

## FUTURE HUMAN DEVELOPMENT FROM THE STANDPOINT OF DOMINANT PHILOSOPHICAL CONCEPTS OF THE UNITED STATES PEDAGOGICAL EDUCATION

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**Abstract:** *The reform of education of Ukraine takes place using the world experience of adapting a person to life in a competitive environment of modern society. The United States has significant pedagogical achievements and a well-developed system of teacher training. The development and formation of the United States pedagogical system was conditioned by philosophical concepts of essentialism, progressivism, existentialism, humanism, behaviorism, cognitivism, and constructivism which dominated in American pedagogical education at every single stage of its development. American education theorists define three main categories according to which educational theories are distributed: behaviorism, cognitivism and constructivism. Modern US pedagogy has the following postmodern characteristics: constructing knowledge and specification, democratic learning, tolerance and freedom, creativity, diversity. A teacher must know all the philosophical theories of learning in order to choose the best that will work for the result of the future human development.*

**Keywords:** dominant philosophical concepts, constructivism, postmodernism, pedagogical education, the future human development.

The development of the independent Ukrainian state is associated with the formation of a new society, the transformation of all social institutions. Changes in the content and structure of general secondary education are profound and require the solution of the teacher training problems, who recognizes own social responsibility in the process of the future human development, constantly cares about his own personal and professional growth, is able to achieve new pedagogical goals.

Ukrainian educational reform takes course using the world's experience of human adaptation to life in competitive environment of the modern society. An important source for determining the strategic trends of the development of pedagogical education in Ukraine in the field of preparing of the future human is the study and analysis of the similar experience abroad. The United States possess significant pedagogical achievements and a developed system of professional teacher training, some aspects of which can be taken up by the Ukrainian system appropriately.

We have found out that the development and formation of the system of professional training for high school teachers in the United States were called forth by both social and historical events, that took place in the country and in the world, and by philosophical concepts of essentialism, progressivism, existentialism, humanism, behaviorism, cognitivism, constructivism, which dominated in American pedagogical education during every single stage of its development.

In the programs of American teacher training considerable attention is paid to the philosophical and theoretical issues of the formation of the system of teachers' attitude towards professional activity and the construction of a curriculum of pedagogical education. Taking it into account, the study of the philosophy of education in all higher educational institutions of the United States is considered necessary, and the philosophy of constructivism has become the methodological basis for the construction of the curriculum and the content of teacher training.

### **Dominant philosophic concepts of American education**

The adherent of contemporary essentials in pedagogical education A. Bestor<sup>1</sup> maintains that good pedagogical education should provide thorough background in the fundamental branches of science (History, Natural Sciences, Mathematics, Literature, Language, Art, etc.), which are developed as a result of long searches of humanity for useful knowledge, cultural understanding and intellectual power. Essentialists insist that these subjects should be compulsory both at school and at the basic level of pedagogical education at the university, since they are important basis of modern life.

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<sup>1</sup> A. Bestor, *The restoration of Learning*, Knopf, New York, 1999.

The theorists of education (A. Bandura,<sup>2</sup> D. Berliner,<sup>3</sup> J. Gatto,<sup>4</sup> B. Ginsberg,<sup>5</sup> D. Christian,<sup>6</sup> P. Mang,<sup>7</sup> F. Piaget,<sup>8</sup> P. Rossman,<sup>9</sup> F. Seligman,<sup>10</sup> and D. Tapscott<sup>11</sup>) define three main categories according to which educational theories are distributed: behaviorism, cognitivism and constructivism.

The philosophy of essentialism is characterized by the following spectrum of ideas: 1) the curriculum of the elementary school should be directed towards the development of basic skills of writing, reading, counting; 2) the curriculum of the secondary school should develop competence in History, Mathematics, Natural Sciences, native language and foreign languages; 3) training requires discipline and respect for the authority of the teacher; 4) training requires serious, persistent work, discipline and attention<sup>12</sup>.

*Progressive education* supports reforming of American education system and, thanks to the efforts of John Dewey, the founder of progressivism, pedagogical science in the United States has been externalized as an independent, full-fledged branch of science. Progressivists convince that curriculum should be guided by the needs of a child, and school curriculum should respond to any question asked by a child at any age to strengthen his own health and maintain the integrity of the intellect. Progressivists do not recognize: 1) an authoritarian teacher; 2) exclusively bookish teaching methods; 3) passive education; 4) the isolation of education from social reality; 5) the use of fear or physical

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<sup>2</sup> A. Bandura, "The changing face of psychology at the dawning of a globalization era", in *Canadian Psychology*, 2002, vol. 42, p. 12-24.

