DOI: 10.57192/18291864-2025.3-224

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ORGANIZATION OF EDUCATION PROCESS IN A TRANSFORMING SOCIETY*

Abstract

This research investigates the role of education in adapting to societal transformations driven by technological, economic, and cultural shifts. It addresses the problem of a disconnect between traditional educational frameworks and the needs of a rapidly changing world, emphasizing the importance of equipping individuals with critical thinking and creativity. Employing an interdisciplinary methodology, the study analyzes educational evolution through philosophical, cultural, and sociological lenses, highlighting modern trends such as technology integration, personalized learning, and project-based approaches.

Key findings reveal that education is essential for social mobility, innovation, and fostering global consciousness. It identifies the need for reform in educational policies, particularly in Armenia, to ensure relevance and quality in a global context. The research underscores the importance of a holistic educational framework that integrates cultural values, promotes lifelong learning, and prepares individuals for the demands of a dynamic labor market.

Ultimately, the study concludes that the educational system must evolve into a flexible, innovative entity capable of enhancing both individual and societal well-being. By adapting to contemporary challenges and embracing new methodologies, education can effectively empower future generations to navigate and address complex global issues.

* Հոդվածն ընդունվել է տպագրության 15.10.2025:

Keywords: Transformation, Education, Adaptation, Critical Thinking, Innovation, Globalization, Technology Integration, Lifelong Learning, Cultural Values.

Դիանա Մ. Աղաբալյան
Խաչատուր Աբովյանի անվան Հայաստանի պետական մանկավարժական համալսարան

ԿՐԹԱԿԱՆ ԳՈՐԾԸՆԹԱՑԻ ԿԱԶՄԱԿԵՐՊՈՒՄԸ ՓՈԽԱԿԵՐՊՎՈՂ ՀԱՍԱՐԱԿՈՒԹՅՈՒՆՆԵՐՈՒՄ

Ամփոփում

Հետազոտությունն ուսումնասիրում է կրթության դերը՝ հասարակության տեխնոլոգիական, տնտեսական և մշակութային փոխակերպումներով պայմանավորված: Այն անդրադառնում է ավանդական կրթական համակարգերի և արագ փոփոխվող աշխարհի պահանջների միջև առկա անհամապատասխանությանը՝ շեշտելով քննադատական մտածողության և ստեղծագործականության զարգացման կարևորությունը: Միջառարկայական մեթոդաբանության շրջանակում վերլուծվում է կրթության էվոլյուցիան՝ փիլիսոփայական, մշակութային և սոցիոլոգիական տեսանկյուններից՝ առանձնացնելով ժամանակակից միտումները, ինչպիսիք են տեխնոլոգիական առաջընթացը, անհատականացված ուսուցումը և նախագծային մոտեցումները:

Հետազոտության արդյունքները ցույց են տալիս, որ կրթությունը զգալի դեր ունի սոցիալական շարժունության, նորարարության և գլոբալ գիտակցության ձևավորման մեջ: Ընդգծվում է կրթական քաղաքականությունների վերանայման անհրաժեշտությունը, հատկապես Հայաստանում, որպեսզի ապահովվի դրանց արդիականությունն ու որակը գլոբալ համատեքստում: Շեշտվում է մշակութային արժեքները, շարունակական ուսուցումը խրախուսող, անհատներին՝ դինամիկ աշխատաշուկայի պահանջներին պատրաստող համապարփակ կրթական մոդելի կարևորությունը:

ՈՒսումնասիրությունը եզրակացնում է, որ կրթական համակարգը պետք է վերափոխվի անհատական և հասարակական բարեկեցությունը խթանող ճկուն ու նորարարական կառույցի: Ժամանակակից մարտահրավերներին արձագանքելով և նոր մեթոդաբանություններն

ընդունելով՝ կրթությունը կարող է արդյունավետորեն զորացնել ապագա սերունդներին՝ հաղթահարել և լուծել բարդ գլոբալ խնդիրները:

Բանալի բառեր – փոխակերպում, կրթություն, հարմարվողականություն, քննադատական մտածողություն, նորարարություն, գլոբալացում, տեխնոլոգիական ինտեգրում, շարունակական ուսուցում, մշակութային արժեքներ:

Диана М. Агабалян

ОРГАНИЗАЦИЯ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА В ТРАНСФОРМИРУЮЩЕМСЯ ОБЩЕСТВЕ

Резюме

Данное исследование анализирует роль образования в процесе адаптации к общественным преобразованиям, вызванным технологическими, экономическими и культурными сдвигами. В работе рассматривается проблема несоответствия между традиционными образовательными моделями и потребностями меняющегося мира, подчёркивая важность развития критического мышления и креативности. Используя междисциплинарную методологию, исследование анализирует эволюцию образования с философской, культурной и социологической точек зрения, выделяя современные тенденции, такие как интеграция технологий, персонализированное обучение и проектно-ориентированные подходы.

Результаты исследования показывают, что образование играет важнейшую роль в социальной мобильности, инновациях и формировании глобального сознания. Исследование определяет необходимость реформирования образовательной политики, особенно в Армении, для обеспечения её актуальности и качества в условиях глобализации. Подчёркивается значение целостной образовательной модели, интегрирующей культурные ценности, стимулирующей обучение на протяжении всей жизни и подготавливающей индивидов к требованиям динамичного рынка труда.

В конечном итоге исследование приходит к выводу, что образовательная система должна преобразоваться в гибкую и инновационную структуру, способную повышать благополучие как личности, так и общества. Адаптируясь к современным вызовам и внедряя новые методологии, образование может эффективно укрепить потенциал будущих поколений в преодолении и решении сложных глобальных проблем.

Ключевые слова: трансформация, образование, адаптация, критическое мышление, инновации, глобализация, интеграция технологий, обучение на протяжении жизни, культурные ценности.

Introduction: In our increasingly interconnected and rapidly changing world, the educational landscape is confronting unprecedented challenges and opportunities. The transformations spurred by technological advancements, economic fluctuations, and cultural shifts necessitate a profound reevaluation of how we organize and deliver education. The traditional educational frameworks, often outdated, are struggling to keep pace with the dynamic needs of society, leading to a critical disconnect between what is taught and the competencies required in the modern workforce.

The modern world is changing rapidly, and the educational system must adapt to these changes for the successful development of society. In today's world, we observe a transformation of society under the influence of new technologies, economic, and sociocultural changes. This demands a reevaluation of approaches to education and the organization of the learning process.

The selection of data or case examples for an article like "Organization of Education Process in a Transforming Society" is carefully guided by factors such as the relevance to societal transformation, diversity of educational contexts, availability of reliable data, and the focus on specific issues that reflect the dynamic nature of educational change. By choosing a range of cases that highlight different aspects of transformation, the article can offer a comprehensive analysis of how education systems are reorganized in response to broader social, economic, and political changes.

How data or case examples were chosen. In the article the selection of data or case examples likely involves a systematic approach to ensure that the chosen examples accurately reflect the core themes and issues related to the organization of education in societies undergoing transformation.

Relevance to the Transformation Context: The cases or data examples chosen would likely focus on countries, or educational systems experiencing significant changes due to political, social, or economic transformations. This could include countries undergoing shifts in governance, transitioning from centralized to decentralized education systems, or implementing reforms to modernize their education structures. The selected examples would ideally represent different stages of transformation, offering insights into both early challenges and successful strategies.

Diversity of Educational Systems: The article choose case examples from a range of educational systems that vary in structure, size, and type. This helps to illustrate how different education sectors are impacted by societal changes and how they adapt to these changes. The selection include examples from both developed and developing nations to provide a comparative analysis of how education is organized in diverse socio-political contexts.

Historical and Cultural Context:Data or case examples are selected with attention to the historical and cultural context of each society. Education systems do not operate in a vacuum, and understanding how a society's cultural, economic, or historical legacy influences education policies and practices is crucial in a transforming society. The cases may showcase the impact of historical events (e.g., post-conflict reconstruction, decolonization, or democratization) on educational reform.

