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NEW THEORETICAL PERSONALITY DEVELOPMENT PLATFORM IN THE HIGHER EDUCATION SYSTEM

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Abstract: The article discusses the main factors of personal development and the dynamics of their role in the modern world. It is shown that an organized system of education, a teacher, is no longer a priority source of personal development: such a source is electronic media that today is having, mostly, a negative impact on personal development. The paper considers the prognosis of the new trends in personality development: decentralization of the universities functioning; identification as the main source of personal development via electronic information sources; development, active use of educational films and video courses, the formation of positive stereotypes of mental activity of the individual. It is substantiated that the answer to the question of what and how to teach in a higher education institution autonomously, without analyzing the role of various sources of personality development and, in particular, a detailed philosophical, sociological, and psychological analysis of the role of modern electronic means for the formation of personality is impossible.

Keywords: the state of development of the higher education system, the tasks of the higher education system development at the present stage, stereotypes of mental activity, the sphere of the unconscious, the ratio of various sources of personality development, the role of electronic sources in personal development, the theory of network development of personality in the education system.

One of the most important tasks of modern society is to raise the level of higher education, since only this can lead to an increase in the scientific and technical level of our society, the development of innovative technologies in the economy and manufacturing.

Today, the modern education system is criticized by both scientists and practitioners. But the analysis of the problem is reduced mainly to particulars without its analysis in the general methodological and theoretical perspective. There is consensus that the higher education system requires substantial reform. The reason is that it has less and less influence on the development of a young man, on his professional development. Accordingly, universities are tasked with increasing the role of the higher education system in the professional development of youth. But are those areas of education reform being offered to us today as the main panacea?

As the main way to improve the quality of education and its relevance, it is traditionally proposed to raise the status of teachers through raising their salaries. Is it necessary to do this? Undoubtedly. But this will not increase the role of the teacher in modern society at this stage. The education system continues to de facto be based on the fact that the teacher is and should be the main source of development, but this can only be if he is a person who presents samples of modern thinking, above all originality and creativity. Today, the teacher, unfortunately, often acts as an anti-motivating factor in the development of students.

A priori, it is assumed that the most important task of universities is to increase the motivation of young people to engage in scientific activities. There is no secret that this area of activity is not prestigious enough among young people today. All over the world, scientists are the elite, but our mass media in no way form the prestige of this type of activity. Television does not popularize the

creative activity of man and simply fashion for smart people (the last film about scientists - "Nine Days of One Year" was released back in 1961 and then ensured a tremendous influx of young people into the natural sciences, and, above all, into physics). At the same time today, films about all kinds of bandits, sadists and scammers go on all channels several times a day. Other subjects are practically absent.

As an anti-motivating factor for attracting talented people to universities today, there is an overwhelming formalization of the activities of the university and, accordingly, the teacher, when paperwork takes almost all the time from the main activity. It was absent 30 and 40 years ago and we believed that our education was the best in the world.

The requirement to update the content of education and training methods (called universally innovations and, as a rule, relying on the shockingness of certain labels and names and basically not bearing anything new) actually comes down to an annual change in state standards, implying an enormous annual work for a teacher to process workers programs, meaningless scheduling of a host of competencies, which turns away from the educational system, first of all, the most creative and talented ones. In fact, at the forefront of all the annual reorganizations of the university education system is an increase in the level of formalization of its activities and a reduction in the degree of its freedom.

At the same time, a point and unsystematic reform of the higher education system without relying on a certain theory of personality development in a specific historical context, without an analysis of the main sources of personality development in their historical dynamics will not produce any results.

To solve the problem of bringing Russian universities to high positions in the world ranking and ensuring the status of Russia as a leader in education, of course it is necessary to study the global experience in this field. It cannot be ignored that the main trend of its development in the world is the expansion of the degree of freedom of universities. It is necessary to accept the fact that only avoiding monopolization in decision-making in university management will help to improve the quality of education in them. There is no other way to improve the quality of any product and any technologies in any field, including in the field of social technologies. However, today the exact opposite trend is being proposed - when someone willfully decide to divide universities into groups, a priori believing that those Doctors of Sciences and those Associate Professors who will give lectures in these "universities leaders" are better and only their scientific research can be significant. However, practice shows that today more often that big ascetics, scientists work in regional universities who make a greater contribution to the development of science, because they are much less commercialized. The proposal to introduce the technology of video lectures, which will be broadcast from universities designated as "head", will undoubtedly sharply increase their capitalization, will lead to the unnecessary number of teachers in the regions and, most importantly, to the very monopolization, which as always stands for the interests of large financial groups. The result will be only a sharp decline in the quality of education and a reduction in the already very thin layer of the intellectual class in the regions. In the same way, it is possible to form a strong national football team if there are stadiums all over the country and all young people play football, as well as in science - large scientific schools are formed not on a regional basis, not on the basis of the capital's residence and not on the basis of appointment by officials the best educators and the best scientists.

