

Humanitarian-psychological expertise of innovation in educational environment

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Abstract. This article is devoted to the theoretical aspects of the concept of expertise, analyzes the nature and meaning of "innovation", "innovation expertise," "learning environment". Give their perspectives on the position of implementing humanitarian and psychological examination of innovation in psychological and pedagogical practice and predicting their consequences for society. Recent results in the need for an expert study of psychological and educational reality design principles, methods and techniques of Humanities and psychological examination of innovation in education.

Keywords: *innovation, innovation expertise, educational space, expertise, expert activity, Humanities and Education psychological examination.*

Introduction. In the modern world, the most important problem of humanity is the problem of quality of life, where not only aspects of successful social, material and physical existence of the human personality are accumulated, but above all - problems of spiritual, personal development and professional self-realization. As most modern researchers (G. Ball, S. Bratchenko, S. Maksimenko, G. Mkrtchyan) emphasize, the quality of life is primarily determined by the quality of education. Changing educational paradigms have led to the realization that the goal of modernizing modern education cannot be provided by traditional learning technologies built on the transfer of subject knowledge, skills and abilities to the young generation. Awareness of this has led to the need to develop technology to create a creative educational environment, which is innovative in nature, as it leads to the renewal of education and upbringing of children and young people, contributes to the formation of a new type of person – a person of intellectual creative work – and to overcome industrial forms of alienation, recognition of the individual as the main wealth of society.

In the psychological and pedagogical scientific literature, there are many works devoted to solving this problem (O. Anisimov, S. Bratchenko, V. Panok, V. Slobodchikov, V. Levy, Y. Schwalb). At the same time, most of these authors focus their attention on exploring mainly applied aspects of innovation expertise in education, bypassing its theoretical foundations.

Formulation of purpose of article and tasks. The purpose and objectives of the article are to define the essence of the concepts of "innovation", "expertise of innovation", "educational environment" from the perspective of the implementation of humanitarian-psychological expertise of innovation in psychological and pedagogical practice and predict their consequences for society.

Summary of the main material of the article. The concept of "innovation" in the scientific literature, the media and everyday speech has been used since the mid 80's of the XX century and in the social-psychological aspect is understood as the creation and implementation of innovations that give rise to changes in social practice. New communication and information technologies formed the basis of new social technologies, led to the rapid formation and transformation of public opinion, and

allowed to effectively manipulate not only individuals but also entire social executions. New educational technologies (including new educational concepts, systems) are those social innovations that have firmly entered into the daily lives of not only the individual but also society as a whole, and have become an integral part of the cultural (that is, humanitarian) space. Consumption of this innovative product has become part of the everyday culture of society. Research on the innovation system objectively includes the cultural aspect and determines the need for humanitarian and psychological examination by the society itself. Among the creators of the latest technologies, we see representatives of both natural-technical and social-humanitarian fields of knowledge, who are accomplices, co-authors of the innovation system. According to P. Draker, "the innovation process is a purposeful, organized search for changes in the systematic analysis of these changes as a source of social and economic innovation. An innovator refers to change as the cause of change, as the source of the introduction of the new"[2].

The sources of innovative ideas are called:

- consumers (study of consumer demand);
- scientists (inventions, discoveries, etc.);
- competitors (their activity can push to form their own innovative idea);
- sales agents, intermediaries, suppliers;
- consultants;
- employees of the organization (provided the stimulation of the generation of innovative ideas).

The above list of participants in innovation processes is mainly related to scientific and technological innovation. At the same time, it is easy to extrapolate to the sphere of social technologies to which education belongs. An important point is also the fact that on the basis of humanitarian and technical cultures a third culture emerges - the culture of the innovation system with its specific characteristics. In an innovative process (as opposed to scientific knowledge), the realization of a potentially successful idea begins immediately after its occurrence. This is the cultural difference between scientific and innovative creativity. This feature I. Ashmarin emphasizes thus: "Science has formulated a cultural space of knowledge, and the innovation system - a culture of realization of knowledge" [1]. At the same

time, it cannot be said in any way that innovative creativity is related only to any particular issues, that it is inferior to its scope in basic scientific research.