Impact of Socio-Economic Changes: Case examples are selected to highlight how changes in the economy—such as shifts toward market economies, globalization, or industrialization—affect education structures and outcomes. This could include looking at how education adapts to new labor market demands, how educational access changes with economic transformation, or how technological advances impact teaching methods and curricula. Specific data selected from countries or regions where economic restructuring directly influences educational policies, curricula, and access.

Policy and Reform Initiatives: The data or case examples were chosen based on specific education reform initiatives introduced in response to societal transformation. These include examples of decentralization, privatization, curriculum reform, teacher training initiatives, or changes in governance and educational management. The case examples selected include nations where these reforms have been successfully implemented, as well as those where challenges or failures have occurred, providing a well-rounded view of the education process during transformation.

Availability of Data: data examples are selected based on the availability of reliable, accessible data. This involve primary data from educational institutions, surveys, government reports, or secondary data from previous research studies, publications, and international organizations like UNESCO, World Bank.

The selection would prioritize data that is current, representative, and reflective of the changes in the education system in the transforming society.

Comparative Approach: The article may adopt a comparative approach, selecting cases that allow for cross-national or cross-regional comparisons. This comparative lens could provide insights into how different countries or regions

organize education in the face of similar societal transformations and help identify best practices.

Focus on Key Issues: The data or cases chosen reflect key issues that are central to the transformation of the education process. These include: access to education and equity concerns, curriculum and pedagogy reforms, teacher professional development and training, governance and educational leadership, integration of technology in education.

Justification for the Study: This research addresses the critical and timely issue of the role of education in adapting to a transforming society, with a focus on the evolving needs spurred by technological, economic, and cultural changes. The educational landscape is being profoundly reshaped by these transformations, and the existing frameworks are increasingly inadequate in preparing individuals for the demands of the modern world. This study's importance lies in its exploration of how education can bridge the gap between outdated models and the dynamic, rapidly shifting needs of contemporary society.

The findings underscore the crucial role of education in fostering critical thinking, creativity, and innovation—key competencies for thriving in an interconnected and complex global environment. By adopting an interdisciplinary methodology, the research draws from philosophical, cultural, and sociological perspectives, providing a rich, multi-dimensional understanding of educational evolution. This broadens the conversation by examining educational transformation not only as a pedagogical concern but also as a cultural and societal one, emphasizing the need for educational policies that reflect the realities of a globalized world.

The justification for this study lies in its potential to influence educational reform, particularly in contexts like Armenia, where there is an urgent need for a systemic overhaul to maintain educational relevance and quality. The research contributes to broader literature by aligning itself with current global discourse on educational transformation, offering insights into how education can evolve to meet the challenges of digitalization, globalization, and sustainability. Additionally, it emphasizes the importance of integrating cultural values, lifelong learning, and a focus on both material and spiritual development, which are critical for shaping resilient, adaptive societies.

By examining these modern trends—technology integration, personalized learning, project-based education, and others—the study highlights how the educational system can be reimagined as a flexible, innovative entity capable of preparing individuals for future challenges. This interdisciplinary approach provides a comprehensive framework that not only aligns with current educational trends but also anticipates future needs, positioning the study as a valuable resource

for educators, policymakers, and scholars working towards creating more adaptable and effective educational systems globally.

What was done: The article titled "Organization of Education Process in a Transforming Society" provides an in-depth theoretical analysis of the evolution and significance of education as a social phenomenon through various historical and philosophical lenses. The research emphasizes the role of education in societal development, tracing its impact from ancient civilizations to contemporary issues.

The article begins with a historical exploration of education, highlighting the contributions of ancient Greek philosophers such as Democritus, Socrates, Plato, and Aristotle, who laid the groundwork for the idea of continuous personal education.

What was found: The article focuses on the evolving role of education within a transforming society, particularly in the context of societal changes, global education policies, and the integration of new technologies. It highlights key philosophical and sociological aspects of education's development and its role in shaping individuals and societies.

The research examines the evolution of the concept of education through the lens of history and contemporary socio-philosophical thought. The work refines philosophical concepts like "education," "upbringing," and "training," and analyzes their interrelations during societal transformation. It proposes a new perspective on education, emphasizing the development of individuals through both training and upbringing. The study also reviews the development of educational structures in developed countries, exploring their changes in various civilizational contexts. The value priorities of education are identified as key in modern global educational processes.

Key Findings: Philosophical Evolution of Education: The interpretation of education is shaped by the prevailing philosophical paradigms of different eras. The focus has shifted from preparing specialists to fostering well-rounded individuals. This change aligns with the humanization, fundamentalization, and informatization of education.

How The study fits into broader literature. "Organization of Education Process in a Transforming Society" fits into the broader literature by contributing a multi-dimensional, interdisciplinary perspective on the evolving role of education in response to technological, cultural, and socio-economic changes. It builds upon existing frameworks in educational philosophy, technology integration, globalization, and educational reform, offering a rich and comprehensive analysis that addresses both contemporary trends and future needs in education. The study’s emphasis on the integration of cultural values and lifelong learning aligns it with

ongoing global discussions about the future of education and its role in fostering adaptive, resilient societies.

Modern Educational Systems: The research highlights how educational policies and reforms contribute to societal development. The integration of education into the global context, like Armenia's participation in the Bologna Process, is an example of national efforts to modernize and adapt education systems for future needs.

Role of Education in Societal Transformation: Education serves as a cornerstone in civil society development, promoting empowerment, awareness, critical thinking, and active participation in democratic processes. It enables individuals to understand their rights and responsibilities and fosters unity within societies.

Impact of Technological and Societal Changes: Education systems must adapt to the changing labor market, which is influenced by technological advancements, globalization, demographic shifts, and social changes. Lifelong learning and retraining are necessary to keep up with the emerging needs of the workforce.

The Future of Education: The article suggests that contemporary education policies should focus on achieving high-quality education that addresses both current and future needs. This includes integrating culture, moral values, and scientific advancements into educational frameworks.

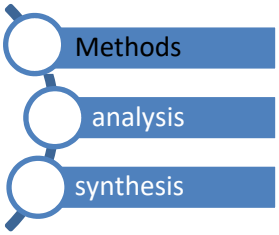
Propositions for Future Research:

The study proposes further exploration into the current state of education in Armenia, as well as the broader implications of educational reforms in post-industrial societies. The need to reassess and rethink education within the context of new societal transformations is emphasized.

The research underscores the importance of developing an education system that fosters both intellectual and moral growth, adapting to rapid technological and societal changes while preserving cultural values. This shift is crucial for ensuring the survival and growth of societies in a rapidly changing world.

Methods

Method is way of knowing surrounding reality, which has special sequence.



The main method used during the research is analysis. This is the study of an object in a partial way. Analysis method is a fundamental approach in research

that involves examining, interpreting, and making sense of data or information to draw conclusions. The primary goal of analysis is to break down complex information into manageable parts to identify patterns, relationships, or trends that are not immediately obvious.

Here's an overview of the analysis method in research:

Data Collection: Before any analysis can occur, data must be collected. This data can come from a variety of sources, including experiments, surveys, observations, interviews, or existing records. The data collected should be relevant, accurate, and appropriately structured for analysis.

Data Organization: Once collected, data needs to be organized for easier examination. This could mean categorizing qualitative data or arranging quantitative data in tables, graphs, or spreadsheets. Proper organization allows researchers to view the data clearly and identify patterns or anomalies.

Interpretation: After the data is analyzed, the researcher must interpret the results. This involves making sense of the findings, drawing conclusions, and linking them to existing theories or frameworks. Interpretation helps to answer the research questions and provides insights into the phenomenon under study.

Making Inferences and Drawing Conclusions: Based on the analysis, the researcher draws inferences about the relationships and patterns identified. These inferences help answer the research questions, address hypotheses, and make predictions or generalizations about the population or phenomenon studied.

Reporting: Finally, the results of the analysis are communicated in research reports, papers, or presentations. The report will outline the methods used, the findings of the analysis, the implications of the results, and suggestions for future research.