In fact, the solution to the problem should be directed, first of all, to the modernization of teaching technologies, which will increase motivation for self-learning. In this regard, a systematic transition from the teacher's monologism to independent work, to individualized student learning through the formation of self-learning mechanisms in them is necessary. In this case, the focus should be on the formation of students' creativity, originality of thinking, development of creative potential, and the ability to generate new ideas.

Today, in universities, it is insufficiently taken into account that the main motivating factor in learning is a direct connection with practice, with the real life activity of students in society. In this regard, as a prevailing trend in a number of countries, it is moving away from studying directly at

the university and shifting the center of gravity to various specialized courses implemented within the framework of those companies, firms, and industries where young specialists will come directly.

It is impossible not to take into account (since education is initially global in nature) that the global trend in the development of higher education is the transition to online learning.

In 2016, educational platforms were presented by more than 700 universities; with their help 58 million students were trained. Today, while an average university in developed countries has between 5,000 and 15,000–200,000 students, educational platforms include millions of students. The national educational platform "Open Education" has also been created in Russia - it is planned that the number of its users should constantly increase. Experts say that it is useless for universities to compete with online educational platforms, as online courses enable students to choose what they like and gain knowledge in a short period of time anywhere. Accordingly, universities today seek to include online learning in the educational process. It is noted that it is blended learning (a combination of traditional learning and online learning through educational platforms) that will become the future of higher education. But the domestic educational system is far from ready for this everywhere.

The replacement of mid-level specialists with artificial intelligence is a trend in the world today, as the productivity of machines is much higher and their work is much better. Accordingly, universities today cannot but take into account that in the near future there will be a need, first of all, for highly professional specialists - generators of new ideas and technologies. It is possible that this will happen as soon as we do not even expect, since the development of technology occurs, first of all, due to high-quality leaps. However, there is no emphasis on the development of creative and independent thinking in universities today. The student should, as close as possible to the source, express the opinion of its author and take it for the ultimate truth. At the same time, the criteria-oriented tests that are used by examiners to determine the quality of education at a university diagnose only formal thinking - how a student remembered certain factual material and the conceptual apparatus proposed by the authors of the recommended source.

It must be noted that educational technologies in the domestic system of higher education are far from the real needs of the economy and the social sphere. The solution to this problem should be based on the postulate that the development of content and training technologies should be based on certain theories of personality development, which should be based on an analysis of the main sources of personality development at this historical stage [4].

Today, behind the scenes, outside the scope of discussion lies the fact that for several decades, the decline of the university's role in personality development has been based on a fundamental change in the rating of the main sources of personality development. A change in educational policy is not based on the fact that the main source of personality development today is not a teacher or a university, but electronic means of influencing a student's personality.

In the recent past, the main sources of personality development were the family and the organized educational system (school, university), but now electronic sources of personality development have come to dominate. Television continues to play a significant role, since it does not require the personal activity of an individual. The smaller the role which the family plays in the life of a young man, and for objective reasons this happens, the greater the role which is played by the media, the Internet, the average time of exposure of which to a person is increasing. The role of organized learning is becoming less and less important, since it can not be opposed to such powerful factors that provide a priority impact on a young person of electronic means, such as psychological comfort in the assimilation of information, the efficiency of assimilation of material (it is perceived not only by visual or auditory analyzers, but always in their emotionally saturated synthesis, and assimilation always takes place in accordance with individual motivation, which is accompanied by the obligatory, powerful, positive, emotional component). Using the Internet, a person can work at a genetically set pace, in accordance with his level of concentration, his cognitive strategy, which is very comfortable.

What in connection with the understanding of this issue of a fundamental change in the rating of the main sources of personality development should the education system have to do?

Undoubtedly, to build the educational process on the basis that the bet only on the teacher does not have his own decision.

In psychology, it is considered an axiom that only talent can form talent, but the teaching profession is massive and so many talented educators cannot exist in principle. As a source of presenting information, a teacher can no longer compete with electronic sources of information. Understanding this fact requires a change in the content and technologies of personality development at the university, training with maximum reliance on the use of electronic sources of information. This is, first of all, the creation of educational films (where only scientists and specialists of the first magnitude would submit information), the creation of special educational channels, where each lesson is supported by reliance on the video sequence - this is not on a centralized scale today. Therefore, now open online educational platforms should gain a priority in education. The necessary solution to the problem should be the creation of training film studios. Each training topic should ideally be accompanied by a training film, video sequence. Only this can compensate for the lack of necessary resources from the teacher. These could be the most interesting films that no entertainment program, not a single detective film could compare with. Today, in this regard, we are not using the phenomenal capabilities of television and its technologies, or other electronic means of influencing a person. At the same time, those resources that are spent today on creating endless soap operas that young people do not watch do not form a new generation of Russian scientific stars.