The innovation system is based not on cognition but on the realization of knowledge and the fundamental laws of science that serve it not as a matter of research interest, but as a factor of vital activity that must be known and taken into account.

Participation in an innovative system of broad social masses - consumers, who had not previously been involved in the field of humanitarian and natural-scientific cultures, led to the emergence of a new typologically independent culture, triggered the emergence of new cultural problems. This led to the beginning of a new stage of stratification of society, the construction of a new type of interaction between strata, which is determined by new technologies (innovations). It is here that humanitarian and psychological expertise becomes relevant, a necessary component of human life, since the analysis of various technologies allows to conclude that they are focused directly on the consumer. Users, when dealing with technology, often produce a new product in the form of information, new personal or cognitive qualities, a new style of communication, new forms of management. Thus, humanitarian and psychological expertise is first and foremost a dialogue between producer and consumer, in which consumer rights are delegated to experts (specialists, potential consumers, psychologists, sociologists) – representatives of civil society.

Social and scientific and technological innovations have become a source of risk for humanity. To anticipate potential threats, at least two of the following prerequisites must be considered:

- presumption of guilt: any social or scientific and technological innovation can be considered as a source of negative consequences, risks, threats to human potential, until the opposite is proved in this regard;

- presumption of vigilance: threats, risks and negative consequences became unpredictable not because they could not be predicted in principle, but simply because no one had made the necessary special efforts.

Based on these links, we can conclude that today requires a special kind of systematically organized activities aimed at predicting the emergence of threats to human potential. The core of such activity should be humanitarian and psychological expertise.

The modern generation is aware of the value of education for building a successful career and lifestyle. At the same time, this led to the need to get a real opportunity to evaluate the quality of education, given the fact that in today's world comes not so much indicators of learning, but how much - personal development. Psychologically, there was a shift of emphasis in the development of subjectively determined cognitive abilities of the individual to create the conditions of the educational environment necessary for the multifunctional development of the cognitive and personal sphere of man.

Assessing the effectiveness of education on such complex parameters requires the use of not traditional indicators of measurement, but of a qualitatively higher way of analyzing learning conditions for the upbringing of children and young people, as well as the state of the

educational environment – humanitarian and psychological expertise.

Humanitarian expertise is interpreted broadly enough – as the transition from technological to multidisciplinary expertise and subsequently to discursive rationality (ie, reflective dialogue), which requires a critical analysis of the original ideas and prerequisites, both of one's own and of one's opponents.

In a moral sense, it is the rejection of a narrow “cost-benefit” scheme, which is based not on long-term but close priorities, a shift to global ethics, a rejection of limited bureaucratic market interests, and a shift to a shared, political culture. activities (emphasized by I. Ashmarin and B. Yudin) [1]. In particular, analyzing the concept of humanitarian expertise of the Norwegian philosopher G. Skirbek, they note that humanitarian expertise is understood as “a broad, continuous dialogue, in which the process of identifying, discussing and agreeing on references and holistic positions (often hidden or unknowingly) takes place. selected representative expert groups” [1]. The object of expertise is human activity, all areas of human practice. The expert, exploring them, develops and evaluates alternatives, deepens and expands the understanding of the situation, provides recommendations and forecasts of possible changes in the case of certain decisions and implementation of certain projects. Expertise as a method involves first of all an orientation to the competence and experience of a specialist expert whose personality is the main instrument of research.

Innovation technologies involve their analysis in close connection with the ways, practices of any technical, social or other system. This approach makes it possible to consciously identify risk factors and parameters that can be influenced and changed. These technologies are characterized by the characteristics of complexity and integrity, and, unlike isolated objects (even technical systems or social institutions), they are considered as objects of humanitarian expertise. Therefore, the object of expertise is not only innovative but also existing technologies and practices, especially in those cases where they arise and form spontaneously and can pose potential threats to the individual, society.