In summary, the analysis method in research is essential for making sense of complex data. Whether it's through statistical tools or qualitative approaches, analysis provides the foundation for drawing meaningful conclusions and contributing to the field of study.

Another important method used in research is synthesis. In this case, the properties and parts of the object come together. Synthesis is another crucial method used in research, and it plays a vital role in integrating various sources of information, ideas, or findings to create a new, cohesive understanding of a topic. Unlike analysis, which involves breaking down data or information into smaller parts for examination, synthesis involves combining these parts to form a broader, more comprehensive perspective. It is especially important in research areas where knowledge is drawn from multiple studies, theories, or viewpoints.

Definition of Synthesis: Synthesis in research refers to the process of combining different pieces of information, theories, or findings from various

sources to generate new insights or a more complete understanding of a topic. It is a higher-order thinking skill that allows researchers to draw connections between disparate elements and create a unified narrative or argument. The first step in synthesis is gathering relevant sources, which can include academic articles, books, reports, or other materials. Researchers carefully review these sources to identify key points, ideas, themes, and findings that will contribute to the synthesis. It is also important to select high-quality, credible sources, as the synthesis is only as good as the information it is based on. The next step in synthesis is identifying commonalities and patterns that emerge across the different sources. Researchers look for recurring themes, concepts, or findings that are consistent across the literature. These commonalities can help researchers construct a more comprehensive framework or theory and offer insights that may not have been apparent in individual studies.

In some cases, the sources reviewed may contain divergent or contradictory ideas. Synthesis requires the researcher to consider how these differing viewpoints can be reconciled or addressed. Researchers may present alternative interpretations or discuss the implications of conflicting evidence, creating a more nuanced and balanced understanding of the topic.

Synthesis goes beyond merely summarizing existing research. It involves making new connections between ideas, theories, and data that were not previously linked, leading to the generation of new knowledge or hypotheses. This could involve combining theories from different disciplines to offer a fresh perspective on a problem or proposing a new framework that synthesizes existing findings in a novel way.

The ultimate goal of synthesis is to contribute new insights to the field of study. By combining various sources of information, researchers are able to offer a deeper or more comprehensive understanding of the topic, filling gaps in knowledge or addressing unresolved questions. Synthesis is often crucial for the development of new theories, models, or frameworks that advance the academic field.

Benefits of Synthesis**:**

Comprehensive Understanding: By integrating various perspectives, researchers can develop a more thorough and balanced understanding of the topic.

New Insights: Synthesis often leads to the development of new insights, theories, or frameworks that push the boundaries of current knowledge.

Addressing Gaps in Research: Synthesis can reveal gaps in the existing literature and provide a roadmap for future research.

Enhancing Research Quality: A well-conducted synthesis increases the depth and breadth of the research, making the findings more robust and relevant.

Synthesis in Literature Reviews: One of the most common places where synthesis occurs is in literature reviews. A literature review involves synthesizing the findings from multiple studies on a particular topic to summarize the current state of research. A good literature review will not only summarize the individual studies but also synthesize the findings by organizing them into themes, identifying patterns, highlighting contradictions, and making connections across studies to offer a new or refined understanding.

Synthesis is a critical method in research that allows researchers to go beyond merely analyzing individual pieces of information. By combining insights from different sources, researchers can construct a more comprehensive understanding of a topic, generate new ideas, and contribute meaningfully to the field. It is an essential process for advancing knowledge, developing new theories, and identifying areas that require further exploration.

Methodological Foundations of the Research:

An interdisciplinary approach utilized in the work, allowing for the examination of the genesis, essence, and characteristics of education from the philosophical perspective based on the achievements of cultural studies, pedagogy, and sociology. The overarching philosophical foundation of the research built upon civilizational and historical approaches. The methodological base of the research incorporates structural-functional, systemic, and comparative analysis, as well as the theoretical and methodological positions of scholars analyzing education in the context of a transforming society.

Relevance of the Research Topic

Among the diverse contemporary philosophical issues, the problem of developing, preserving, and realizing the intellectual potential of society holds special significance.

The modern world, characterized by instability, variability, and rapid information exchange, compels us to reexamine the issue of education. Today, as we witness the rapid development of high-precision and knowledge-intensive technologies, it becomes clear that humanity's main wealth lies in the production, distribution, and consumption of knowledge.

The relevance of a socio-philosophical analysis of education is also connected to the emergence of new conflict hotspots worldwide, intensifying interethnic and intercultural contradictions that could become sources of increasingly dangerous clashes between civilizations. Education can contribute to resolving these issues if educational systems become proactive, preparing a generation capable of understanding the complexity, contradictions, and openness of the future and making unconventional decisions.

New Challenges and Requirements

With the emergence of new technologies and an information society, education must adapt to new challenges. Critical thinking, digital literacy, and teamwork skills are becoming increasingly important for successful adaptation to a fast-changing world.

In recent years, there has been a growing focus on distance education as a solution to the development of innovative directions in the global educational sphere. Distance learning not only stands alongside traditional forms but also seeks to replace part-time and correspondence education.

The necessity for a conceptual reevaluation of the status of education in society is primarily linked to the anthropological crisis, the massification of culture, and the dominance of economic (material) values. In this situation, education can contribute to the formation of a new paradigm based on the prioritization of spiritual values.

Trends in Societal Transformation: The transformation of society is a complex and multifaceted process influenced by various factors. Below are the main trends:

Acceleration of Technological Change, Digitalization: The rapid development of technologies such as artificial intelligence and the Internet leads to changes in the fields of economics, education, and social interactions. Digitalization affects the labor market, creating new professions and modifying existing ones (Tikhonov M.Yu., 1998).

Globalization (Zaretskaya C.J.L., 2001), Internationalization: The deepening of global connections occurs through international trade, migration, and cultural exchange. Globalization promotes the spread of ideas, technologies, and cultural characteristics, but it also generates contradictions, such as inequality and the loss of cultural identity.

As curricula modernize to meet the demands of a rapidly changing society, it is crucial to preserve cultural identity. This can be achieved by integrating local history, language, traditions, and values into modern educational frameworks. Schools can adopt a balanced approach by incorporating global perspectives while also ensuring that students are deeply connected to their cultural heritage. Project-based learning and community engagement can provide opportunities for students to explore and celebrate their cultural roots, while technology can be used to share and promote indigenous knowledge. By blending modern educational methods with cultural preservation, students can develop both global competence and a strong sense of cultural identity.

Sustainable Development: Increasing awareness of ecological issues and the need to conserve resources drives the pursuit of sustainable development. Society

is increasingly oriented towards environmentally friendly technologies and principles of corporate social responsibility.

Social Justice: There is growing attention to issues of equality, human rights, and the protection of marginalized groups. This leads to the activation of social movements and discussions about the necessity of changing existing norms and systems.

Increasing Life Skills and the Need for Lifelong Learning: Education increasingly focuses on the complex and contradictory nature of the modern era, integrating issues of the material and spiritual, social and individual, rational and irrational, knowledge and faith. The ongoing informational, communicative, technological, ecological, and social changes, along with the associated dynamism and diversity of information, elevate education to a qualitatively new level and require an adequate system for its organization.

The Growing Crisis in Education: The increasing crisis phenomena in education have highlighted the problem of finding ways for its further development. Specifically, the movement towards a new paradigm of education in post-industrial society is associated with changes in the role and status of individuals. This necessitates a radical renewal of the consciousness and activities of people in education as the primary universal activity for transmitting knowledge, acquiring, and forming culture.

Whether the article relies on literature review, comparative policy analysis, or theoretical synthesis. The article predominantly utilizes **theoretical synthesis** to combine various academic disciplines and frameworks to create a holistic understanding of the evolving role of education. It integrates **comparative policy analysis** to examine specific educational reforms needed in Armenia and includes a **literature review** to support the theoretical analysis. By synthesizing these approaches, the study contributes a comprehensive view of how education systems must adapt to the challenges posed by technological, economic, and cultural shifts.