Is it possible to say that a teacher will be not needed on a large scale, as are mid-level specialists in industry. No, in the field of human relations this is not so. The very important role of the teacher remains - to teach independent work, to learn to analyze, summarize, systematize information, to learn to discuss, because only in the discussion creative thinking is formed. Thus, a modern teacher should be, first of all, the organizer of the learning process with a high level of psychological preparation.

The education system does not take into account the changes in the role of the main sources of information and the historical stage in the development of scientific and technological progress and in terms of what continues to fetish the role of the textbook. Activities in the field of scientific and technological progress, taking into account its colossal dynamics, are becoming increasingly narrowly professional and its specifics at a particular historical stage can be understood only by highly skilled scientists and specialists. But due to the fact that high-class generators of ideas and technologies do not write textbooks, as a rule, they are often written by interpreters and popularizers of the middle hand, who very poorly represent the achievements of a particular science. Therefore, the history of the development of various sciences of a decade and often centuries ago is most often studied both at school and at a university, sometimes they are in one direction in connection with the preferences of the interpreter.

At the same time, high-quality scientific literature for young people is not published or sold today. Shelves of shops are packed with books in the spirit of "how to marry an oligarch" and "how to become a millionaire", which not only by their name form false values among young people and immediately give an orientation to a promising personal catastrophe, but also have no relation to science . The opportunities for commercialization of psychological and pedagogical science, which are much smaller in others and, above all, in the natural sciences, led to its very significant degradation, since students, future teachers and psychologists, do not have sufficient access to the results of modern scientific research.

The second important aspect, which should have been constantly taken into account by the education system - this is the aspect of upbringing, personality development, which also remains behind the scenes - education today is considered, including at a university, as a self-sufficient value. However, the diagnosis of the formation of the conceptual apparatus and factual material, without taking into account the motives of life that have developed in a person, personal qualities is absolutely meaningless. But this also remains outside the scope of attention, accounting and discussion by the education system. Practice shows that there can be no good professional if he has

very negative personal qualities. These are absolutely related things. And personal qualities in this regard are in priority. At the university, this still exists as a certain optional work.

De facto, it is not taken into account that in the formation of personality the role of electronic means of influencing a person today is also crucial. However, the education system continues to pretend that it alone exists in this field.

Sociological studies indicate that every year the role of television is becoming an increasingly negative factor in the formation of personality. We see this by the colossal growth of aggressiveness, by the wild facts of sadism on the part of adolescents, the decline in the general level of culture, and the absence of the basic moral qualities of a person in many young people. The transition of television to commercial rails, its pursuit of ratings that give extra profit, provide the orientation of television to the increasingly low-key demands of young people. It is television that forms the most negative personality traits: aggressive and unintelligent behavior patterns, pathological forms of emotional response (people communicate only on the verge of constant hysteria and systematic humiliation of interlocutors without any arguments, without forming an ability to discuss). In prime time, this is served as a role model, and this pattern is already becoming a mass trend. Raising the rank of the norm of anti-moral behavior, such as the ubiquitous sale of one's personal life and the life of one's loved ones on various shows, is becoming a mass phenomenon, not taking into account what consequences this will lead to the person and his relatives. The development of young people in modern conditions is based on the internalization of these negative forms of mental activity, which are transformed into behavioral, communicative, emotional, mental stereotypes, which also constitute a form of the unconscious - the most stable basis for behavior. Another rather large group of people has been formed, these are not only retired artists, but also young people, who consider it not shameful to constantly peep at other people's personal lives and have the right to discuss and condemn them. They are already unaware that this is low, shameful and not acceptable in the society of decent people.

Unfortunately, if young people see this every day, then they begin to consider such behavior, such an attitude towards their loved ones and other people as the norm. That is, today young people are actively and systematically forming pathological forms of emotional response, behavior, as well as the most low-lying personality traits. Is it possible today to talk about the development of the Russian language, if modern mass media everywhere switch to obscene language, to criminal slang. If only in such a language the so-called "stars" of show business communicate, which are presented as role models, and if a young man sees it daily, he also begins to consider this as a norm.

The orientation to the daily display of misfortunes and catastrophes undoubtedly generates increased anxiety in the youth, a depressed image of the world, and self-doubt, leads to a lack of optimism as a character trait. We practically do not see on the screen positive news, showing highly moral acts and just smart people. As a lifestyle, as a behavioral stereotype, a desire is formed for shocking, for the so-called beautiful life, for consumption to increase for the sake of which the young man considers it possible to destroy not only other people, but above all himself, which always leads him to complete life collapse.

Unfortunately, the Internet today exists for young people not only as a source of self-education, but as a source of entertainment. For many students, the formation of the desire to capture every minute of their life in photos and videos is also for many young people a source of imitation of the so-called stars. Distribution and presentation of your photos to completely strangers, collecting so-called likes testifies to inner emptiness and poverty, inner loneliness and unfulfillment, because people realized in a professional and personal plan do not sit for hours on social networks, as they save their time, their inner world and your personal life.

