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## **THE PURSUIT OF DEMOCRATIZATION IN EDUCATION - KNOWING WHERE TO GO. CONCEPT ANALYSIS FOR THE CORRECT USE OF THE TERM "DEMOCRATIZATION OF EDUCATION"**

**Abstract.** The article goes through various definitions and presents concept analysis of the definitions liberalization, internationalization, destandardisation of education and universities, restructuring and democratization of education. It aims at correct use of the term "DEMOCRATIZATION OF EDUCATION" in order to write roadmaps and strategies for departments and institutions development. The study analyses "DEMOCRATIZATION" concept detonates in the educational sphere of life taken from the Google Scholar articles by the screening method within 2013-2018 and shows its frequency distribution and actualization in the spheres of life. Using the method of Synonymic analogy, the core meanings of the concept interpretation are demonstrated and exemplified term in political and philosophical discourses. The meaning of the Democratization is delineated and illustrated. The concept study results in defining "DEMOCRATIZATION" and its features for educational sector for the use of education managers in writing road maps to democratizing education in Ukraine.

**Keywords:** democratization of education; the concept of Democratization, liberalization of education; internationalization of education, destandardization in education, higher education development strategy

**Problem.** Understanding the term "DEMOCRATIZATION" today is rather uncertain and each speaker understands different shades of its possible meanings. The democratization of education in turn is a concept even less well-understood therefore it seems to be important to clarify the difference between liberalization, destandardization, restructurization and democratization processes in education. Having studied the verbalization of the «DEMOCRATIZATION» concept and its «DEMOCRATIZATION of EDUCATION» microconcept, we have identified certain features encoded in this concept in order to ease roadmapping for those educators who want to democratize education in Ukraine.

The sign of democratization is increasingly expanding learning (full-time, part-time, distance, individual schedule, home schooling, MOOCs, e-office, e-courses, e-lectures, e-consultation professors, e-master course etc.) The participants of the educational process perceive those as acceptable to both formal and everyday use, and which includes variation in contrast to the strict rules clearly defined in standard education. One more sign of the democratization in education is "the use of various non-standard forms of learning in a variety of official sources and sectors to improve the status of the latter, as those that are valuable media resources for a modern, democratic society" (Huss and Lindgren 2011, p.2-3, 7- 8).

**The aim if the article** is to refer to the notions Democratization, restandardization, globalization, internationalisation, destandardization in education. To provide the concept analyses of the "Democratisation in Education" grounding the analysis on the data retrieved in 2015-2018 from the synonymic irradiations found in Google Scholar references to "democratization in education". To present the illustrations proving the meaning that lay behind the "Democratization in Education" notion.

**Theoretic overview.** According to Joseph, Democratization of the education standard is essentially seen as the restandardization purpose and includes the idea of democratization in educational norms and standards. As Josef states, Standards in education should be based on "the actual use of linguistic elements in most cases" and he describes modern educational

standard empirically, as an “analysis of social behavior and perception of these new educational standards for all educational representants within a community” (Joseph 1981, p.179).

Late 1980s-1990s brought the development of democratic ideology, which proclaimed the equality, dignity and globalization, praised ethnic diversity and therefore has led to an increase in value openness factor and in information society validation, including the openness of educational programs. The global democratization, mostly in its information and educational sections, is questioning more and more the appropriateness of the education standard forms. It is in fact ideological, and includes restandardization or destandardization processes, which together can be described by the term of democratization in education, namely transforming standard form of training to make it a more democratic (affordable, accessible) communication tool serving all society members.

Society has become less formalized as the result of a number of sociopolitical changes: less conviction for differences in society, for extreme behavior, for self-representation. People have become free from the condemnation of their “otherness”. We have received dynamically increasing access to endless opportunities and decision-making beyond set rules and regulations, which is the eloquent expression of democratic society. Refocusing the language training from grammatical rules to practicing communication skills to discussions teaching tolerance to variation, otherness.