The Importance of Education in Times of Change

Definition of a Transforming Society-A transforming society is a term that denotes a society undergoing significant changes and transformations in social, economic, political, and cultural aspects. These changes may be triggered by various factors, such as technological innovations, globalization, shifts in value systems, migration, economic crises, or environmental issues.

The transformation of society can be both systematic and chaotic, often accompanied by conflicts.

Education plays a key role in times of change. Here are several aspects highlighting its significance: education helps individuals adapt to a rapidly changing world by providing them with the skills and knowledge necessary to work in new environments and with new technologies, it fosters critical thinking abilities, enabling people to analyze information, draw well-founded conclusions, and make decisions that are more informed, education promotes creativity and innovative thinking, which is especially important in the context of rapid technological changes and competition, it opens new opportunities for individuals, allowing them to enhance their chances of a successful career and improve their quality of life.

In the context of globalization, education helps cultivate responsible citizens who can address global issues such as climate change, poverty and inequality.

The importance of education is increasing in response to changes in the labor market, where new skills and qualifications are in demand.

Education plays a vital role in shaping sustainable societies by fostering an understanding of ecological issues and the sustainable use of resources.

Goals of the Study: Analyzing Modern Trends and Approaches to Education

Modern trends and approaches to education are constantly evolving, reflecting changes in society, technology, and the economy. Here are some key trends:

Integration of Technology: With the development of digital technologies, online platforms, mobile applications, and interactive tools are actively being incorporated into the educational process. This allows for the creation of flexible and adaptive learning environments.

Personalized Learning: An increasing number of schools and universities are shifting towards individualized approaches, where education is tailored to the needs and interests of each student. This can be achieved with AI, data analysis of academic performance, or choice of courses based on interests.

Comprehensive Skills: Modern education emphasizes the development of skills necessary for life in a rapidly changing world, such as critical thinking, creativity, communication, and collaboration. This requires changes in assessment and teaching methods.

Project-Based Learning: The project-based approach enables students to work on real-world problems, developing practical skills.

Degree of Problem Development

The theoretical analysis of the specificity of education as a social phenomenon and its role in societal development has always been at the center of philosophical attention throughout its history.

Great ancient Greek philosophers such as Democritus, Socrates, Plato, and Aristotle (Aristotele, 1983) paid significant attention to the issue of education. Even then, the idea of continuous, harmonious personal education was formed: an educated person should be not only physically healthy but also morally sound.

In the 4th century AD, with the spread of Christianity, the approach to education shifted. A new education system began to take shape, with the value of knowledge being determined by how it led to faith (F. Aquinas, A. Blessed).

The first universities appeared in Europe as free corporations of teachers and students, primarily of a theological nature.

The modern European tradition, characterized by its rationalism, produced many great thinkers, such as F. Bacon (Bacon F., 1977), J. Locke, R. Descartes, B. Spinoza, and G. Leibniz, who viewed education through the lens of freedom, civil equality, and justice.

Enlightenment philosophers like C.A. Helvétius, P.A.T. Holbach, Voltaire, C.L. Montesquieu, J.O. La Mettrie, D. Diderot, and J.J. Rousseau continued the rationalist tradition typical of the modern era.

Representatives of the German classical school, such as I. Kant, G.W.F. Hegel (Hegel G.W.F., 1977), and W. Humboldt, developed the idea of real, practically oriented education, training individuals specifically for useful roles in society. Their research was further developed in the works of A. Bergson, J. Dewey, H.-G. Gadamer, and others.

It is also essential to highlight a group of Russian thinkers from the late 19th to early 20th centuries—N.A. Berdyaev, S.N. Bulgakov, N.O. Lossky, I.A. Ilyin, and others—who examined education through the lens of Christian Orthodoxy.

The works of foreign authors such as D. Bell (Bell D., 1999), P. Drucker, M. Castells, and O. Toffler have been of fundamental importance in studying the state of education in post-industrial society. The systemic analysis of the crisis in education as an "intellectual potential" of society is presented in F.G. Kumbs' monograph. The analysis of the educational process in the context of an information society is discussed in the works of scholars such as N.P. Vaschekin, O.N. Smolin, M.Yu. Tikhonov, and others.

The latest achievements in philosophical and pedagogical thought significantly contribute to the topic, with works by authors exploring contemporary educational issues. The main principles of interdisciplinary understanding, combining natural science and humanitarian approaches, and a systemic view of the world were laid out by academician N.N. Moiseev. Researchers such as A.P. Valitskaya, B.S. Gershunsky, O.V. Dolzhenko, and V.M. Rozin are engaged in the philosophy of education and the formation of new educational paradigms.

Problems of the Educational Process in the Context of Social Transformation

The issues of the educational process amidst social transformation reflected in the works of K.H. Delokarov, G.A. Komissarova, N.S. Rozov, B.C. Sadovnichy, V.N. Turchenko, A.D. Ursul, V.D. Shadrikov, and others. Authors such as B.L. Vulfson, A.I. Galagan, I. Godunov, and A.P. Djurinsky undertake the analysis of global educational trends.

The socio-philosophical analysis of the processes of humanizing education in the context of the development of the information society represented in the works of T.P. Voronina, G.A. Krasnova, and A.V. Petrov.

A socio-philosophical review of the literature on the examined problem indicates that the modernization of the education sector at this stage necessitates a reassessment of educational theory, educational systems, and educational policy. In this regard, research on education in the context of societal transformation is essential.

Object of Research: Education as a social institution.

Subject of Research: The content and characteristics of education in the context of social transformation.

Goal and Objectives of the Research: Based on the current state of scientific development of the problem and the theoretical and practical needs for its further investigation, and considering the relevance of the studied issues, the following goal is set: to analyze and characterize education in the context of social transformation, and to examine the role and potential impact of education on the formation of the modern individual.

The specified goal is concretized through the resolution of several interrelated tasks: conduct a philosophical and historical investigation of the evolution of the meaning and goals of educational systems, analyze and identify the key concepts characteristic of both the philosophy of education and its theoretical constructs at the current level of knowledge, explore stable global educational systems for practical application.

Scientific Novelty of the Research: The evolution of understanding the phenomenon of education in the history of philosophy formulated, and new aspects of interpreting this concept in contemporary socio-philosophical thought defined. The categorical apparatus of philosophical research has been refined: the relationship between the concepts of "education," "upbringing," and "training" analyzed in the process of societal transformation; a new interpretation of education proposed from the perspective of the training and upbringing of individuals.

The process of the development of educational structures in developed countries investigated and summarized, revealing its state and changes under

various civilizational conditions. The value priorities of education defined, highlighting their leading role in modern global educational and civilizational processes (Zhigulsky V., 2003).

The qualitative characteristics of education have been examined ("knowledge as a tool for cognition," "the connection between knowledge and the activities of the subject," "education and informational development") in the context of the formation and transformation of post-industrial society.

The main characteristics of the educational sphere under market conditions revealed (the establishment of new non-state universities, the science intensity of educational processes, and the replication of new specialties).

An analysis of the qualitative determinacy of the structural features of education provided: creativity, self-realization, and self-development of individuals, as well as a focus on innovative and constructive activities. Based on this, a fundamental connection between the interests of education and the quality of human life has been identified.

Scientific Propositions: A historical and philosophical analysis of the evolution of educational systems shows that the interpretation of education depends on the prevailing philosophical and worldview concepts. At the current stage, there is a dominance of trends preparing specialists rather than fostering holistic individuals.

Changes occurring in the educational sphere due to the fundamentalization, humanization, and informatization of education contribute to overcoming the previous utilitarian approach to the individual and to the formation of a personality that harmoniously combines knowledge and individual meaningful life orientations.

The diversity of viewpoints on the philosophy of education and its main features allows for different interpretations of the essence and purpose of this area of philosophical thought. Defining the meaning of the philosophy of education is essential for developing new fundamental ideas. Modern philosophy of education helps overcome the crisis of the classical education model and form predominantly methodological principles for a new education model (World Declaration on Higher Education for the 21st Century: Approaches and Practical Measures., 1999).