It should be emphasized that since personality development occurs as the appropriation of the behaviors of the reference group, young people today more than ever need socially propagated positive patterns of behavior, communication, and emotional response [1].

Once again, I would like to emphasize that it is impossible to solve the problem of what and how to teach at a university without analyzing the role of various sources of personality development and, in particular, a detailed philosophical, sociological, psychological analysis of the

role of modern electronic means. However, this problem is hardly discussed today in the wide information field. At the same time, the role of television is becoming increasingly destructive, it has already formed in many young people negative motives for life, stereotypes of destructive behavior, aggressive communication and emotional response, unproductive thinking stereotypes (they are already in the unconscious sphere and have shaped the mentality of many young people). Moreover, at the head of their motives for life is not professional creative activity, obtaining and generating new knowledge [2].

At the same time, the higher education system does not take this into account and continues to talk about the traditional lecture as preserving traditions, and offers different names for different small-town teaching technologies, which have been largely reanimated from the last century. However, it is no longer possible to solve the problem of a substantial increase in the level and quality of professional training based on old forms and technologies of training.

So, the university needs to start with the formation of the values of young citizens of our country, given that television continues to be a very important source of the formation of these values among young people. But it forms only two basic values and the motivations that accompany them - the formation of consumption values and entertainment values. At the same time, the main human value itself - the value of creative self-realization, based on the formation of the motivation of scientific, research activity for decades remained behind the scenes. Without the formation of this value and this motivation, it is impossible to raise the question of the development of fundamental science and the latest technologies.

The formation of such motivation and such competencies mediated by the formation of productive mechanisms of mental activity is impossible without the formation of the value of creative activity - as the main value of a person's mental activity [5]. It cannot be ignored that the formation of the creative thinking of a modern student should be mediated by the formation of productive mental stereotypes that allow them to be used automatically, through the sphere of the unconscious, which is possible through daily mental gymnastics. This, in turn, should ensure the receipt of daily pleasure from creative activity, which ensures the formation of a habit of creative activity and, accordingly, the need for it. All this forms the image of scientific, creative activity for the young as prestigious. It is important to note that the person's knowledge of intellectual activity, including with various documentary sources, the ability to find, systematize, analyze, generalize them against the background of the formation of intellectual workability and ability to concentrate attention is a guarantee of 100% success in any type of activity and guaranteed career growth. All this must necessarily be accompanied by the formation in the university of communicative and emotional stereotypes of productive personal and business communication. They must be precisely formed - they should not be formed spontaneously. The presence of such patterns of mental activity is a guarantee of professional and personal self-realization in most intellectual activities and ensuring the status of the intellectual elite [2].

However, the maximum that the modern young man is focused on by means of the mass media is on vocal creativity, whose role in human life is artificially fetishized by television. At the same time, parents often break the fates of young people, thus orienting them only to show business without taking into account the real chance to achieve any result there.

In parallel with this, the mass distribution of banter business is being cultivated in the form of all kinds of comedy clubs, mediated by attempts at humor, which turns into a massive bad taste and vulgarity, which ultimately forms a negative, reduced image of the world. Being in this video environment for a long time forms unproductive emotional stereotypes when young people learn to laugh at something that, in principle, cannot be replaced, as a result, a habit of bad taste, foul language as the norm of the Russian language is formed, which also necessarily mediates the formation of a depressed world image. All this is mediated by the formation of an increased demand for consumption, which also does not contribute to the formation of productive life goals and orientation towards professionalism.

At the same time, the need for students to develop creativity and mediate their mental operations today is not only not cultivated by the mass media, but also by the education system.

What mental operations and mental stereotypes need to be formed? First of all, the need for scientific information, and not simulacrum of information from various television shows, where, as a rule, the unsuccessful and hysterical, with bad education and taste, not burdened by any moral principles, and often banal stupid people, gather. However, today, many young people do not have the need and habit to receive information from various sources, and especially from scientific ones.

The problem is that very often a non-creative teacher acts as a source of scientific information, but, as you know, only a creative teacher can educate a creative person. Moreover, interest in such information is not also stimulated by the colorless, non-emotional form of its presentation. Against this background, informational noise, obtained from various shows and bearing the role of a simulacrum of informational novelty, is usually accompanied by a powerful emotional background, although it also carries a negative charge. Unfortunately, today the place of scientific information is increasingly taken by mysticism, medieval senility. The penchant for scientific analytical thinking is not formed either by the media, or by the education system, which would seem to be obliged to do so.

One of the most important reasons for the absence of any positive changes in modern teaching practice is the mismatch between the cognitive style of the student and the style of presentation of educational information in a textbook or teacher. The way of thinking of young people today due to constant communication with the media is mostly figuratively emotional. Students' thinking is less and less attracted to abstract constructions. At the same time, it assimilates, first of all, that which has a significant emotional degree. All this runs counter to the verbal, declarative style of presenting educational information, which leads to the phenomenon of cognitive dissonance.