The liberal flow results in *Destandardization* as “decreasing acceptance of old standards and causes highly regression of highly standardized systems up to the situation of form plurality” (Joseph 1987, p.174). After Cooper, *Restandardization* is “solely motivated by personal needs and common goals” (Cooper 1989, p.154), therefore scientists agree that there is “only *restandardization* as a sociopolitical process” (Johl 2002, p.173). As Wade mentions, *Restandardization* is a “response to social problems or social change in a particular social group rather than a response to a failure or lack of access to education” (Wade 1996, c.62).

Modernization of education as an expression of restandardization, which appears to expand learning and access to education that are necessary to ensure the communication, needs of society.

Restandardization in education therefore is a regulatory approach to education policy when the educational processes which aims at weakening and elimination of ideological standard of education. E-access becomes the uniting tool for the student community, serving the interests of all students especially those marginalized or suppressed in its democratic rights of access to education.

The democratization in education includes the emancipation of the education system aimed at changing hierarchical structures in order to establish a new democratic structure aimed at eliminating domination of one group over another in favour for legality, equality and the right for educational process to be accessible to all students.

It is clear that the democratization of education standards also requires maximum communal involvement into the education infrastructure. Webb notes that standardization is “always a process that goes from top to bottom with the assistance of institutions such as government and education, but it is rarely a successful process as it faces resistance from the community and restandardization is impossible without support from the “bottom” (Webb 2006, p.159).

Each participant of the educational process in a democratic society has the right for equal contribution to education development at both formal and informal levels. Thus attracting a wider range of learning approaches and its variations provides a sustainable and successful development and expansion of the standard understanding of education and includes a two-way vertical cooperation in all national, regional and local educational communities.

Democracy is described by Ministry of Culture and Communication of France Glossary Authors as “human invention, the result of culture in the form of a convention, which is very

unstable and its livelihood must be constantly re-invented” (Yves Jammet, o.s.). Describing the term origin from the Greek culture the V century and its wider use gaining importance in the XIX century, the authors emphasize that the availability of democracy is a human right. Giving the analogy in Education, Culture and Science, where the latter should not oppose democracy, Jammet underlines the importance of the situation when People listen to Experts opinion, taking the need to be realists, rationalists, and then make decisions based on their own conscience.

The definition by Bondarenko, Kozulin states that the democratization of education is “limited to the introduction of democratic forms into the management of the education services, the democratization of the activities of educational establishments, or even the organization of the educational process proper as is generally believed” (Bondarenko & Kozulin, 2006, o.s.). It presupposes the following features:

- a free choice of educational options,
- the relatively easy access to any level of education,
- a smooth transition from one level of education to another,
- freedom with regard to creative endeavours for the teacher and the student,
- the easy granting of copyrights and patents,
- social guarantees,
- and much more in the way of measures that remove the shackles from education and liberate the individual potentials of all those involved in education.

According to Pr. Murati, UNESCO and the other international organizations recommend and encourage the action of democratization of education in the world. Murati states against - “discrimination, the fight against illiteracy, unification and spread of compulsory primary and secondary education, encourage education and compensatory measures in the field of special education, education of the migrants, exercising the rights to education of minorities, adult education and the realization of the permanent education” (Murati, 2015, o.s.).

In order to understand the realm of meanings of the "democratization of education" concept, In Makhachashvili's words “an interdisciplinary approach to the analysis of the conceptual structure should be applied” (Makhachashvili, 2009, p.128). It allows to reconstruct the concept through its linguistic expression - the representation of the concept in accordance with the fixed cognitive models - stereotyped images, the approach by which knowledge, experience and their assessment are organized. Makhachashvili concludes, “The interdisciplinary approach to the study requires “rethinking traditional linguistic perspective and semantics research tools of English innovations lingual paradigmatics” (Makhachashvili, 2016, p.29).