Educational policy is a crucial component of state policy, serving as a tool to ensure fundamental human rights and freedoms, enhance the pace of socio-economic and scientific-technical development, humanize society, and elevate its culture. Based on public consensus, it establishes fundamental educational goals and guarantees their implementation. The primary task of educational policy today is to achieve modern educational quality that meets the current and future needs of individuals, society, and the state.

The current situation in developed countries indicates that effective educational policy is the foundation for the dynamic growth of the state in its political, economic, and cultural aspects. A positive example in this regard is the existence of various educational models, which confirms the states' efforts to consider the unique socio-cultural and historical development of their countries to create the most effective national education system.

Armenia's integration into the global educational space within the framework of the Bologna Process is one of the priority tasks of domestic state policy. The modernization of education, carried out by the state with active support from society, will improve the education system as a whole. This modernization occurs within the context of reforming all spheres of life, serving as one of the intellectual sources that enhance the spiritual potential of Armenian society.

An educational revolution is one of the conditions for Armenia's survival in new economic conditions and social and political realities. Education must emerge as the primary component of the social sphere, with all other social systems and institutions serving to support it. This will facilitate the transition to a new quality of life for individuals and society.

Scientific and Practical Significance of the Work

The results of the research can be used to address controversial issues in contemporary social philosophy and to evaluate the role and place of educational technologies in today's world. The collected material and main findings of the research may be utilized in teaching courses on social philosophy, as well as in developing programs and delivering lectures and special courses on the issues of modern society and culture.

In the field of scientific research, there is a particular interest in the topic "The State of the Educational Process in Armenia and Its Prospects," aimed at further deepening and developing philosophical views on education in the context of societal transformation.

In the area of information activities, it is proposed to:

Develop a system of initiatives aimed at disseminating positive experiences from the activities of governmental and public organizations in shaping the humanitarian and modern scientific-technical components of the educational system.

The practical significance of the research is also defined by the potential for utilizing the obtained results in further studies of the subject in question and in developing recommendations for the activities of governmental and local self-governing bodies.

Today, as humanity enters the 21st century, it has become clear that the previous classical education system, focused on preparing specialists in specific

fields, has outlived its usefulness. Philosophers, educators, and policymakers recognize that the realities of our time demand an entirely new concept of educational policy. This requires a reassessment of the experiences accumulated in the past that have entered the anthology of social and philosophical thought.

Unfortunately, society has entered the new century with a technocratic mindset that predominates over the spiritual and moral aspects of the individual. Faith in the eternal, the good, and the rational has been replaced by a cult of money, career, and relationships based on personal utility. In this regard, it is necessary to develop a new cultural layer that will form the basis of a new educational paradigm.

It should not be forgotten that culture serves as a transmitter of the experiences of different generations, folk traditions, values, and scientific achievements. Engagement with culture is only possible through education, upbringing, and training; the unity of these three components is essential.

Education is a complex and multifaceted concept. Originally introduced by I.G. Pestalozzi in 1780, the term referred to the meaningful combination of "formation of an image." In this context, education shares many similarities with upbringing, allowing it to be viewed as a process of forming cognitive interests and abilities, as well as special preparation for professional activities.

It is necessary to differentiate between the terms "education" and "pedagogy," which are often used today. The term "pedagogy" was prevalent in the 18th and 19th centuries and referred to the science of educating and training children. In the 20th century, fundamental changes occurred, and the term "education" gained greater prominence. The understanding of education has significantly changed: it is now seen as a lifelong process. Generally, pedagogy refers to the upbringing of children, while education can apply to adults as well. Thus, while 19th-century researchers focused primarily on upbringing, 20th-century researchers shifted their focus to education, which encompasses both upbringing and training.

Education has its content, which includes the assimilation of experiences from previous generations, the cultivation of typological qualities of individual behavior, and the development of mental and physical abilities. The upbringing of a person as an individual involves developing their character, preparing them for participation in public life, and creating conditions for their internal self-development and self-education. Training facilitates the assimilation of certain norms that allow individuals to thrive in the world and engage in cultural spaces. This means that training is related to the assimilation of knowledge and cultural norms.

In education, training performs its function of educating individuals, but it does not fulfill the role of personality formation. Education is "the spiritual visage of a person shaped by moral and spiritual values that constitute the heritage of their

cultural circle, as well as a process of upbringing, self-education, influence, and refinement, i.e., the process of forming a person's character. ... Here, the key is not the volume of knowledge, but the connection of knowledge with personal qualities and the ability to manage one's knowledge independently."

Upbringing, on the other hand, is interpreted as society's influence on the developing individual.

The Idea of Education in the History of Philosophical Thought: Content and Specificity of Contemporary Foreign Concepts of Education

The beginning of the 20th century marked by various social transformations in leading countries, including in the education system. Qualitative changes in the conditions of life in society placed intelligence at the forefront. As a result, many states began to implement large-scale modernization efforts that laid the foundation for educational reforms (UNESCO, 2000).

The education system, being the most conservative, struggled to adapt to the rapid changes occurring in all areas of human activity. The resulting gap between education and the conditions of societal life, which took on various forms, constituted the essence of the global education crisis (Education Development Strategy: Key Directions, 2002).

The second half of the 20th century saw the emergence of the concept of a post-industrial society in developed countries, later evolving into the notion of an information society. The originator of the post-industrial society concept is D. Bell, while authors of the theory of the information society as the highest stage of post-industrial society include O. Toffler, I. Masuda, and M. Poniatowski. The theory of the informatization of education suggests organizing conditions that promote maximum accessibility to education: a new organization of education is required, involving the training of adults without interrupting their work, in order to maintain high professional qualifications and ensure the competitiveness of goods and services.

Role of Education at the successful development of civil society: Education plays a crucial role in transforming civil society, acting as a cornerstone that empowers both individuals and communities. It fosters active participation, encourages critical thinking, and promotes social unity. Here are several key ways education contributes to this transformation:

Empowerment and Awareness

Education provides individuals with essential knowledge about their rights and responsibilities, as well as how democratic institutions operate. When people are well informed, they are more likely to get involved in civic activities like voting, advocacy, and community organizing, which are vital for a thriving civil society.

Critical Thinking and Analytical Skills

A strong education encourages critical thinking and the ability to analyze complex issues.

Implementation of Educational Policy in the Context of Societal Transformation

The realm of modern education is undergoing changes, which involve the reform and modernization of the existing education system. Armenia is not the only country in the world that has criticized the current situation regarding the preparation of the younger generation for adult life.

Changes in the Labor Market Structure

Changes in the labor market structure are processes that involve transformations in employment composition, professions, skills, and worker requirements. Key factors influencing this structure include:

Technological Changes: Automation and digitalization lead to the disappearance of certain professions and the emergence of new ones requiring different skills.

Globalization: Increasing international trade and migration of labor alters the demand for specific professions and industries.

Changes in Consumer Preferences: With the growing interest in sustainable development and ecology, new employment areas, such as the "green economy," are emerging.

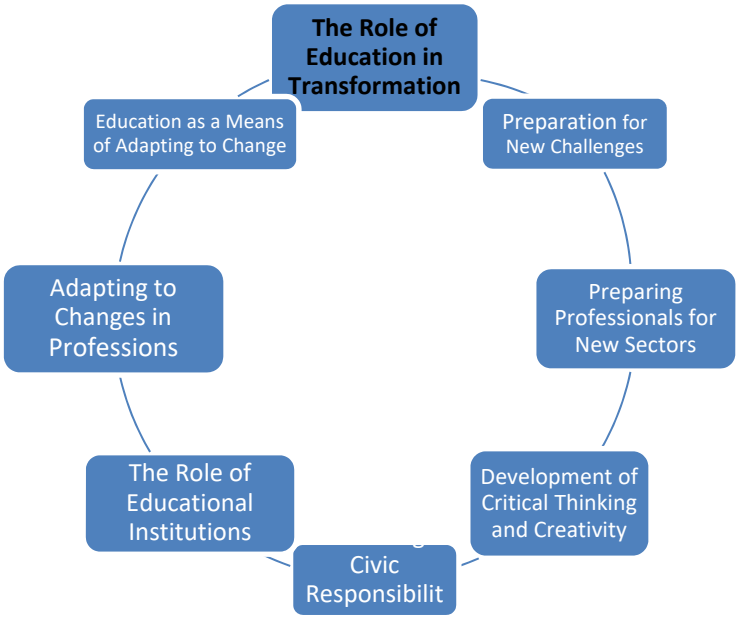
Demographic Changes: An aging population affects the demand for medical services and elderly care.