The above allows us to conclude that the technology for presenting educational information today does not correspond to the thinking style of modern youth, the development trend of which increasingly contradicts the verbal, disjunctive, formal-logical constructions of the textbook and teacher. Entering the era of the information society destroys the prevailing evolution of human thinking. The massive impact of the media actually closes a person's thinking phase - the most important phase in the formation of mental structures.

I would like to dwell on another aspect that is very important for the higher education system. Today, students do not have an understanding that the opinion of not a single scientist and not a single author is the ultimate truth, the understanding that any scientific concept can be criticized and revised. It is no secret that not one of the existing scientific concepts dominating at a certain historical stage was left without revision, and often without a fundamental change in the view of it. Any theory is temporary and can be changed in the future to opposite views. Therefore, the most dangerous thing a modern university does is to fetish and sacralize the meaning of certain theories and concepts presented in textbooks. But knowledge by its nature is always probabilistic.

Many prominent scientists note that the trouble with the modern education system is that it often resembles a museum in its functions and reflects more the past than the future. Young people should not be turned into the past, but into the future - without this, there is no progress. Those scientists are right who note that in the era of the Internet, the role of a teacher and educator has changed dramatically. As a means of transmitting information, the teacher is practically not needed, it can be downloaded on the Internet. The task of the teacher today is to form the student's mechanisms of creative thinking, self-learning mechanisms. The combination of these stereotypes constitutes an individual strategy of mental activity and, as a result, an individual image of the world. Thus, the negative impact on the formation of creative mental activity is the orientation of the university towards the fetishization of the role of certain probabilistic concepts and the accompanying conceptual apparatus. The concepts are assigned a special, often sacred role, suggesting that the appropriation of a name to a phenomenon is practically its explanation. This phenomenon in science is called a nominative error. We can agree with those experts who point out that a modern university should not form a deterministic approach to understanding reality among students (today it undoubtedly dominates the presentation of information and in textbooks and a teacher), teaching a young man to look for a cause-effect relationship in everything which very often leads to false conclusions. At the same time, the metaphor of the "web of causes" has long

been used in science. This means that after the occurrence of the event it is very difficult, and most often it is impossible to find any one reason - this is usually an individual combination of the influence of various factors.

The inefficiency of the modern education system is also associated with the fact that it is traditionally focused on the development of the sphere of rational consciousness, mainly focusing on verbal theoretical teaching technologies [4]. At the same time, the sphere of behavior, determined by the region of the unconscious, occupies an equally important place in the life of a person, in his professional and social success. It is this sphere that produces all kinds of stereotypes of communication, cognition, emotional response, and motor activity. Stereotypes can be both productive and irrational in nature, which interferes with the effective self-realization of a person.

Experts note that in fact, automatic, stereotyped behavior prevails in people, because in many cases it is most appropriate, and in other cases it is simply necessary. Many people either do not have the skills necessary to cope with the problems of everyday life, or have acquired the wrong skills and erroneous behavior patterns, some people do not know how to be friendly, how to conduct a conversation, how to express anger accordingly, how to reject unreasonable requests, etc. [8]. W. James also insisted that ninety-nine hundredths and, possibly, ninety-nine thousandths of our activities are completely automatic and familiar; most of the forms of our ordinary speech are so stereotyped by repetition that they can be called almost reflexes. For each kind of impressions, we have an automatic, pre-prepared reaction, we are bundles of habits stereotyped by consciousness [7]. Experts say that civilization is moving forward by increasing the number of operations that we can carry out without thinking about them.

It must be emphasized once again that in the development of the content and technologies of instruction at a university, the patterns of behavior formed by the trainees are not diagnosed, analyzed, and, accordingly, are not taken into account. Accordingly, there is a need to study the stereotypical patterns of behavior that students have and to develop educational technologies aimed at creating productive professional and social stereotypes of mental activity in behavioral, cognitive, communicative, emotional spheres and correcting unproductive patterns of mental activity that make a young person's vital activity ineffective.

In turn, the formation of positive stereotypes of mental activity is the most important task of the university. Training should be based on the understanding that each learner has a certain map of mental and emotional stereotypes that socially form certain prejudices, accompanied by certain expectations in relation to people and social events. And to begin the study of any subject, especially in the field of low-formal humanitarian and social sciences, it is necessary taking this into account. These prejudices, as the totality of certain social stereotypes, in many ways, as discussed earlier, are formed by the media. Television "learning" is mediated by the imitation mechanisms that mediate our mental behavior. Achievements of modern neurobiology have shown that our brain automatically mimics the actions that others perform before our eyes [6].

However, today very little is happening in the educational process on the basis of the teacher's understanding of the role of the unconscious sphere in the development of the student's mental activity and the need for a purposeful and systematic formation of this sphere. Traditional educational technologies rely only on the sphere of rational consciousness, which underlies targeted activities. However, the human psyche is also active due to the sphere of the unconscious, which is the regulator of the subject's behavior. Despite the fact that there is an indefinite number of possible patterns of mental activity, each individual uses a stable set of such personalized schemes in typical life situations.