Shtaltovna points out the very first democratization factor to be considered in all spheres of social life within national parameters is the absence of censorship and limitation”. Therefore a sense of expression freedom, academic progress that is intensified by the technology development and by the latest informatics technology being involved into learning process and its evaluation” (Shtaltovna 2014, p. 204). A special focus is put to the idea of democratization in the notion of “*access to ..*” as a causal manifestation of educational concepts and the creation of a European area without borders. As an access to online resources from anywhere in the world, as an access to the cultural heritage of civilization and the possibility of spreading information about it which increases mass-education and provokes change in cultural and linguistic tastes (Shtaltovna 2015, p.292).

**Methodology.** With the help of Google Scholar (search service for free access to full-text scholarly literature), we have the use of the phrase "democratization of" and the British invariant "democratisation of" in all areas of scientific development using the "continuous sampling" method without narrowing down the search for any parameter.

Discourse structuration in Israel, **democratization of education** and the impact of the global **education network**

J Resnik - Journal of **Education Policy**, 2007 - Taylor & Francis

The 1968 structural reform of the **education** system in Israel was part both of a global process of **democratization of education** launched after the Second World War and of a larger modernization project in which the social sciences played a crucial role. This dynamic ...

Challenging **knowledge**

[PDF] mh

G Delanty - The university in the **knowledge society**, 2001 - mheducation.co.uk

... Fourth, and lastly, the relative **democratization of knowledge** has been accompanied by the growing ... the field of **knowledge** production, the self-legitimation of the older **knowledge** elites becomes ... growing public calls for the accountability of science and **technology** (Beck, 1992 ...

☆ Цитовано в 1035 джерелах Пов'язані статті

MOOCs and the library

BE Massis - New library world, 2013 - emeraldinsight.com

... Findings. – The study finds that MOOCs may offer colleges the opportunity to accept the **democratization of learning** for all who wish to engage. Librarians have a chance to extend their influence in the development of MOOCs as an integral component in this new model ...

Fig. 1. Sampling the data on the use of the “DEMOCRATIZATION” concept verbalization

Having received 119 different expressions, we were able to arrange and analyze this array and elaborate a table of the concept "DEMOCRATIZATION" actualization in the spheres of life (see Fig. 2), which clearly illustrates the motivation of naming in this conceptualized area for the use of the democratization concept within the temporal scope from 1991 to 2017. These mental units, enacted by linguistic means, are an expression of the collective experience fixation in the language, are closely interrelated and obviously have a complex multilevel structure.

The collected and analyzed examples of the use of "DEMOCRATIZATION" concept denotats in the educational sphere are presented in previous publications (Shtaltovna, 2016) and in table 1 below. In it, the concept "DEMOCRATIZATION" divides into 3 macro concepts: *democratization of education*, *democratization of the education system*, *democratization of knowledge*, examples of which in turn represents 17 microconcepts, which in quantitative terms represents 16.8% of all analyzed examples.

Table 1  
"DEMOCRATIZATION" concept denotates in the educational sphere of life

Democratization of education	Democratization of the education system	Democratization of knowledge
<ul style="list-style-type: none"> <li>– democratization of learning</li> <li>– democratization of teaching</li> <li>– democratization of the teacher–learner relationship</li> <li>– democratization of the TESOL</li> <li>– democratization of English education in Puerto Rico</li> <li>– democratization of Australian research education</li> </ul>	<ul style="list-style-type: none"> <li>– democratization of schooling</li> <li>– democratization of schools</li> <li>– democratization of universities</li> <li>– democratization of higher education in America</li> <li>– democratization of university innovation</li> <li>– democratization of institutional discourse</li> <li>– democratization of access to learning opportunities</li> <li>– democratization of adult education</li> </ul>	<ul style="list-style-type: none"> <li>– democratization of knowledge in Great Britain</li> <li>– democratization of intellectual power</li> </ul>

Based on the data obtained, we can state the distribution of the denotative frequency of the concept "DEMOCRATIZATION":

- spheres of life where the process of democratization has been **least reflected** - religious, financial,
- spheres characterized by a **higher level of democratization** – technogenic, everyday routine and political spheres
- **high-level of the democratization** - cultural, social, and
- spheres of life with **the highest level of democratization** - language and education sphere of life.