Social Changes: An increase in the proportion of women in the workforce and changes in family structures also affects the labor market (Alferov Yu.S., 1998).

Education and Retraining: The emergence of new educational programs and the necessity for continuous retraining of workers become important aspects of adapting to changes.

These economic changes (new professions, labor market) require flexibility and a readiness for lifelong learning from workers.

In the picture 1 You can find the Role of Education during transformations.



Picture 1 The Role of Education in Transformation

Educational institutions play a key role in organizing the educational process in a transforming society. They must not only impart knowledge but also develop creativity, critical thinking, and problem-solving skills in new contexts.

Potential Disadvantages of New Educational Technologies and Project-Based Learning for Under-Resourced Communities

While the integration of new educational technologies and project-based learning (PBL) methods offers significant benefits, they may inadvertently disadvantage under-resourced communities, especially in countries like Armenia.

Challenges Faced by Under-Resourced Communities:

Lack of Access to Technology: In many rural or economically disadvantaged areas, schools may lack the necessary infrastructure, such as reliable internet access, computers, or digital learning platforms. This can prevent students from fully engaging with technology-based learning methods, leaving them at a disadvantage compared to their peers in more affluent areas.

Limited Teacher Training: Effective project-based learning and the use of technology require well-trained teachers who can design and implement these approaches. In under-resourced communities, teachers may not have the training or professional development opportunities to effectively integrate these methods, resulting in uneven implementation and diminished educational outcomes.

Resource Constraints for PBL: Project-based learning often requires significant resources, such as materials, collaboration tools, and external

partnerships. Under-resourced schools may struggle to provide these materials, leading to an inequitable learning experience for students in these areas.

Mitigation Strategies:

Equitable Access to Technology: Governments and educational institutions should prioritize providing affordable technology and internet access to all schools, particularly those in rural or underserved regions. This could include partnerships with tech companies to provide discounted devices or government-funded initiatives to improve broadband infrastructure.

Targeted Teacher Training Programs: Professional development programs should be designed to equip teachers, particularly those in under-resourced areas, with the skills needed to implement project-based learning and use technology effectively. These programs could include online training platforms, regional workshops, and partnerships with universities to ensure widespread access to high-quality teacher training.

Community and Government Support for PBL: Schools in under-resourced communities should receive targeted support from the government, NGOs, and local businesses to help fund projects and provide necessary resources. Community engagement could also be encouraged, where local organizations and parents collaborate to provide materials and support for student projects.

By implementing these mitigation strategies, Armenia and similar countries can help ensure that the benefits of educational technologies and project-based learning are accessible to all students, regardless of their economic background or geographical location. This would help level the playing field and prevent widening educational inequalities.

Discussion

Innovative Approaches in Education

Utilization of Online Education and Expansion of Interdisciplinary Approaches: These are essential components of organizing education in the modern world.

Interactive Teaching Methods

Project-Based Learning

Use of Technology (Online Courses, Educational Platforms)

The **rationale for including global examples** in the article with a focus on innovative approaches in education is grounded in demonstrating how different countries and educational systems have effectively integrated modern educational practices to adapt to societal changes and the demands of the modern workforce. Each of the examples illustrates a distinctive innovation in educational practice, and the outcomes achieved offer insight into how education can be transformed to prepare students for the challenges of a rapidly changing world.

Examples of Successful Practices

Examples of Countries or Institutions Implementing Innovations

Results and Achievements

Finland

Innovation: Integration of the "learning time" concept, focusing on project-based and inquiry-based learning.

Results: High performance on international tests (PISA), literacy, and critical thinking levels among students. Students exhibit greater motivation for learning and significantly reduced stress levels.

Singapore

Innovation: The "5E" model (Engage, Explore, Explain, Elaborate, Evaluate) in teaching STEM subjects.

Results: Singapore ranks highly in international assessments for mathematics and natural sciences. Students actively participate in Olympiads and science competitions.

New Zealand

Innovation: The "Te Whāriki" program, based on principles of cultural inclusion and family involvement in the learning process.

Results: Improved social integration and academic performance among children from diverse cultural backgrounds. Increased parental involvement in education.

Canada (Ontario)

Innovation: Initiatives for technology-enhanced learning, including the use of online courses and adaptive learning.

Results: Increased accessibility to education for students with varying needs, along with improved academic performance through a personalized approach.

Sweden

Innovation: Implementation of the "flipped classroom" concept in teaching.

Results: Students demonstrate a deeper understanding of the material and greater independence in learning (Wulfson B.L., 2000). Learners become more active participants in the educational process.

Estonia

Innovation: Widespread adoption of digital technologies in education and a focus on programming in primary schools.

Results: Estonia has become one of the leading countries in digital education. Students show high levels of skills in information technology and critical thinking.

Empirical or Quantitative Evidence

Test Scores and Academic Performance:

Finland's PISA Rankings: Finland's focus on innovative educational approaches, such as project-based learning and inquiry-based methods, has led to consistently high performance on international assessments like the Programme for International Student Assessment (PISA). In the 2018 PISA results, Finland ranked: 6th in reading, 7th in science, 14th in mathematics. These scores are reflective of Finland's education model, which prioritizes creativity, collaboration, and critical thinking over rote memorization. The success of Finland's education system can be directly linked to the innovative approaches it has adopted (OECD, 2018). This serves as a quantitative example of how progressive educational methods can lead to measurable improvements in student achievement (OECD, 2019).

Singapore's STEM Success: Singapore has consistently performed well in international assessments, particularly in STEM (Science, Technology, Engineering, and Mathematics). The country's emphasis on structured learning methods, like the "5E" model (Engage, Explore, Explain, Elaborate, Evaluate), has resulted in the country ranking: 1st in mathematics (2018 PISA), 2nd in science. Singapore's high performance in PISA and its success in international science competitions further support the effectiveness of its education reforms, which can serve as a model for other nations looking to improve educational outcomes (OECD, 2018).

***Graduation Rates and Longitudinal Tracking*:**

New Zealand's "Te Whāriki" Program: The "Te Whāriki" early childhood education program, focusing on cultural inclusion and family involvement, has shown a positive impact on long-term academic outcomes. According to the New Zealand Ministry of Education (2017), children who participated in early education programs based on Te Whāriki exhibited better social integration and academic performance in later years. These students were more likely to graduate and show higher levels of engagement in school. Longitudinal studies of Te Whāriki have demonstrated that integrating cultural competence and family involvement leads to sustained academic success (Education, 2017).

Dropout Rates and Social Integration:

Estonia's Digital Education Initiatives: Estonia's integration of digital education has not only improved academic performance but also contributed to lower dropout rates. The country's focus on digital literacy from an early age has produced students with strong technological skills, equipping them for success in the modern labor market. A study by the OECD (2019) found that Estonia's emphasis on digital education has contributed to a 4% decrease in high school

dropout rates over the past decade, while students' performance in mathematics and science has significantly improved. Estonia's experience provides a clear example of how digital education can improve both academic success and student retention rates.

Global Examples of Lifelong Learning: In countries like Finland and Singapore, the adoption of lifelong learning policies has helped ensure that individuals can adapt to rapid changes in the labor market. For instance, Finland's focus on continuous professional development has resulted in high rates of adult participation in further education programs, which enhances job market competitiveness. Studies show that countries with strong lifelong learning systems experience lower unemployment rates and higher economic productivity (OECD, 2016).