In this regard, modern teaching technologies should appeal to the formation of productive cognitive stereotypes - cognitive phenomena that are updated unconsciously. Cognitive stereotypes are stable cognitive algorithms based primarily on implicit knowledge, in which a priori a strategy for solving a problem is present. Thus, stereotypes are formed in the framework of solving practical problems and, accordingly, are associated with such a form as practical thinking. If formal logical thinking is convergent thinking, based on the maximum number of possible logical connections, then practical thinking is divergent thinking, involving the formation of a significant number of

various alternatives, logically related to the presented information. If formal logical thinking, which is formed and presented in the process of organized learning, uses mainly symbolic information, then practical thinking relies more on figurative information. The ability to solve relatively new tasks and the ability to automatically process information are interrelated, which indicates the importance of studying and forming productive cognitive stereotypes in the educational process.

A methodological error of the modern training system is that it focuses only on the formation of abstract logical thinking, while the presentation style of the textbook and teacher is also focused on this cognitive strategy. However, when solving practical, vital problems, as well as many problems of professional activity, for example, managerial, practical intellect is much more in demand, the most important component of which is implicit knowledge obtained in the process of everyday life. Thus, modern educational technologies should appeal to the formation of productive cognitive stereotypes - cognitive phenomena that are actualized unconsciously. Cognitive stereotypes are persistent cognitive patterns that correlate to a certain extent with the concepts of attitude and implicit knowledge. Implicit knowledge has a priori a solution strategy. Accordingly, stereotypes are formed in the framework of solving practical problems and are associated with such a form of thinking as practical thinking, in contrast to its form such as formal and logical. Therefore, they have a decisive influence on various forms of competence, primarily social competence.

It has been established that the knowledge and understanding by a person of his cognitive, communicative and emotional strategies of mental activity provides the possibility of their correction and accounting in a significant sphere of relationships. The lack of reflection about the prevailing stereotypes of behavior does not allow any kind of mental activity to be quite effective.

The modern system of higher education does not take into account that the introduction of new information technologies has placed universities in front of the fact of a global transition to network mechanisms of cognition of the surrounding reality, which are replacing the systematic approach to equipping knowledge. Network education is characterized by eclecticism, heterogeneity, lack of hierarchy in the information received, the logic of perception of which is determined, first of all, by the learner's motivation, mediated by his life-meaning orientations.

Given the identified methodological contradictions in the development of the modern educational system, we developed the methodological foundations of a new educational paradigm, which we called the network.

The new paradigm is based on the ideals of a post-non-classical scientific picture of the world, the starting points of which are: the research field of psychological science includes not only knowledge of a regular, general, universal, repeating, but also random, separate, non-repeating, individually-eventful; transformation processes are interpreted as open and self-organizing, which means refusing forced causality, considering randomness as external only to the process under study, which can be neglected, and giving it the status of a fundamental factor in the mechanism of determination of transforming systems. Development is non-linear, multidimensional in nature, it is multivariate, alternative in both perspective and retrospective terms, its pace and orientation are not uniquely defined and cannot be reduced to simple phased progression; a new, non-linear type of determinism excludes the possibility of any unambiguous description and probabilistic forecasting of the future state of transforming systems; the management of complexly organized systems, in particular, man, should imply a conscious consideration of the essential features of nonlinear dynamics - nonequilibrium, instability, unprogrammed and alternative in development processes and, accordingly, allow the existence of spheres and situations that are not subject to control and therefore unpredictable.

Modernity is characterized by the convergence of eastern and western styles of thinking, image and discourse, action and contemplation, man and nature. The modern methodology of cognition is based on the ideas of evolution, historicism, probabilistic development, bifurcation, in its framework various types of rationality do not deny but complement each other. The direction of the transition to a new scientific worldview is seen as a transition to a non-classical picture of the world and, accordingly, the image of the world of researchers, involving a transition from objects to

relationships between them, from determination to uncertainty and ambiguity, from uniqueness to plurality of interpretations, from totality to self-organization, tolerance, systemic pluralism. The new scientific paradigm is based on a synthesis of the humanitarian and natural-scientific types of thinking, rational scientific knowledge and cultural context.

The ideas of our methodological approach, implemented, first of all, when developing a new methodology for personality development are consistent with the network paradigm in the sense that the theory of network personality development assimilates many theoretical provisions of other theoretical concepts in terms of their consistency with the paradigm of humanization of personality development, including and through the education system. Modern phenomena cannot be investigated satisfactorily enough in the framework of any one theory or one scientific discipline. A distinctive feature of the new educational approach is learning based on the synthesis of the objective world and virtual reality through the activation, equally, of the sphere of rational consciousness and the sphere of the unconscious. This means that at the center of the educational process should be not only the development of various types of activities mediated by a rationally set goal, but the formation of productive and humane behavior and, above all, behavioral stereotypes that imply stable human behavior in standard situations of life.