<sup>3</sup> D. Berliner, "Laboratory settings and the study of teacher education", in *Journal of Teacher Education*, 1985, vol. 36, no. 2, p. 2-8.

<sup>4</sup> J. Gatto, "Against school", in *Harper's Magazine*, 2005. Available at: [www.johntaylorgatto.com](http://www.johntaylorgatto.com).

<sup>5</sup> B. Ginsberg, "Faculty fallout", in *The Scientist*, 2011. Available at: [www.the-scientist.com](http://www.the-scientist.com).

<sup>6</sup> D. Christian, "World history in context", in *Journal of World History*, 2003, vol. 14, no. 4, p. 437-458.

<sup>7</sup> P. Mang, "What is education for?", in *Independent School Magazine*, 2005, vol. 64, no. 3, p. 14-18.

<sup>8</sup> H. Beilin, P. Pufall, *Piaget's theory: Prospects and possibilities*, Lawrence Erlbaum, Hillsdale, 1996.

<sup>9</sup> P. Rossman, *The future of higher (lifelong) education*, 2003. Available at: [www.questia.com](http://www.questia.com).

<sup>10</sup> M. Seligman, "Positive education and the new prosperity: Australia's edge", in *Education Today*, 2010. Available at: [www.minnisjournals.com](http://www.minnisjournals.com).

<sup>11</sup> D. Tapscott, "Grown up digital and the transformation of learning", in *Presentation at the Annual ASCD Conference*, 2011. Available at: [www.dontapscott.com](http://www.dontapscott.com).

<sup>12</sup> S. Shandruk, *Tendencies of professional preparation of teachers in the USA*, Imeks-LTD, Kirovohrad, 2012.

punishment as a form of discipline. Antithesizing authoritarian and democratic education, W. Kilpatrick<sup>13</sup> notes that autocracy implies obedient followers, whereas democracy requires people who are personally eager to think politically in favor of their own and public good. Consequently, society should strive to create the educational system, the product of which would be politically responsible and socially minded citizens<sup>14</sup>. Democratic education is an integral part of democracy in general, so it needs to be analyzed in integrated broad social context. While attaching great importance to social pluralism and diversity in education, progressivists do not deny the importance of a single, invariant cultural and ethical foundation in education.

Such representatives of progressiveness, such as J. Dewey, B. Bode, C. Washburne, and others<sup>15</sup> understand the role of a teacher in collaboration with a student, in student's directing into the process of intellectual search. In our opinion, such a role of a teacher is the most consistent with the progressivists' vision of the learning process as a set of problematic life situations that actualize students' needs in the knowledge necessary for solving these situations. The discipline of training in the form of problematic situations reflects the principles of integrity and interdisciplinarity.

*Existentialism* involves life verifying via the system of own values, at the same time emphasizing the protest against educational control, formalism and social norms. A striking example of existentialism is humanistic psychology: the problems of self-actualization C. Rodgers;<sup>16</sup> ethical and value issues of choice A. Combs;<sup>17</sup> stages of the development of needs A. Maslow.<sup>18</sup> According to G. Parsons,<sup>19</sup> the phenomenon of the hidden curriculum, as one of the actual trends of existentialism is determinant. The researchers of this phenomenon study the problems of social expectations and their impact on the school environment.

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<sup>13</sup> W. Kilpatrick, *Philosophy of Education*, Macmillan, New York, 1951.

<sup>14</sup> K.N. Dementiev, O.V. Zashchirinskaya, O.V. Pristav, "Special and inclusive education systems for disabled children: Health technology application potential", in *Teoriya i Praktika Fizicheskoy Kultury*, 2016, no. 7, pp. 41-43.

<sup>15</sup> S. Shandruk, *Tendencies of professional preparation of teachers in the USA*, Imeks-LTD, Kirovohrad, 2012.

<sup>16</sup> C. Rodgers, "Defining reflection: Another look at John Dewey and reflective thinking", in *Teachers College Record*, 2002, vol. 104, no. 4, p. 842-866.

<sup>17</sup> A. Combs, *The professional education of teachers*, Allyn and Bacon, Boston, 1998.

<sup>18</sup> A. Maslow, *A memorial volume*, Brooks, Monterey, 2002.

<sup>19</sup> T. Parsons, *The Hidden Curriculum of Student-Teacher Evaluation*, Brooks, Washington, 2003.