Incorporating references to global education performance data, such as Finland's PISA rankings, Singapore's STEM success, New Zealand's longitudinal educational outcomes, and Estonia's dropout rates, enhances the article's argument for educational reform. These data-driven insights not only validate the effectiveness of new educational approaches but also provide concrete examples of how reform can lead to improved academic performance, lower dropout rates, and greater student retention. By using empirical evidence to support the proposed educational strategies, the article can demonstrate that progressive changes in education can lead to measurable improvements in student outcomes and society's overall development.

Discussion:

Each modern educational innovation can be mapped onto relevant philosophical viewpoints:

Digital Education: Aligns with *Dewey's experiential learning* theory, emphasizing learning through interaction with digital tools and real-world problems, fostering critical thinking and active engagement. This innovation promotes learning as a process rather than a passive absorption of facts, supporting Dewey's vision of education as a means of personal and social growth.

Flipped Classrooms: Resonates with *Kant's moral philosophy*, particularly his emphasis on autonomy and individual agency. The flipped classroom empowers students to take control of their learning, making decisions on when and how to engage with content, thus fostering self-directed learning and responsibility, aligning with Kantian ideals of personal autonomy and ethical development.

Project-Based Learning: Reflects *Piaget's constructivist theory*, where knowledge is actively constructed by the learner through hands-on experience. Project-based learning aligns with Piaget's idea that learning is an evolving

process, where learners build understanding by solving real-world problems in collaboration with peers.

Mapping these innovations to philosophical underpinnings ensures that modern educational practices remain conceptually consistent with well-established educational theories, enhancing their relevance and effectiveness in shaping both individual learners and society.

The results highlight the effectiveness of innovative educational practices in enhancing student outcomes. Finland's success aligns with educational reform theories, such as the need for a shift towards more interactive and student-centered learning models. The use of project-based learning reflects the evolving theories of the information society, which stress the importance of developing critical thinking and adaptability to modern challenges. Comparatively, Singapore's STEM-focused approach demonstrates how structured, outcome-driven learning models can directly contribute to high academic achievement. These results suggest that educational systems, particularly in countries like Armenia, should consider adopting similar practices to bridge the gap between traditional education and the demands of the modern labor market.

The early 20th century marked a period of significant societal transformations that affected all areas of life, including the education system. As technological, economic, and cultural changes reshaped societies, the education system struggled to adapt to the evolving needs of individuals and communities. This gap between traditional education and the demands of a rapidly changing world led to a global education crisis. As countries transitioned into the post-industrial and information society, the need for educational reform became even more urgent.

The rise of the information society emphasized the need for greater accessibility to education. The theory of informatization of education highlights the importance of continuous learning, particularly for adults, to maintain professional qualifications and ensure competitiveness in the global market. This trend calls for a restructuring of the education system that accommodates lifelong learning and retraining, as well as the integration of technology to facilitate learning.

In the context of civil society, education plays a vital role in empowering individuals and promoting active participation. By fostering critical thinking, raising awareness about rights and responsibilities, and encouraging civic engagement, education strengthens social unity and promotes democratic values. As society becomes more interconnected, the ability to think critically and analyze complex issues is increasingly important.

As the labor market evolves due to technological advancements, globalization, and demographic changes, the demand for a flexible, highly skilled workforce grows. Education systems must therefore adapt to provide students with

the necessary skills to thrive in a dynamic job market. The integration of online education, interdisciplinary approaches, and innovative teaching methods such as project-based learning and interactive teaching are essential in preparing students for the challenges of the future.

Global examples such as Finland's project-based learning approach, Singapore's 5E model for STEM subjects, and Estonia's emphasis on digital education demonstrate the effectiveness of innovative practices in education. These countries have successfully integrated technology, fostered creativity, and encouraged critical thinking, resulting in improved student performance and better preparation for the demands of modern society.

The transformation of education is crucial for equipping students to navigate the complexities of a rapidly changing world. By embracing new methodologies, incorporating technology, and fostering critical skills, educational systems can help shape a generation capable of addressing the challenges of the 21st century. The ongoing reforms in countries like Armenia highlight the need for continuous adaptation to ensure that education remains relevant and impactful in an increasingly interconnected and technologically advanced society.

Detail on Armenia: Armenia’s education system is currently undergoing significant transformations in response to global trends and societal changes. However, there are unique local challenges, including teacher shortages, resource disparities, and the need for policy adjustments, that impact how the education system adapts. By examining these issues and looking at how international educational practices could be adapted, we can gain a clearer picture of how Armenia is coping with these changes.

Teacher Shortages and Professional Development

One of the most pressing challenges Armenia faces in the organization of its education system is the shortage of qualified teachers, particularly in rural areas. According to the **National Statistical Service of Armenia (2020)**, approximately 25% of teachers in rural schools are not adequately qualified, leading to a significant gap in the quality of education between urban and rural regions. Furthermore, Armenia’s teacher training system is under strain, with limited access to ongoing professional development. While there is an emphasis on enhancing teacher quality in line with international standards, Armenia's capacity to support continuous training and retain qualified teachers is still developing.

Adaptation of International Models: Countries like **Finland**, renowned for their high-performing education system, have invested heavily in professional development, ensuring that teachers are continuously supported throughout their careers. Finland’s model could be adapted in Armenia by creating regional professional development centers and offering more extensive in-service training

programs. Armenia could also draw inspiration from the **Singaporean approach**, where teachers undergo rigorous pre-service training and engage in lifelong learning through structured programs. With increased funding and a stronger focus on teacher retention, Armenia could improve the quality of education in both urban and rural areas.

Resource Disparities and Infrastructure Challenges

In addition to teacher shortages, resource disparities between urban and rural schools present significant barriers to educational equity in Armenia. Many schools, particularly in remote areas, lack access to modern technology, library facilities, or even basic educational materials like textbooks. The infrastructure is outdated, and many classrooms are overcrowded, hindering the ability to implement interactive or student-centered teaching methods.

Adaptation of International Models: Countries like **Estonia** have made significant strides in integrating digital technologies into education. Estonia's emphasis on digital literacy from an early age, along with the widespread use of online platforms for both students and teachers, has enabled students to access educational resources more equitably, even in rural areas. Armenia could adapt this model by investing in digital infrastructure, including providing more schools with computers, broadband internet, and e-learning platforms. The **New Zealand "Te Whāriki"** approach, which emphasizes inclusivity and community involvement, could also be adapted by involving local communities in funding and supporting schools, particularly in rural regions, to improve resource availability.

Policy Timelines and Educational Reform

Armenia has recently undertaken several reforms aimed at modernizing its education system, such as aligning its curriculum with international standards, integrating technology into the classroom, and emphasizing critical thinking. However, the pace of these reforms has been slower than anticipated, due to both financial constraints and institutional inertia. For example, while the government has laid out plans for reforming secondary education by 2030, many schools still face challenges in implementing even basic changes, like updating outdated curricula or introducing modern teaching techniques.

Adaptation of International Models: Drawing from **Finland's** educational reforms, which were phased in over decades, Armenia could benefit from adopting a more gradual, but deeply embedded, reform process. In Finland, policy reforms were introduced incrementally, allowing time for teachers and administrators to adjust. A similar strategy could be effective in Armenia, particularly if combined with pilot programs in select regions to test new approaches before nationwide implementation. By aligning international strategies

with local timelines and priorities, Armenia can avoid overwhelming schools while still achieving long-term improvements.

Educational Disparities in Gender and Socioeconomic Status

Armenia also faces gender and socioeconomic disparities in its education system. According to **UNICEF Armenia (2019)**, children from low-income families and rural areas are at a disadvantage, not only due to limited access to educational resources but also because of social factors that affect educational attainment. Girls, in particular, often face higher dropout rates in certain regions due to traditional gender roles, despite national efforts to promote gender equality.

