The Creative Educational Paradigm

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Abstract—**Pedagogical support of human activity, namely, the creation of conditions for development and self-development of individuals both in creative productivity and in socio-psychological readiness to live under fast-changing society is one of the evident trends to reduce socio-psychological frustrations and the precondition in anthropocentricity of innovative changes. That is why the most urgent trends in pedagogical support are connected with the teaching of creativity, psychologically comfortable involvement into the innovative environment as well as with new additional means of professional activity (new communication means, Internet and etc.).The article focuses on the essential characteristics of a creative paradigm of higher education in the context of the anthropocentricity principle. The new educational paradigm is also characterised by the principles of "intellectual maturity as meta-goal-setting", "self-development of activity subjects", "co-creativity of activity subjects on the level of their co-existence", "openness, integrity, self-organization", "anthropocentricity of innovative changes".**

Keywords—anthropocentrism; creativity; intellectual maturity; morality

I. INTRODUCTION

Information, knowledge and innovation become the main driving force of the post-industrial society. In 1973, Daniel Bell's historical work predicted a vastly different society developing – one that would rely on the "economics of information" rather than the "economics of goods." Daniel Bell stated that the post-industrial society's dimensions would include the shift from goods to services and the expansion of services in the economic sector, the rise of new technical elites and an increasing dependence on science and theoretical knowledge as the means of innovating and organizing technological change [1].

Forty years later it is also important to note such by-products of this society as stress, frustration and depression. In Russia we can observe an increase in illness attributed to stress and anxiety. Stress-related illnesses are, on average, the costliest of all work-related illnesses in terms of days lost per case [2] (teachers' stress levels are higher than the average range). The noted problem is typical not only for Russia [3]. At the same time, emotional burnout in teachers is considered higher than in representatives of most other professions [4],[5].

Innovation plays a key role in the adaptation of higher education to the demands of a knowledge-based society. Achieving this objective implies the reform of higher education. In the new paradigm of higher education, creativity is the fundamental element, which aims to streamline higher education to be efficient and globally competitive [6].

Hereinafter, we will point out the essential characteristics of the new educational paradigm in the context of the anthropocentricity principle. We will also consider the continuity of the creative educational paradigm and the current concept of higher education development.

The notion of innovation presupposes constructiveness of something new introduced into the life of a human being. A positive bias pervades the study of innovation. The word innovation itself seems to have exclusively positive connotations. Innovation is often viewed as a good thing because the new idea must be useful, profitable, and constructive [7, 8, 9]. New ideas that are not perceived as useful are not normally called innovations; they are usually called mistakes. Objectively, of course, the usefulness of an idea can only be determined after the innovation process is completed and implemented.

It is in very rare occasions that we stop to think whether the new product, process or design can have negative impacts [10].

Any innovation might give rise to some negative consequences as well. One cannot but agree with the words of the famous Russian poet Andrei Voznesensky: "All progress is reactionary if man collapses". For every necessity to innovate there must be an evaluation on its benefits towards man.

However, contradictions and frustration, as the result of the influence of various social factors, are the driving force of human development. The constructiveness or destructiveness of the new things introduced, their reactionary nature as well as their positive influence on a human being, cannot be clearly defined. It is quite often a complicated matter, which encompasses the whole range of existing views of the world order, man's place in nature and society, the place of a certain community in the system of state, ethnic, religious and other aspects of a society having its own peculiarities and aspirations.

The principle of anthropocentricity of innovative changes requires certain commentaries as far as the moralexpedience of innovations is concerned. On the one hand, innovative activity should be anthropocentric according to the

abovementioned Voznesensky's quotation. On the other hand, man is an element of nature and his view of the world and himself make up the unity of both individual and common. Thus, from this point of view anthropocentrism is inappropriate and even pernicious. When a person commensuratestheir desires and necessities, which are satisfied with the help of innovations, only with their Selves,the person can do harm to Another one, or to the environment, which gave birth and a part of which the person still remains.

The study of innovative processes in education makes it easier to define the innovation constructivism,for the innovation activity control in higher education does not directly touch upon the natural environment (unless certain innovative projects are considered). That is why the proposed thesis of anthropocentricity of innovative changescan be regarded as the main criterion of Higher Vocational Training (HVT) reforming. First of all, it means minimization of social and psychological frustration factors, which accompany innovations [3]. It also meansmeasures to compensate for the destructive influence of the educational institutional forms on the participants in educational activities [11].