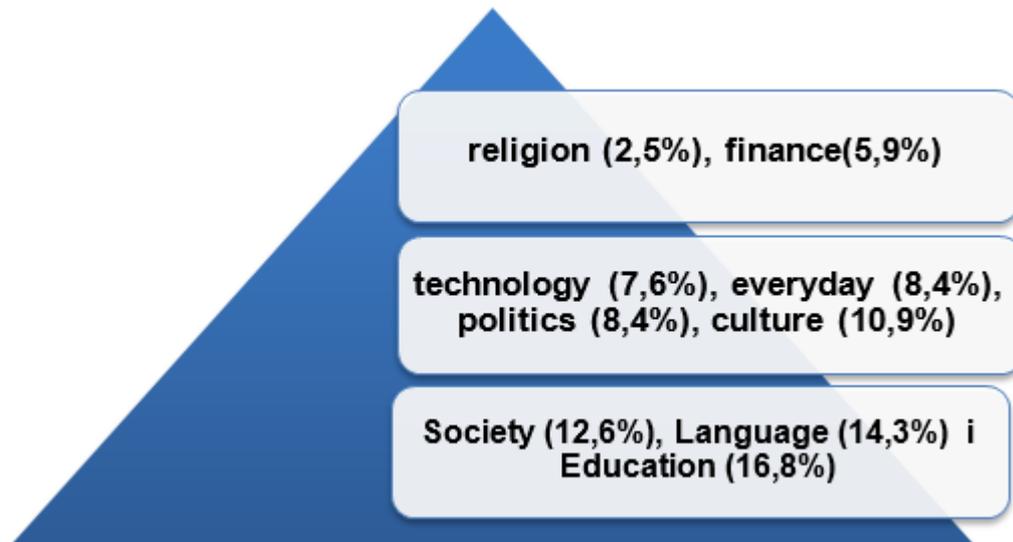


Fig. 2. The table of the concept "DEMOCRATIZATION" actualization in the spheres

As the Figure 2 represents the concept of "DEMOCRATIZATION": the following macroconcepts "democratization of education", "democratization of languages", "democratization of finance", "democratization of technologies", "democratization of religion" and others (all we have accounted for 9 macroconcepts in speakers use, which can be extended to a more narrow specialization into 20 subcategories) in different spheres of English-speaking realm.

**Results.** We can conclude that the word "democratization" following the verb "democratize" has a dynamics from a more narrow political term *to make (a country or organization) more democratic* to a broader sense of this word: **1) making something accessible to everyone, 2) to make it possible for all people to understand (something)**. If from a political point of view we see democratization as a process with a dominant object **a country or organization, state** - all these words refer to the "political system" are united, in the broader sense we have a shift in emphasis on activation on **something = to everyone, for all people**. From the examples examined and classified, it is evident that the object of democratization is represented by at least 120 units in all special spheres of life.

Having obtained contextual synonyms of DEMOCRATIZATION using continuous sampling method, we can distinguish several functions of its use: the use of phrase and context synonyms of abstract words for greater their activation. Applications that have been formed relatively recently and require some actualization in the broadcast have several meanings, and the author tries to appeal to a specific definition, and sometimes to subdefinition, to be more specific.

Obviously, the use of synonyms in speech is predetermined by the desire to specify the depicted fact, to convey it in a certain expressive aspect. The author seeks to find the best option

for implementing the expressive capabilities of the word. In this connection, before the researchers there is a problem not only in the structure of the synonymous series, but also in its semantic scope, internal organization.