It is ascertained that the basic principle of *humanism* is the presumption of value-oriented behavior of people. Thereafter, the spotlight of humanists is the complex development of the personality throughout his or her life, and the main categories of humanism are anthropocentrism, the structure of the personality, his or her motivation and setting the goals. The philosophical foundations of humanism are used to substantiate the importance of the United States Comprehensive Component of Higher Education (J. Newman, R. Hutchins).<sup>20</sup> The concept of liberal arts education has a system-building effect on the content of Comprehensive Component of Higher Education in the United States. Thus, the creation of a methodological foundation – the precondition of the development and growth of an individual, self-education throughout life – is essential for the humanistic pedagogical paradigm. The basis of the principles of pedagogical humanism is the belief that the learning process, based on students' cognitive needs, is the most effective. At the same time, the most important is the acquisition of research skills in comparison with the amount of certain knowledge.

We have found out that the system of qualities, important for an American teacher, is preconditioned by his activity in the system of social relations, being engaged in it, namely those social functions that must be performed by a specialist. The problem of the teacher's personal qualities is of prime importance in the works of humanists. So, C. Rodgers<sup>21</sup> believes that the teacher's personality needs to be democratically oriented, since the central principle of learning is freedom. Against this background, teachers should be taught to create free learning conditions in which students could creatively disclose their personalities, but not simply accumulate the information.

Within the framework of *behaviorism* (D. Skinner<sup>22</sup>, E. Thorndike<sup>23</sup>, and J. Watson<sup>24</sup>), there are many successful techniques and models of educational management based on this theory, as well as the methods of learning and teaching<sup>25</sup>. During the 1960s and 1970s, behaviorism was

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<sup>20</sup> S. Shandruk, *Tendencies of professional preparation of teachers in the USA*, Imeks-LTD, Kirovohrad, 2012.

<sup>21</sup> C. Rodgers, "Defining reflection: Another look at John Dewey and reflective thinking", in *Teachers College Record*, 2002, vol. 104, no. 4, p. 842-866.

<sup>22</sup> D. Skinner, *Get Set for Teacher Training*, Edinburgh University Press, Edinburgh, 2005.

<sup>23</sup> E. Thorndike, *Educational Psychology*, BiblioBazaar, Charleston, 2009.

<sup>24</sup> J. Watson, *Behaviorism*, W. W. Norton, New York, 1970.

<sup>25</sup> O. V. Rogach, E. V. Frolova, N. V. Medvedeva, T. M. Ryabova, M. S. Kozyrev, "State and public management of education: Myth or reality", in *Espacios*, 2017, vol. 38, no. 25, p. 15.

dominant in the future teachers' training in the United States, serving as a methodological basis for many popular reforms, such as the study of pedagogical efficiency, pedagogical competence, pedagogical skill, and so on.

We have clarified that the acceptance of behaviorism by the American education system has led to the fact that many colleges in the United States are still focused on simulation and automation of behavior. As a result, the purpose of pedagogical education in the United States is still the development of set of predefined teaching methods, while quality control is carried out through standardized testing.

The policy of standardization of education, which is carried out by state authorities and non-governmental organizations, also promotes the strengthening of behaviorism positions. The standards are the examples of behavior, and according to the theory of behaviorism almost any form of behavior can be trained. According to our research, the standards of pedagogical education are largely concentrated in state laws (mandatory standards) and in the acts of national non-governmental organizations (optional standards). The implementation of standards takes place through certification and licensing of teachers, accreditation of higher education institutions and teacher training programs. Consequently, behaviourism is to some extent a historical precondition for the modern movement for the standardization of education at all its levels, in particular, it concerns pedagogical education as well.

*Cognitivism* replaced behaviorism in the 1960's as a dominant paradigm. Cognitivism is a trend which tries to prove the crucial role of knowledge while organizing the behavior of the individual. Psychologists who have become the adherents of this approach argue that it is accessible for a human intelligence to analyze the information about reality, to make comparisons, to make decisions, to solve the problems that a person faces every minute etc. According to the cognitive paradigm, the student is regarded as an information processor, similar to a computer<sup>26</sup>.

Significant contribution to the study of the influence of the cognitivism theory on the teacher's professional training was made by D. Merrill –Component Display Theory (CDT);<sup>27</sup> C. Reigeluth – Elaboration

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<sup>26</sup> S. Shandruk, *Tendencies of professional preparation of teachers in the USA*, Imeks-LTD, Kirovohrad, 2012.