The methodological platform of the network educational strategy assumes that the emergence of new information technologies expands the cognitive range of a person and the number of cognitive patterns used by him. The strategy is based on the advantages of the virtual educational space: the initiative of obtaining information by the subject and, accordingly, its high motivation for assimilation; psychological comfort in obtaining information not related to the negative aspects of communication interaction in a real educational space; obtaining information in accordance with the dominant cognitive, communication and affective styles and strategies of the subject. For example, communicative strategies in virtual reality of students are aimed at satisfying needs that are not realized to the necessary extent in the process of real communication: in the information that is currently of interest (both temporary and long-term use), in professional competence (the need to compensate for the lack of communication for specific professional topics), in improving their competence in real life activities not related to professional; in compensating for the lack of sympathy and love on the part of other people, in compensating for the lack of opportunities for creative self-realization, the need to increase one's social status, self-presentation, wider communication, in game activity, etc.

The network strategy takes into account the capabilities of the virtual information network - if earlier it was used to a greater extent as a source of information, now it is more and more used for authoring: users are increasingly actively making a personal contribution to increasing the space of network information. The network is used not only to expand communication, obtain information, but also to collaborate and gain experience in professional activities. Accordingly, it was established that it is necessary to talk about learning as a process of creating students a joint network content, where Wiki technologies should be actively used. In the modern education system, WikiWiki technology should be used as an environment of network participation and organization of joint activities of students.

It is typical that the network space is characterized as the second virtual reality of the person's life activity rather arbitrarily, because for an increasing number of people it becomes the first and main life space where young people feel most comfortable and where they spend most of their life .. The reason for this is psychological the comfort experienced by users of the network, communicating in it in accordance with their individual cognitive, communicative and emotional page ategias, based on their personality traits, individual needs and motivation. Thus, the virtual communication environment allows you to compensate for the lack of opportunities for the person to meet her needs (in satisfying self-esteem, in self-realization, in comfortable interpersonal relationships, in creativity, etc.) in the environment of traditional educational interaction with both teachers and peers.

The new methodological platform is based on the fact that the amount of information accumulated by mankind globally exceeds the amount of knowledge that can be acquired by an

individual. The modern education system is focused on developing principles for highlighting the core of available information that needs to be learned. But with the modern dynamics of the emergence of new knowledge, the problem is practically insoluble, especially for the humanities, where the cumulative effect does not reduce the role of the earlier cultural layer. At the same time, the emphasis on studying the "information archive", its various clustering and systematization does not make the graduate ready for professional activities, in which the development of new ideas and technologies is the dominant factor. In order for a specialist to be truly effective, he needs to be able to generate new knowledge and technologies, and this is what the main emphasis should be on in determining the readiness of a graduate for professional activity. Accordingly, the new educational strategy is focused not on the systematization of knowledge and the assimilation of the next main core of information, the content of which is always debatable, but on the development of abilities and motivation to generate their own scientific ideas. Thus, training should be carried out in the process of their own research. The modern educational paradigm should be focused on stimulating the student to create new knowledge.

The network educational paradigm is based on the fact that the modern picture of the world cannot be described in rationalistic traditions, relying only on abstract logic and discrete concepts. The attempts of sciences to create an accurate and unambiguous language that eliminates all uncertainties from science were also unsuccessful. The more accurate the language, the less fully the scientific phenomenon is described, and, conversely, the less accurate it is, the more fully the theory describes the subject. Accordingly, the content of education should not tend to universality, relying on the monopolism of certain theories and teaching aids, and should not fetish the conceptual apparatus and algorithmic construction of dichotomous conclusions. There is one more methodological contradiction between the unification of the conceptual apparatus in educational institutions and the lack of technology, which allows developing non-disjunctive thinking.

The methodological platform of the network educational strategy is based on the fact that virtual reality, as an image of an artificially constructed illusory world, is a reflection of the psyche of processes occurring in the psyche itself. The new methodology is based on the emancipation of the functions of the sign, the affirmation of its ability to represent itself, and not reality, which in fact gives rise to an era of total simulation in both existential and social environments. This circumstance cannot but be taken into account when developing a system of competencies that a university graduate should possess. In this regard, it is necessary to study the cultural patterns of modern young people, which are an unconscious means of interpreting events in accordance with individual socio-cultural experience and covering any kind of bodily and mental experience. The cultural scheme of the personality should be taken into account when organizing an individual educational trajectory. It is significant that only becoming standards for unconscious imitation, cultural schemes become sustainable pillars of experience.