Synonymic analogy within newly created vocabulary is so strong that over time it reaches the status of a productive process. The process of synonymic analogy for synonymic irradiation is manifested in cases where the word, in our example, DEMOCRATIZATION, has several meanings and shades of meanings, therefore, requires more accurate nominalization, in this case through paradigmatic connections. Consequently, the DEMOCRATIZATION concept (in the sense of the "process of democratization of the subject" distinguishes two values - one belonging to the political sphere, the second to a general philosophical one) is dominant of two synonymous series:

**DEMOCRATIZATION (general philosophy) – simplification, transparency, equality, accessibility, gender equalization, social and economic development, development, emancipation, strengthening civil societies, stability, welfare oriented processes, professionalization, human rights, social change and progress in their own local communities** (Shtaltovna, 2015).

Expecting education of such an attribute as "democratic", "democratized", participants in the educational process expect from this characteristic such features as:

- **equality in learning** (for example, interpersonal - *democratization and gender equalisation in the Islamic message*)

- **simplification** (*application campaign, evaluation process, course entries, structure, task formulation*)

- **equality, accessibility, transparency** as in *introductory campaign, evaluation, enrolment for a course, research publication, procedures, for example, in higher education - (The belief in equality of opportunity or in as it was sometimes called, accessibility or democratization of higher education)*

- **economic development as a consequence of democratization** as in (economic independence of higher education establishment, self-sufficiency of quality management, wise and transparent redistribution of funds),

- **civil society strengthening and stability** (educational centers acknowledge their social function and responsibility to society)

- **emancipation** as in - *The present discourse on Lifelong Learning is marked by an erosion of this commitment for emancipation and democratization. In spite of some similarities between the earlier and present concept, we can clearly see a shift there.*)

- **general and financial well-being of educational environments** (*The predominance of urban based movements for democratization and welfare oriented processes*)

- **raising the level of professionalism of high school employees, both teaching and administrative** as in (*that increasing levels of both democratization and professionalization will be found in all the countries studied*)

- **integral human rights, respect for minorities, implementation of memoranda and programs in an environmentally and socially oriented context, the university as an example of the inviolability of such rules** (*The party was the most consistent advocate of human rights, democratization in parliament*)

- **social progress and the development of civil society, university**, as a model of the inviolability of such rules (*focused on the everyday lives of people working for social change, democratization and progress in their own local communities*).

As well, as stated above the political discourse comprises a string of the analyzed synonymic irradiations with the word Democratization as in the following line:

**DEMOCRATIZATION (politics) – liberalization, decentralization, economic liberalization, globalization, decentralization, democratic consolidation, good governance, the proper role of the state and civil society, democratic consolidation, modernization, socioeconomic reform, social and economic development, struggle against corruption** (Shtaltovna, 2015).

*This line is supported by the following meanings:*

- **liberalization, a model of rights and freedoms, economic liberalization** as in (However, following signs of democratization and economic liberalization, Hillary Clinton, as Secretary of State, and others called for the mending of America's relations with Burma in 2011),

- **decentralization** and, as a consequence, economic liberalization, implementation of the principles under the new law on education

- **good governance**, proper management, **proper role of the state and society**, (*what constitutes good governance, democratization, and the proper role of the state and civil society in advancing development*) , (*Good government, democratization and traditional African political philosophy*),

- **the globalization of education, the place of the university in a global context and discourse** (*both democratization and globalization have profound implications for the realisation of the goal of effective policy-making*),

- **the globalization of education, the place of the university in a global context and discourse** (*it is abundantly evident that political parties are central to both democratization and democratic consolidation*),

- **modernization, relentless and urgent technical modernization, development of the basic principles in parallel with the world tendencies of education development** (*to bring back the state and the political subject into the thinking on modernization, democratization and development*)

- **social-economic reforms and development, and as a result of respect, trust to education and university** (*thus improve the conditions for democratization and social and economic development.*)

- **fight against corruption, which has no place in the democratized university** (*However, the Carthaginian nobility was upset by his policy of democratization and struggle against corruption*).