II. COMPETENCE-BASED PARADIGM AND CREATIVITY

The world globalization processes are accompanied by innovative upsurge of some countries against the backdrop of stagnation of others, inter-confessional and inter-ethnic problems, geopolitical disputes, deep socio-economic, and environmental and cultural crises. The survival of the Russian state in its current borders is only possible preserving its identity and self-sufficiency, innovative development of its economy, and effective use of the citizens' creative potential.

The formation of the creative educational paradigm in the Russian higher education meets the modern socio-cultural challenges of the time.

Speaking about Russian higher education, it is the term "competence" that prevails in modern educational discourse, rather than such terms as "innovation", "creativity", "creativeness", or "co-creativity". The fifteen years of higher education reforming within the framework of the Bologna Process and under the aegis of competence approach introduction, have led to the fact that the latter is becoming a new education paradigm according to many modern Russian researchers.

It is possible to underline some features of the competence approach, which show that it will share the fate of many other paradigms, constructs and theories, based on promising but for some reasons gradually losing their luster categories. The most significant of all the features is "the absence of the flawless arguments, obtained through observations of the graduates' (not the students') professional activity, in favor of its feasibility"[12].Moreover, indeed, numerous dissertations and monographs analyze students' activity rather than that one of qualified specialists. A.L. Andreyev is even more categorical about the competence approach saying,"it's acceptance as a new

paradigm has not led to any visible improvement and increase in the competence level of graduates. Paradoxical as it may be, in a number of cases it has even led to its decrease" [13].

The logics of the competence-oriented contend of education in spite of paradigm reorientation from the level of knowledge to the level of skills to perform activity, team work etc. causes regulate educational process. The institutional forms in higher education could neglect the effect from creative and innovative forms. To train specialists who would be able to develop the society in innovative way it is not proper to use typical for distant learning testing system, the formal problems, the Internet communication the efficiency of which decreases with the increase of students. Creative process is not compatible with great amount of routine work for a teacher, with the solving of typical problems; such education technologies standardize thinking, hinder the development of creative multidiscipline consciousness, spiritual and creative features, to say nothing about the skills of personal communication and work in creative groups [14].

Thus, the analysis of the prospects of development of the creative paradigm of education is directly related to a more detailed study of the theory and practice of the competence model of education.

The academician of Russian Academy of Education (RAE) A.M.Novikov emphasizes, "in fact competence is synonymous with skill. … The domestic pedagogical science and psychology developed the theory of forming skills long time ago. Besides, since E.A. Mileryan's works in the 1970s, skills have been considered not in their narrow technological sense, but as "complex structural formations, including sensual, intellectual, volitional, creative and emotional qualities of an individual, which ensure the achievement of the purposes of the activity under changing conditions" [15].

Inthe middle of the previous century (and even earlier) the university community also understood the importance of close interconnection between university education and practice as well as the significance of the former when dealing with practice-oriented tasks. It was not enough simply to know, it was what one knew how to do that mattered. It is hardly possible that the conditions for this have radically changed for the better in HVT today, quite the contrary (especially if to consider natural science areas of training). Could this be the reason for the decrease in graduates' competence level, as Professor A.L. Andreyev has underlined it?

According to A.S. Robotova's just remark, while discussing competence development and suggesting new educational technologies, educators-researchers do not mention that in most cases it is still a quasi-professional activity [12].

However, as A.M. Novikov himself states there are some differences between skills and competence: modern scientists-educators in their works point out that competence differs from skills in motives. This is how Academician A.M. Novikov comments on it. "If to include motives into

competence, and thus following the competence approach they will be included into educational standards, curricula, the motives will be programmed in the content of education! Thiswill mean that university students' motives and later university graduates' motives should be the same, which is an attack on freedom of an individual!...The fact that motives are included into American (and European) educational standards is not a random phenomenon. It reflects the dangerous trends in the development of Western civilization…" [15]. Indeed, it is hardly possible to consider that strictly regulated development of uniform motives meets the individual-oriented pathos, which for the last years has been pervading the world literature dedicated to educational issues. Similarly, it is hardly possible that the development of uniform motives corresponds to the anthropocentricity of the innovative changes principle.