In the framework of the network paradigm of personality development, the functioning of the higher education system should be carried out on the basis of replacing the positivistic approach to the development of personality with a humanistic one. If this transition is largely carried out throughout the humanities, then it is only declared in educational practice, while its technological support actually functions most often from opposing theoretical positions. The humanistic model of personality development should be focused on a non-classical worldview, on a non-classical world, events in which are not limited to causal relationships, but can be examined through semantic, synchronistic, energetic, structural ones. Accordingly, an important trend in the study of personality development should consist not only in the knowledge of a regular, general, universal, repeating, but also random, separate, non-repeating, individually-eventful; transformation processes should be interpreted as open and self-organizing, which means a refusal from forced causality, a refusal to consider randomness as only external interference with respect to the process under study, which can be neglected, and to give it the status of a fundamental factor in the mechanism of personality development. The higher education system should be based on the understanding that personality development is non-linear, multidimensional in nature; it is multivariate, alternative, its pace and orientation are not defined unambiguously and cannot be reduced to simple stepwise progression; a

new, non-linear, type of determinism excludes the possibility of any unambiguous description and probabilistic forecasting of the future state of transforming systems; the management of complexly organized systems, in particular, by a person should presuppose conscious consideration of the essential features of nonlinear dynamics - instability, unprogrammed and alternative in development processes and, accordingly, allow the existence of spheres and situations that are beyond control and unpredictable.

The network educational paradigm is focused on the holistic development of the personality, and not just on the development of its cognitive sphere, and without appeal to any of its universal profiles. But this can only be achieved if the transition from the construction of average statistical schemes and universal recommendations to the understanding that a student with any personality profile can be successful provided that he has the maximum degree of freedom in choosing individual cognitive strategies and the creation of a high degree of motivation to initiate self-development mechanisms .

So, the new educational paradigm is based on the principle of training in cooperation and cooperation in solving educational and professional problems, not only in classrooms, but also in terms of interaction in the network. Thus, the sphere of interaction of students to a large extent should be shifted to the sphere of the virtual space of the Internet, where they must jointly solve the problems posed to them, as well as those problems that they formulate themselves.

The new methodological platform proceeds from the need to develop verbal-logical thinking, but no less practical, social and figurative thinking, which are the basis of competence, the development of creative potential and social efficiency. At the same time, at present, only the formation of verbal-theoretical thinking is diagnosed and accordingly accentuated in the educational process.

The new educational platform should be reoriented from the fetishization of the role of the conceptual apparatus and the ready, validated and only true information to understanding the meanings, their critical analysis, systematization, generalization, which implies the development of appropriate thinking mechanisms that cannot be developed within the framework of traditional lecture and seminar classes , but can be formed only in conditions of a systematic transition to discussion in the mode of round tables and collective search activity [3].

The network education platform should be focused on the holistic development of the personality, and not just on the development of its cognitive sphere, and without appeal to any of its universal profiles. This can be achieved only on the condition of a transition from building average statistical schemes and universal recommendations to understanding that a student with any personality profile can be successful on condition that he is provided with the maximum degree of freedom in choosing individual cognitive strategies and creating a high degree of motivation to self-initiation mechanisms.

In connection with the foregoing, completely new requirements must be imposed on the modern teacher, who himself must be armed with the above competencies, must himself be the presenter of the creative style of thinking, since these creative abilities are formed in accordance with known psychological mechanisms, mainly based on imitation. This means that the principles for selecting teachers must be completely different and be oriented towards the scientific, creative potential of the teacher, which should be put at the forefront.

General methodological changes in the field of education should proceed from the presence of a trend towards a shift in the sphere of educational interaction in the field of electronic information space, which for many young people acts as a parallel and often the first rather than the second reality, and its significance in the future will only increase all the time.

The principles of training within the framework of a new methodological platform that we have developed:

systematic development of practical and social, and not just verbal-logical thinking in the context of the educational process and their regular diagnosis;

training through our own research, solving specific scientific and practical problems;

training based on the integration of traditional and virtual educational space;

personality development in the integration educational space based on the maximum satisfaction of its individual needs;

personality development not only through the sphere of rationalism, but also through the sphere of the unconscious, forming in its communicative, behavioral and emotional stereotypes of mental activity that ensure productive self-realization of the personality;

the transition in the development of the cognitive sphere from the "transfer of knowledge" and the accentuation of the conceptual apparatus, based on the permanent search for the universal core of the subject's information base, to the development of universal thinking mechanisms and the ability to generate new scientific and technological ideas;

training on the basis of the author's filling by students of the educational space of the Internet (mutual learning on the network);

training based on the priority of the development of humanistic qualities of the individual over cognitive ones;

the transition from a systematic approach to training - to training based on the solution of specific problems, which involves the independent receipt of information due to its higher motivational security;

the transition to a contextual approach to learning, postulating learning through the actualization of the entire sphere of a person's life.

We emphasize once again that the main core of every science, including the psychological and pedagogical one, should be its methodological platform, which provides an understanding of the spectrum of basic ideas on which science is based and which are emerging at present.

Consideration of the above should act as necessary trends in the development of personality in the higher education system.

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