**Summary.** The analysis provided the opportunity to understand the semantics and functioning, and outline the intersection of the synonymous and antonymous links of "DEMOCRATIZATION" concept denotats, as well as to reveal the stability of the semic structure, since the links are based on a structural semantic similarity. It should be noted that the given antonymic pairs increase the obviousness of structural-semantic fields and distinguish the core and periphery of the synonymic series with higher precision, distinguishing the remote values of the dominant of the synonymic series.

In diachronic development, synonymous strings can vary from periphery to core of synonymous series, gain new meanings, or lose semantic interpretations, but today serve as a benchmark for what the participants of the educational process see in a process such as **the democratization of education**.

The obtained results can be applied when writing strategies of departments and institutes of those Ukrainian universities that position democratization of education as one of the

parameters of university development and higher education in general and therefore may have a recommendatory nature.

Further advance of the study can provide the following analysis and presentation of the actualization of the "DEMOCRATIZATION of LANGUAGES" concept through analysis of the contextual semantic field of the "DEMOCRATIZATION" concept for language departments and philological institutes.

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## **ПРАГНЕННЯ ДЕМОКРАТИЗАЦІЇ В ОСВІТІ - ЗНАТИ, КУДИ ЙТИ. КОНЦЕПТ-АНАЛІЗ ДЛЯ ПРАВИЛЬНОГО ВИКОРИСТАННЯ ТЕРМІНА "ДЕМОКРАТИЗАЦІЯ ОСВІТИ"**

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**Анотація.** У статті проаналізовано визначення та представлений термінологічний аналіз лібералізації, дестандартизації, реструктуризації та концептуальний аналіз демократизації освіти з метою підкреслення правильного використання терміну "ДЕМОКРАТИЗАЦІЯ ОСВІТИ" при написанні стратегій освітніх департаментів та установ. Аналіз дає змогу зрозуміти семантику та функціонування концепту та накреслити перетин синонімічних та антонімічних зв'язків денотатів концепту "ДЕМОКРАТИЗАЦІЯ", а також виявити стійкість структури. У дослідженні проаналізовано концепт "ДЕМОКРАТИЗАЦІЯ" в освітній сфері життя, за матеріалом вибраним із статей Google Scholar методом суцільної вибірки протягом 2013-2018 рр., і показує його частотний розподіл та актуалізацію у різних сферах життя. Використовуючи метод синонімічної аналогії, продемонстровані та розглянуті основні значення інтерпретації концепту, проаналізовано синонімічні фраземи, що дозволило описати контекстне поле денотата концепту «DEMOCRATIZATION», надаючи йому різних характеристик і більш точно описуючи його властивості, таким чином разом з антонімічними зв'язками створюючи системно-структурну та функціональну організацію концепту «DEMOCRATIZATION». Контекстуальне семантичне поле концепту «DEMOCRATIZATION» у загальнофілософській картині буття описано як парадигматичну єдність значень групи семантичних компонентів: симпліфікація, прозорість, рівноправність, доступність, спрощення, рівноправність, економічний розвиток, як наслідок демократизації, посилення громадянського суспільства і стабільності, емансипація, загальний та фінансовий добробут, підвищення рівня професіоналізму, невід'ємні права людини, соціальний прогрес та розвиток громадянського суспільства. Розмежовуються та ілюструються значення терміну Демократизація у політичному та філософському дискурсах. У статті наведено результати дослідження концепту "ДЕМОКРАТИЗАЦІЯ", а також його особливості у сфері освіти, з метою сприяння формуванню дорожніх карт для освітян, які хочуть демократизувати освіту в Україні.

**Ключові слова:** демократизація освіти; лібералізація освіти; дестандартизація освіти; інтернаціоналізація освіти; реструктуризація освіти; стратегія розвитку вищої освіти, концепт «Демократизація»