Humanitarian and psychological expertise is intended to reveal this complex of causes and factors that predetermine the emergence and spread of the above practices. In this sense, humanitarian and psychological expertise is oriented towards the realization of ethical and moral principles of its conduct, defined by G. Jonas: "studies with human participation are morally justified only when there are no other ways of obtaining important scientific knowledge" [3, p.69]. Such research is in fact perceived by scientists as an inevitable evil, the scale of which should be minimized as much as possible. It is necessary to limit in some way the excessive appetite of the research industry, to overcome the temptation to move to systematic daily experiments with the most accessible, human material, for one reason or another, dependent, inexperienced, suggestive: "Experiments with humans are not extraordinary, but extraordinary" [3, p. 77].

The source of innovation in the modern world is social practice, as well as decisions and actions of governmental structures. The preliminary humanitarian and

psychological expertise applied to them is an objectively natural and in many cases necessary step that allows for the prediction, correction of both direct and indirect and time-delayed adverse effects. Humanitarian and psychological expertise, therefore, emerges as a system of concerted approaches and decisions that is multidisciplinary in nature and allows it to be characterized as a complex, interdisciplinary scientific and practical activity focused on proactive response to the consequences of management decisions and social practices. As a scientific activity (related to the preservation of the person's health), it irreversibly attracts supporters of various non-traditional methods. This is due to the fact that the relative vacuum of the humanitarian interdisciplinary training of expert psychologists is filled beyond discipline, incompetence, and the disadvantages of theoretical training are supplanted by attractive scientific phraseology, the harm of which is well known.

The conclusions and assessments obtained from the results of humanitarian and psychological examination allow us to make optimal decisions, to protect the population, the individual and to present possible options for corrective actions to identify and solve social problems, reduce social tension.

It should be emphasized that the application of psychological expert evaluation of social reality (including – innovations in education) involves taking into account subjective reality, use of phenomena such as thoughts, values, interests, subjective probabilities, points, etc. In humanitarian-expert psychological research it is impossible to abstract from the fact that in each particular situation the assessment of the results of cognition is carried out not only on the criteria of truth or error, but also on axiological parameters, first of all, indicators of morality. An essential prerequisite for the study of the function and role of expert assessments in humanitarian and psychological research is the study of the problem of formation of expert knowledge, standards, measures, norms of examination, its rules, methodology and ethics of assessment, the limits of multidimensional evaluation, questions of expert cognitive science, forms and procedures of expert evaluation formation of expert groups and taking into account social and psychological factors of expert activity, reliability of expert conclusions and specific methods of their assessment. Given the fact that expert judgment cannot be based only on intuitive ideas, in the presence of a general scientific method of expert assessment based on computer models, a meaningful analysis of humanitarian-psychological and social problems requires a specialist or a group of specialists to have knowledge of the theory theory, scale in psychological research, application of the method of multiple comparisons, as well as skills of creation and maintenance of functioning of expert systems. With all the complexity and diversity of the combination of specific, socio-psychological, cybernetic and mathematical approaches, in practice, the tradition of mathematical analysis of objects of expert study. The growing role of social aspects of human activity and personal factor, on the one hand, and the need for accurate scientifically weighted assessment of complex phenomena, on the other, led to the objective use in the practice of examination, both intuitive and meaningful

ways of research, and mathematically accurate, formal means. This unconventional combination of subjective and objective bases of information analysis is most adequately addressed within the framework of modern methods of peer review. Therefore, the task of scientifically substantiating the need for a humanitarian-psychological examination of innovative educational projects as one of the spheres of human activity is essential. In this case, humanitarian and psychological expertise is one of the most adequate ways of rational selection of management decisions for the selection of criteria, means, assessment of the consequences of human activity and behavior in alternative situations. Priority-setting tasks, goal-level hierarchy (near-far), exploring alternatives, assessing the likelihood of a desirable future in conjunction with assessing the magnitude of risk, subjective value analysis, and much more determine the need for expert procedures in all areas of human activity, and, above all, social.