<sup>27</sup> D. Merrill, "Component Display Theory", in *Instructional-Design Theories and Models: An Overview of their Current Status*, 1983, vol. 1, p. 279-333.

Theory<sup>28</sup>; R. Schank – Script Theory<sup>29</sup>; J. Scandura – Structural Learning Theory<sup>30</sup>.

In the pedagogical education, the optimal components and appropriate presentation techniques should be used to provide the learning process within each learning unit. Merrill's Component Display Theory (CDT)<sup>31</sup> with the help of training components and presentation techniques enables instructive designers to engage students in each learning unit effectively. We have found out that the content of a typical training course covers the facts, concepts, procedures and principles of a component of specific knowledge or skill. Depending on the learning outcomes, the combination of presentation techniques and components allows the future teacher to remember the material learned during the course, use the acquired knowledge during work, and find new ways to use the learned.

Cognitive teaching methods are intended to help students to assimilate new information with already acquired knowledge and modify their intellectual structure to accommodate this information. For example, educators-cognitivists allow students to explain the new material in their own words, ask them questions for structuring the gained material, help them to correlate with the learned material, and accommodate the entire material by providing a clear organizational structure.

Schank's Script Theory<sup>32</sup> refers to the structure of knowledge with a special emphasis on linguistic understanding and higher thinking skills. The scientist proposed memory definition as an episodic, organized around personal experience, rather than semantic categories. "Scripts" are the scheme of generalized episodes that allow a student to make assumptions about the situation by completing insufficient information. Understanding evolves through the combination of empirical observations and conclusions from previous experience.

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<sup>28</sup> C. Reigeluth, "In search of a better way to organize instruction: The elaboration theory", in *Journal of Instructional Development*, 1979, vol. 2, no. 3, p. 8-15.

<sup>29</sup> R. Schank, *Tell Me a Story: A New Look at Real and Artificial Intelligence*, Simon & Schuster, New York, 1991.

<sup>30</sup> J. Scandura, *Structural Learning Theory: Current Status and New Perspectives*. Available at: [www.instructionaldesign.org](http://www.instructionaldesign.org).

<sup>31</sup> D. Merrill, "Component Display Theory", in *Instructional-Design Theories and Models: An Overview of their Current Status*, 1983, vol. 1, p. 279-333.

<sup>32</sup> R. Schank, *Tell Me a Story: A New Look at Real and Artificial Intelligence*, Simon & Schuster, New York, 1991.

In accordance with Structural Learning Theory by J. Scandura,<sup>33</sup> what is being studied consists of a field of knowledge, scope and methods. Structural learning requires the teacher to show the simplest way to solve the problem, and then demonstrate options that are more complex until the rule is mastered. The theory offers combining a strategy of an individualized instruction with performing an analysis the student has mastered and teaching only undigested rules.

### **Constructivism as synthesis of philosophical concepts**

The synthesis of technocratic ideas of behaviorism, the humanistic paradigm of progressivism and humanism took place within the framework of *constructivism*, which has recently become the object of precise attention in pedagogical theory and professional training of American teachers. Constructivism is considered as a more natural, well-grounded and productive approach to schoolchildren teaching and students who are going through the programs of pedagogical training.

Within constructivism, there are two main directions: psychological and sociocultural. The most important issues of these directions are the questions of the prevalence of either individual or social and the influence of the social environment on individual cognitive development. Social constructivism focuses on the transformational aspect of education and is a theory of human development from a socio-cultural point of view. Social constructivism itself includes a number of variations such as situational constructivism, social reconstructionism, socio-cultural constructivism.

Nowadays constructivism is increasingly affecting the training of teachers in the United States. Two factors that influence the choice of a constructivist approach by school teachers and university instructors in the United States can be singled out: 1) the measure of recognition of social determinants in learning and cognitive development of an individual; 2) the nature of the content of the disciplines being taught. Thus, self-reflection and self-evaluation should be encouraged during pedagogical practice as well as professional activity. Having experience in practical use of constructivist methods on their own, future teachers and teachers-professionals will gain incentive-response to the use of these methods in their professional activity<sup>34</sup>.

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<sup>33</sup> J. Scandura, *Structural Learning Theory: Current Status and New Perspectives*. Available at: [www.instructionaldesign.org](http://www.instructionaldesign.org).

<sup>34</sup> S. Shandruk, *Tendencies of professional preparation of teachers in the USA*, Imeks-LTD, Kirovohrad, 2012.