A.M. Novikov's warning has not been heard and today the motives included into competence, appear in the educational standards and curricula. Professor A.L. Andreyev in this connection points out "Mixing knowledge with personal qualities and socialization level, on the one hand, and professional skills and habits with value orientations, on the other, is typical of both competence approach theory and regulatory documents, which makes educational goal setting rather blurry and muddled"[13]. This is partly explained by the fact that there is a fundamental difference for a learner between the positions "I can and want", "I want but I cannot", "I can, but I do not want", and "I cannot and do not want", for the ability to do something and the motivation to do it are developed in absolutely different ways and by different specialists [13]. Moreover, the development of motivation has a pronounced physiological specific character. It depends on a great number of factors, exceeding the time-space education framework in an educational institution.

The concept of «competence» is not applicable to all mental and sensuous abilities that are realized in human activity, which is a significant disadvantage of the competence approach [16,17, 18, 19]. E. Eisner argues, for example, that the non-alternative, completeness, linearity characterizing the competence approach oppresses the imagination and figurative processes in general [19]. According to the well-known culturologist Ziauddin Sardar, the efficiency of the life of modern man is primarily associated with his imagination [20]. However, visual perception of the person is suppressed by the widespread implementation of standardization and the drive for permanent measurement of results of educational activity [21, 22]. There is a paradox: the concepts of development of education declare the development of creative qualities (for example, [23]), and in practice education is increasingly standardized, based on relatively affordable diagnostic indicators [24].

Another debatable issue is that "as it has appeared, despite the theoreticians' original competence approach designs, that the notion of "competence" in its broadest sense is not so easy to be made operational or working. And this means that unlike the classical triad "knowledge-skills-habits", the degree of competence formation in many cases is difficult and even impossible to accurately monitor"[13]. As a result, "all the recently prescribed paper and test materials starting from the Unified State Exam and finishing with the problems of checking students' residual knowledge in universities, are nothing but a means of knowledge sensing" [13].

III. PRINCIPLES OF CREATIVE EDUCATIONAL PARADIGM

Let us not continue the permanent discussion [12],[13],[15],[16],[17],[18],[19],[25] of the competence paradigm advantages and disadvantages. Not claiming to provide a comprehensive argumentation, we will formulate our vision of the future educational paradigm. It should grow from the current educational paradigm and take into account both its justified goals and achievements and unfulfilled expectations, thereby opening opportunities for their realization.

The future higher education paradigm can be termed creative according to the integrative development task of creative educational environment. The modern philosophical concepts of creativity consider novelty as a criterion characteristic of typical not only of the result of an activity, but of the process of creation as well, which is determined by such notions, as duration, inter-subjectivity, polyphony, diversity, inter-paradigmaticity and others. Besides, in the non-classical tradition the process of creation and its results are additionally characterized by anthropologic and social aspects [26]. Given this, the following principles, such as "intellectual maturity as meta-goal-setting", "self-development of activity subjects", "co-creativity of activity subjects on the level of their co-existence", "openness, integrity, self-organization", "anthropocentricity of innovative changes" characterize the educational paradigm, which should correspond to the postindustrial society.

IV. A NEW PARADIGM AND MORAL EDUCATION IN UNIVERSITIES

Informatization of society and education in particular has determined new requirements for the psychological and pedagogical basis of education, which emphasizes relevance of creative qualities of subjects of educational activity (teacher and student) in the context of the principles of creative educational paradigm ("intellectual maturity as meta goal setting", "co-creativity of activity subjects on the level of their co-existence" and other). Taking into account the mentioned negative impact of the competence paradigm, we will outline a number of psychological and pedagogical requirements connected with the creative educational paradigm. The main attention will be paid to the principle of "intellectual maturity as meta-goal-setting".

Requirements caused by virtualization of human communication due to globalization processes. The norms of social behavior in the virtual environment radically differ from the norms of real communication as they often have little in common with the realities surrounding an individual, the expectations for the individual on the part of the state, relatives, and others. Intercontinental, interethnic, intercultural communications, which are often not limited by

any moral barriers and social obligations, have become available at any time and on any topic (from intimate and suicidal to scientific and spiritual). You just have to go online in a world of colossal number of social groups. Everything depends only on a person's thematic preference and readiness to start communication in a virtual environment.