Realizing a person's potential depends directly on the availability and quality of education, health care, information, communication and more. It is the awareness of such problems, the desire to find the most effective way to solve them, that necessitates the use of humanitarian and psychological expertise of innovations, which will allow to predict their consequences in the vector of human potential development, improving the quality and living conditions of the individual and the quality of education, in particular. Humanitarian-psychological examination of innovation in education - a special form of activity that is unfinished. First of all, it is a form of dialogue, interaction, communication, focused on an in-depth understanding of values, motives of activity both by the researcher and the customer and the opponent. At the same time, such an assessment procedure is oriented towards the decision of both the individual elements and the whole innovative educational process by experts, who are endowed with certain power functions. Thus, humanitarian and psychological expertise is not properly interpreted as a one-time event, since education is a multilevel and multidimensional phenomenon in which new phenomena (in the educational environment, space) are emerging, which require diagnostics, evaluation and prognosis as well as positive prospects. risk and threat factors. With this approach, humanitarian and psychological expertise is oriented to anticipating the implementation of innovations in the educational environment in order to ensure the quality of education. It is worth noting that the theoretical and methodological basis for defining the essence of the concept of educational environment have become the concepts of modern researchers who consider various aspects of the category of environment and the content of concepts: educational and therapeutic environment (G. Lyubimov), creative educational environment (V. Yasvin). Thus, V. Yasvin emphasizes that the concept of "educational environment" is generic for such concepts as "family environment", "school environment" and other local environments. The researcher emphasizes that the three main components of the educational and educational environment: space-subject, social, psycho-didactic united in a single educational environment are able to provide personal self-development through the use of a set of

specific opportunities for the free development of personality [7]. This stipulates the need to analyze the existing components of the complex to determine the risks and negative consequences for the socialization of the individual. After all, based on the thesis of “presumption of guilt”, any innovation in the educational environment can become a source of negative consequences, risks, threats to the psychological safety of the environment, the individual, as long as the (innovation) is not proved to the contrary. At the stage of implementation of innovation in educational practice, these risks and negative consequences are revealed not because they could not be predicted at the stage of planning (development) of innovation, but because of the rigorous absence of the necessary special measures in the initial stages of their implementation in educational institutions, appropriate efforts were made by all actors in the educational environment. Therefore, there is an objective need for organized systematic activities aimed at monitoring, forecasting threats that may arise, and the safety of the educational environment, based on humanitarian and psychological expertise. The latter aims at formulating a balanced assessment of the impacts of various risks, threats (innovations, educational technologies), both possible positive and negative consequences of their application to the educational environment.

Humanitarian and psychological expertise is built as a dialogue, communication between different subjects and groups of the educational environment (students, teachers, parents, researcher), each of which differentiates by age, national, educational, religious and other indicators. Therefore, humanitarian and psychological expertise is a special mechanism of coordination, the formation of compromise solutions, approaches, on the basis of which opens the possibility of transition from confrontation, opposition to the interaction of united joint activity of all

subjects of the innovation process. The result of humanitarian and psychological examination is not limited to the final conclusion of the expert (or group of experts), but also involves the development of programs of coordinated interaction of the subjects of the innovation process, the development of participants of this interaction on the basis of reflection and the use of its constructive capabilities.

Conclusion. In the psychological and pedagogical scientific literature there are many works of authors (O. Alexiuk, I. Bekh, L. Vygotsky, V. Dokuchaeva, O. Kobernyk, P. Lerner, O. Moroz, S. Rubinstein, V. Yasvin) that focus attention on the educational role of the educational environment and its design as separate elements of the innovative educational process. At present, it is important to evaluate the humanitarian impact of innovative projects, programs, technologies, decisions in various fields of social life, and in particular in the field of education. It should also be emphasized that the humanitarian-psychological examination of innovations in education is focused on universal values as a basis for dialogue, analysis of initial ideas between different worlds of life. Humanitarian and psychological expertise allows us to explore the phenomenon of innovation in its everyday and cultural relationships, in a gentle, non-destructive way to diagnose social reality through a system of scientific knowledge. At the same time, the existing sociocultural reality related to innovative tendencies in the organization and functioning of the creative educational environment requires rethinking of domestic and foreign experience, search for strategies, models, diagnostics, providing theoretical, methodological and methodological foundations of humanitarian and psychological organization organization why further scientific exploration will be concentrated.

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