***Adaptation of International Models*:**The **"Te Whāriki"** approach from New Zealand, which focuses on inclusive education and community involvement, offers valuable insights into addressing educational disparities. This model promotes a holistic approach to learning, where cultural sensitivity and family involvement are prioritized, ensuring that all children, regardless of gender or socioeconomic background, can access quality education. Armenia could benefit from adopting similar strategies, with a focus on creating support systems that address the needs of at-risk students, especially girls in rural areas, and providing additional resources for low-income families.

Armenia's education system is at a crossroads, facing numerous challenges including teacher shortages, resource disparities, slow policy implementation, and significant social and economic disparities. However, by learning from international examples, such as Finland's emphasis on professional development, Estonia's success in digital education, and New Zealand's inclusive approach, Armenia can adapt these strategies to its local context. By investing in teacher training, modernizing infrastructure, and prioritizing inclusivity and equity, Armenia can create an education system that is better prepared to meet the demands of a rapidly changing society. The key will be adapting these global models to the unique needs and timeline of Armenia's transformation process, ensuring that all students, regardless of their background, have the opportunity to succeed in the modern world.

Results

Research highlights several critical outcomes regarding the evolving role of education in a rapidly transforming society, with a specific focus on Armenia. The key findings are summarized as follows:

Adaptation to Societal Changes: Education is identified as a fundamental mechanism for individuals and societies to adapt to ongoing technological, economic, and cultural transformations. The disconnect between traditional educational models and the demands of the modern workforce necessitates a reevaluation of educational structures and methodologies.

Development of Critical Skills: The study emphasizes the importance of fostering critical thinking, creativity, and innovation within educational frameworks. These competencies are essential for students to navigate complex global issues and contribute effectively to society.

Integration of Technology: Modern educational approaches increasingly incorporate technology, enabling personalized learning experiences and facilitating access to information. This integration allows for flexible learning environments that can accommodate diverse.

Finland’s performance improved due to the integration of project-based learning and inquiry-based approaches, which fostered deeper student engagement and motivation. This method led to high performance in international assessments like PISA, demonstrating strong literacy, critical thinking, and problem-solving skills among students. Similarly, Singapore’s adoption of the "5E" model for STEM subjects enhanced students' participation and achievement in science and math competitions.

Observations: The beginning of the 20th century witnessed various social transformations, which impacted the education system in leading countries. Technological advancements, globalization, and shifting societal norms placed new demands on education, causing many states to initiate large-scale reforms to modernize their education systems. The rapid pace of societal change created a gap between traditional education models and the evolving demands of the workforce.

This gap between education and societal change is central to the global education crisis, indicating the need for reform. As technological and cultural transformations continue, the education system must adapt more quickly to prepare students for the complexities of modern life. The slow response of educational structures highlights the need for new policies that align with the evolving societal needs, particularly in developing nations like Armenia.

Finland's education system integrates the concept of "learning time," which emphasizes project-based and inquiry-based learning. This approach encourages students to engage actively with the material, fostering deeper learning and motivation.

Finland's success in the PISA rankings suggests that this method of learning has significant benefits in developing critical thinking and literacy skills. For countries like Armenia, adopting a similar model could foster student creativity and improve overall academic performance. This underscores the need for educational systems to prioritize project-based learning, which helps students acquire the necessary skills for a rapidly changing workforce.=

Armenia’s education system faces challenges, including a mismatch between the skills taught in schools and the needs of the labor market. Many young graduates struggle to transition into the workforce effectively.

As highlighted by Toffler’s theory of the information society, countries must modernize their education systems to support lifelong learning and continuous retraining to meet the evolving demands of the labor market.

In countries like Singapore and New Zealand, educational systems have integrated new models like the “5E” approach for STEM subjects and the “Te Whāriki” program, focusing on cultural inclusion.

These models are particularly effective because they allow for greater engagement and inclusivity, ensuring that students not only master the academic content but also develop social and emotional skills. For Armenia, this presents a clear opportunity to enhance educational equity and foster a more inclusive environment that reflects the diverse needs of its students.

Recommendations

Phase 1: Pilot Testing (6-12 months)

Action: Implement new educational methodologies, such as project-based learning or technology integration, in a select group of schools across urban and rural areas.

Example: In select schools in Yerevan and regions with less access to resources, introduce digital learning tools and collaborative learning projects.

Objective: Assess the feasibility and effectiveness of these methods in diverse educational settings.

Phase 2: Teacher Training and Professional Development (6-12 months)

Action: Provide comprehensive training for educators on new pedagogies, technologies, and inclusive teaching practices.

Example: Organize workshops with international experts on project-based learning and digital platforms, ensuring teachers are equipped with the necessary skills.

Objective: Build a well-prepared teaching workforce capable of implementing innovative educational practices.

Phase 3: Legislative and Policy Reforms (12-18 months)

Action: Formalize the adoption of these new educational approaches through policy changes and legislation to ensure long-term integration.

Example: Pass a national education reform law that mandates the inclusion of project-based learning in curricula and establishes standards for digital literacy.

Objective: Create a legislative framework that supports sustainable educational reform.

Phase 4: Ongoing Evaluation and Adjustment (Ongoing)

Action: Regularly evaluate the effectiveness of the new approaches through data collection on student outcomes, graduation rates, and teacher feedback.

Example: Conduct annual surveys and PISA-style assessments to track student progress and identify areas for improvement.
Objective: Use data-driven insights to refine and optimize educational practices, ensuring continuous improvement.

This phased approach will allow for gradual adaptation, ensuring that reforms are sustainable and tailored to Armenia's specific needs and resources.
Perspective:

Short-term impacts: In the early stages, pilot programs focusing on new methodologies (like project-based learning) will likely reveal both successes and challenges. Successful pilots could lead to quicker adoption, while any failures might highlight areas for improvement in teacher training or resource allocation, prompting immediate policy adjustments.

Mid-term impacts: As the reforms are expanded, we may see measurable improvements in student engagement, academic performance, and teacher effectiveness. However, issues such as technology access disparities may arise, necessitating additional investments in infrastructure and targeted support for under-resourced schools.

Long-term impacts: Over time, the education system could foster a more skilled and adaptable workforce. Technology adoption will evolve from initial trials to widespread use, enhancing personalized learning. Ongoing evaluations will be crucial, ensuring that the reforms continue to align with the needs of society and adjusting policies as necessary to address emerging challenges or unforeseen gaps.
Future Research Directions: Conduct studies to assess the effectiveness of new educational reforms in Armenia, focusing on student performance, teacher adaptation, and resource allocation and explore how cultural values and national identity influence the acceptance and implementation of international educational reforms in Armenia, and assess the balance between modernization and cultural preservation.

Conclusion

Examples study demonstrate that the implementation of innovative approaches and technologies in the educational process can significantly improve the quality of learning. It’s important the Role of the State and Society, E**ducation Policy, Support from Business and NGOs, Involvement of Parents and the Community,** Development Prospects, **Impact of Technology on the Educational Process.**

Conclusion

In conclusion, this research underscores the critical role of education in navigating the complexities of a transforming society. As technological, economic, and cultural shifts reshape the landscape of our world, traditional educational

frameworks must adapt to meet the evolving needs of individuals and communities. The findings highlight that an emphasis on critical thinking, creativity, and innovation is paramount for preparing learners to tackle the challenges of the 21st century.

Moreover, the integration of technology and personalized learning approaches offers promising avenues for enhancing educational experiences, making them more relevant and impactful. The study specifically points to the necessity for educational reform in Armenia.

Summary

- ✓ **The Importance of Adapting Educational Systems to Changes in Society**
- ✓ Organizing the educational process in a transforming society requires flexibility, innovation, and continuous development. Only then can education effectively shape a new generation capable of successfully addressing the challenges of modernity.

Դիանա Մ. Աղաբալյան - գիտական հետաքրքրությունների շրջանակը ընդգրկում է փիլիսոփայության, էթիկայի, քաղաքացիական հասարակության, կրթության ոլորտը: Ավելի քան 10 հրապարակված գիտական հոդվածների հեղինակ է: Հիմնական ուսումնասիրությունները առնչվում են քաղաքացիական հասարակության թեմային:

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