in bioengineering or in information technology, which will be implemented by entrepreneurs afterwards, nobody is not worry about the consequences of such inventions on human beings and earth overall [5, 11-31].

Humanities can prevent mankind disaster. The appearance of artificial intelligence will not only reduce the number of jobs; it will have a significant effect on human professions. Harari assures that not only the drivers, bankers and the doctors will be replaced with the computer. However, it should not be the competition among people and algorithms, but understanding of a proper process as itself. New professions appear and change the contemporary educational system.

The impending revolution will affect (if not completely destroys) the world political order, and humanity must be ready for it. Perhaps today, people do not understand the link between them and artificial intelligence or genetic engineering. Today the country's political or financial-banking system are not considered as an important issue. The main goal of the individuals is to get the cash salary in time and spend their money on products or services in order to satisfy their needs. The general harmony ranging from family relationships to the political situation is the basis of their being. The flexibility is very important feature to adjust new social and political models and concepts as well.

Humanity has learned to store the important world information by providing instant access to it both almost in any form and by any person [2, 23]. The proper usage of the received information is main issue nowadays.

The old educational model is aimed at teaching disciplines, but today there is another task. People should become independent, creative managers of their future. And in this sense, only knowledge of a particular profession is insufficient. Considering this aspect, it is not enough to be fluent in your specialisation field. Within the frameworks of modern working conditions one should view and understand them as themselves. And the role of the social sciences in this sense is crucial one at the state level as they can be considered as the principles of social and political culture of the individual. The education is a core tool of efficient development of the country by creating spiritual and political culture of the youth and the person's picture of life as well. The political culture is, particularly, formed by means of social sciences and humanities cycle learning within the higher educational institutions.

Regarding contemporary Ukrainian higher school, we can clearly observe the teaching of social sciences and humanities has been experiencing the crisis. Humanities have no value and the influence of history, philosophy, political sciences in respect of economic competitiveness of the country do not seem so obvious, and it is emphasised at state level. Although within contemporary evaluation, of higher education these visions are primitive and conservative (outdated) ones.

Neglecting the study of the social sciences and humanities, we are going to come across the future generation of ignorant and marginal individuals. The social scientists

and the specialists in the sphere of education are concerned in low status of these disciplines, reducing the academic time, discipline selection, and it can be viewed as neglected attitude towards humanities as basic disciplines of educational programmes. In some higher education institutions, having the status of “disciplines of choice”, they have been stopped teaching. This is particularly regards the political science. However, a systematic, proper study of political theory and practice, the formation of a political nature, which in some ways is a kind of artificial network connecting people to a unique society, forms a certain way of thinking of modern humans.

Sometimes, it has a negative influence on students in the case of non-coincidence of teaching theory of the disciplines and social practice. Therefore, we must not suppress the sciences, but we must pay attention to low level of competence of teachers/lecturers, by means of certification trainings, internship in the best higher educational institutions in order to interest the students and teach them critical way of thinking, analyse, make summaries, practice within political space.

Moreover, the task of a high school is to make an accent on the development of critical thinking and values and it should not be based on teaching knowledge and description of particular events; one should not see a higher school as a counterpart of a secondary school, for instance, teaching the discipline of History of Ukraine. Teachers/lecturers should use active teaching methods stimulating creativity, independent thinking, and initiative. During the discussion, students are free in expressing their own opinions, contradicting the teacher's beliefs, which in their turn result in new questions and therefore new, sometimes quite unexpected, answers. So students take an active part in political space by explaining certain social and political processes or by analysing the state of instantly changing political institutions, which have just been printed.

Sometimes reducing the academic time of the disciplines of the social and humanitarian cycle in higher education institutions in Ukraine is referred to the United States and Europe practice as well. Indeed, at the beginning of the 21st century, the idea of rational thinking prevailed in the West, reducing the role of the humanitarian component of the educational process. However, over time, it was inappropriate, and in 2015, in the United States and some European countries' educational institutions the academic time of humanities was increased not only in classical universities but also in technical ones.

The Horizon 2020 research and innovation program, adopted by the European Commission, formally recognized the importance and necessity of studying the social sciences and humanities. In the USA, the average academic time varies from 21 to 26% depending on the field of study and specialisation of the higher educational institution (comparing with the European University: there are 33 credits, 13% from 240 credits).

At the American universities' curricula the social sciences and humanities include history, economics, cultural studies, philosophy (particularly, logics and anthropology), foreign languages and communicative disciplines (these are public speaking, small group discussion). It should be mentioned, it is history of the United States that is taught properly, while history of other countries and world are mainly ignored.

For example, the bachelor of technical sciences' degree in the USA includes the following social sciences and humanities: the first course, one semester is for Technology and Society, Social Psychology; the second course, two semesters is for History of

America; the third course is for Consciousness of the 21st century; the fourth course is for Directions of the Historical Development of the USA, Small Groups Discussion, Arguments and Opinion. It is a 4-year-program, including 135 modules, where social sciences and humanities constituent 24, these are 18%.

For example, at Georgetown University, Accounting and Marketing, where Humanities constitute 40% of the total academic time. [3,65]

Today, in the United States, a number of leading universities, particularly, Harvard, Yale, Princeton have been launched the federal program for non-humanities students, which is called Back to the Origins. It includes the compulsory ten courses from five major Cultural Areas, where three are in Literature and Art, two in History, two in Social and Philosophical Sciences, one in Language and Regional Studies. It is a state which is responsible for the education of a patriotic, conscious, critical thinking modern man.

European countries, including the UK, are approaching the meticulous changes within educational structure. Although Oxford and Cambridge minimize innovative educational techniques, focusing on professional disciplines, however, in economics, international relations, history, social and humanities courses are not referred to the professional and specialized disciplines. It should be mentioned that the English education system thus significantly reduces the total time students spending at universities (in the UK, a master's degree can be obtained almost twice as fast as in Austria or Germany).

According to the Strathclyde University's curricula bachelor's degree in economics includes Philosophy, Foreign Languages, Modern European Literature and History, which are considered compulsory ones, where 160 hours of total academic time are for each discipline. In France all universities, but confessional ones, are referred to the state higher education institutions, there are unique educational programmes supported by the specialists of Ministry of Education. Within French higher educational system a great number of disciplines are focused on qualification except humanities cycle. Although there is an exception, referring to Self-Expression and Communication module. It includes Foreign Language, Business Communication, Rhetoric, Business Correspondence, Conflictology and so on. In France Foreign Language can be viewed as a general humanities discipline, but as a part of professional component. There is a simple example namely the title Economic and Financial English within the frameworks of the Paris-Dauphin program (Banking, Finance and Insurance). [4,245] Interestingly, the DESS diploma provides that any practice-oriented specialisation, and so the compulsory disciplines are Strategic Planning, Market Analysis and Sales Policy, and mastery of Social Psychology. DESS diploma is prepared by Management institutions departments of the large educational institutions, fully regulated by the French Ministry of National Education. [1,121].

Conclusions

Optimization of Social Sciences and Humanities in both the American and European Higher School are based not on their reducing but on restructuring making an accent on modern sciences and introduction of new disciplines in order to improve personal qualities, to use innovative technologies, to add speech disciplines.

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