*Social constructivism* and *postmodernism* as the philosophy of contemporary pedagogical education of the United States deserve special attention. Both philosophical trends are an inalienable feature of the professional training of American high school teachers.

The theory of *social reconstructionism*, or, as it is also called, social constructivism, focuses on teacher's independent construction of own professional knowledge, rather than on its transformation. Later, under the influence of cognitivism and postmodern theories, the concept of social reconstructionism was referred to as critical socialist-constructivism, postmodern philosophy of critical constructivism or critical pedagogy.

Social reconstructionism is the philosophy of education, which emphasizes the idea that under the condition if schools reflect dominant social values, organized education can inherit social disadvantages, which are the symptoms of common problems and misfortunes surrounding mankind. According to T. Brameld,<sup>35</sup> the only legitimate aim of truly humane education is to create a world order in which people will control their own destiny. Social re-constructivists consider knowledge in instrumental terms. Particularly useful fields of knowledge are anthropology, economics, sociology, political science, and psychology. These social sciences provide insight (penetration, understanding), information and determine the methods of planned social change in modern society.

According to the research we have done, postmodernists R. Agne, E. Ducharme et al.<sup>36</sup> criticize any universal explanation for regulated systems, offering a transformational liberation instead, defending revolutionary multiculturalism, denying the cultures of the West and emphasizing the importance of the cultures of Africa, Latin America, Australia, actively supporting the movement for civic education, etc.

Social constructivism and postmodernism seek to build a humane society through a careful attitude towards all people of any level, gender, age, rejecting racial and ethnic discrimination and poverty. We believe that such philosophical foundations of the development of pedagogical education in the USA are the most fully consistent with the current realities of the development of American and world society.

Today, postmodernism has become the phenomenon that is fruitfully studied by the representatives of various scientific circles, both

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<sup>35</sup> T. Brameld, *Toward a Reconstructed Philosophy of Education*, Dryden, New York, 1998.

<sup>36</sup> E. Ducharme, "The Educational Professoriate: A Research-based Perspective", in *Journal of Teacher Education*, 1992, vol. 6, p. 52-59.

foreign and domestic. The reason for such excessive attention to postmodernism is its comprehensive distribution in all spheres of human life and the enormous influence on the formation of a new world-view paradigm. Under the influence of postmodernism, the perception of the world, human, philosophy, science, culture and life in general has changed drastically. Consequently, postmodernism helps to understand, appreciate, explain, and originally present some general trends in culture, social and political life of modern society.

Famous scholars S. Aronowitz and H. Giroux,<sup>37</sup> and C. Beck<sup>38</sup> gave the definition of postmodernism, outlined its features, described the new postmodern type of a human and developed the system of postmodern values.

The formation of a new postmodern type of a human was a factor that made a great influence on the reevaluation of values in pedagogical theory, that led to changes in pedagogical practice. A postmodernist human, characterized by his multidimensionality and diversity, is difficult to be restricted to standard and common rules and norms. Postmodernism is manifested in pedagogical theory and practice not only in the US but also in many European countries, though the attitude towards postmodernism from the side of theorists and practitioners is ambiguous, especially in regard of the use of postmodern ideas (in particular nihilism, relativism, etc.) that can completely ruin the system of education and training.

Thus, giving analysis to mentioned above, socio-economic backgrounds are powerful factors in the development of American pedagogical education at all stages of its formation. The modern trend of educational transformation is the strengthening of the personal dimension in pedagogical practice and science. Human orientation, fundamental values, decisive democratization of education are the fundamental basis on which the formation of the third millennium should be based.

In our study we found out that American education theorists define the three main categories according to which educational theories are distributed: behaviorism, cognitivism and constructivism. Modern US pedagogy has the following postmodern characteristics: knowledge construction and specification, democratic learning, tolerance and freedom, creativity, diversity.

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<sup>37</sup> S. Aronowitz, H. Giroux, "Postmodern education: Politics, culture, and social criticism", in *JTE*, 2011, vol. 3, p. 222-234.

<sup>38</sup> C. Beck, "Postmodernism, Pedagogy and Philosophy of Education", in *Philosophy of Education*, 1993, vol. 27, p. 1-13.

Pedagogical education should help future educators and teachers-professionals better understand the context, connect them with socio-cultural environment and form critical pedagogical thinking. The teachers need to know all theories of learning in order to choose the ones that will best work on the result – the development of a human of the future.