The conceptual goal-setting of education related to the principles of creative educational paradigm, eliminates the marked negative manifestations. S. Holliday and M. Chandler mentioned the idea of Intellectual maturity in their studies and singled out its following criteria. They are 1) perfect understanding of reality, based on acquired life experience (reliance on common sense, openness to any information); 2) focus on other people (the ability to coordinate different points of view, see the event in a broad context); 3) general competence (being cultured, curious, educated, able to articulate representations); 4) interpersonal skills (listening to others); 5) social modesty [27]. At the same time, the scientists identify wisdom as the highest level of intellectual maturity.

Requirements caused by the great facilitation of knowledge acquisition in the learning process due to the audiovisual information technology as well as their hyperlinks. "Some time ago, the process of learning required a certain amount of effort: the learner should have paid close attention to the teacher's explanations, put in some effort to comprehend a printed text ... Today's curiosity inherent in human nature, however, can be satisfied easily and almost effortlessly. The price of this is the loss of thoughtful learning, development of passive contemplation, schematism and superficial perception and understanding"[28]. Obviously, the described passivity is a significant factor leading to social inertia and social disadaptation.

The psychological basis of intellectual maturity, according to M.A. Kholodnaia, is the integration processes that take place in an individual's mental experience. They result in an increasing role of metacognitive experience and a change in the reality representations. That is, the intellectual maturity key characteristic is related to how a person perceives, understands, explains the reality, what decisions they take and how effectively they act in different situations [29].

Requirements determined by the teacher's controlling function of the learner's development. The education, realized through information technologies, is becoming increasingly popular nowadays. However, the teacher's influence does not completely disappear. What happens is that the pedagogical aspects of the technology creators' implicit presence and their personality influence on the learner come to the fore. Any knowledge product in itself is a dialogue of its creators with the knowledge-prototype creators; it is a dialogue of cultures, consciousnesses.

In the expanding mediated interaction between the teacher and the learner, the teacher's guiding role sometimes increasingly depends on the unpredictable factors of the dialogue of cultures and consciousnesses presented virtually. "The evolution of the consumer society ... in the digital age

has led to the emergence of a specific community of creators and developers of programs and databases, and in fact – producers of spiritual food ... They hold the levers of manipulation and formation of the inner world of the vast majority of people"[28]. Therefore, it is so important to use 'live' communication between the teacher and the learner, which is becoming increasingly scarce in achieving educational goals. It is also extremely important to apply communicative situations and educational technologies that form open human relations.

As far as university teachers are concerned, it is relevant, in our opinion, for them to be cultured, which is the peak feature of intellectual maturity (according to D.S. Likhachev [30]). After all, only a cultured pedagogical university staff can form an intelligent, cultured and educated specialist – the future elite of the country.

V. CONCLUSION

Summarizing the research results presented in the article it should be stated that the coming educational paradigm should satisfy the principle of anthropocentricity of innovative changes in a postindustrial society (the main distinctive feature of the new paradigm). This presupposes minimizing the social and psychological frustration factors, which accompany innovation, as well as measures compensating for the destructive effect of the changes of the educational environment, bring about on the participants of educational activity.

No less important are the other principles of the paradigm, in particular the principle "intellectual maturity as meta goal setting" for moral education in universities.

Creative education paradigm of higher school with its principles and conceptual statements promotes the management and organization of the teaching and upbringing processes, methodological and scientific work in higher school which defines the prior forms and directions of the teaching and upbringing, methodological and scientific work, professional self-development: training and self-training to creative work, modern possibilities of creative education activity; orientation to the cluster models of socio-cultural education environment as the result of project-aimed cooperation with industrial structures, centers of implementation of socio-cultural programs, non-educational research centers, groups to mutual usage of research and industrial equipment, intellectual data bases and bases of innovation ideas, university departments, creative workshops, organizations of socio-cultural profile; balanced usage of distant learning possibilities and others.

The prospects of the higher education development according to the new educational paradigm actualize the acmeological approach to an individual's development. It directly relates to the creative activity and can be a methodological basis for the competence approach as an additional means to assess the quality of specialists, trained at universities.

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