

UDC 17.023.36:316.422:37(477)

NEW TRENDS IN THE DEVELOPMENT OF EDUCATION IN UKRAINE

Ivan Syladii

Candidate of Pedagogical Sciences, Associate Professor

MP Drahomanov National Pedagogical University

ORCID ID 0000-0001-9248-0774

syladiy@ukr.net

Abstract. Modernization of national education causes new challenges in the system of human preparation for life. At the same time, these challenges are due to the processes of Ukrainian state formation - the establishment of market and democratic relations, the formation of civil society and political nation, the revival of national culture and more. Equally, the challenges in the education system are caused by the crisis in the economy, rising unemployment, falling living standards, rising crime and more. In addition, only after acquiring national outlines, Ukrainian education is on its way to entering the multinational European space. The solution of the related problems requires the development of deep and extensive scientific and pedagogical research of modernization educational challenges.

Globalization and informatization, as well as Ukraine's entry into the European educational space, are at the same time a threat and an opportunity to improve the national education system. The main task is to prevent threats and create favorable conditions for positive impact. In response to the challenges of globalization, the development of a national idea of education is proposed, the content of which is to preserve and increase national educational traditions. Ukraine's accession to the European educational space is based on the tasks of the Bologna Declaration, the essence of which is to introduce a pan-European model of education in the domestic cultural and educational space, which should be based on common fundamental principles of its functioning. The analysis leads to the conclusion that the modernization of the education system in Ukraine in the context of modern globalization processes is aimed at the development of basic science, Ukrainian and world cultural values, focus on the ideals of democracy and humanism necessary for the existence and development of civil society.

Key words: modernization of education; humanization of education; democratization of education; informatization of education.

Problem setting in general. Today's modernization creates new trends in the development of education. Among them, experts pay special attention to the humanization and fundamentalization of education, its pragmatization (primarily the formation of the business education field), informatization, democratization, etc. At the same time, while studying modernization processes in the educational sphere it would be better to focus not only on each of them separately, but also provide for the study of comprehensive measures that can lead to the main goal – reforming Ukrainian education on its way to the world educational community.

Under this review, first of all, the deep humanization of education as one of the leading vectors of its development should be presented. Competence-based approach and human-centred paradigm of education determine the reorientation of education

from the needs of society to human needs, the ability to master the achievements of world and national culture, freely define their own worldviews and spiritual values, develop creative abilities. This turn to a person as the goal of education was supported by a number of statutory principles of state policy in the field of education, which testify to the humanization of the entire educational process, which is to create a favourable environment for human development. These are the humanistic nature of education, the priority of universal values, free development of personality, universal access, secular nature of education, freedom and pluralism, democratic factors of education management, autonomy of education (Sarkisyan, 2014, p. 90).

Analysis of publications. An important place in the process of humanization was given to cultural education. Cultural training is recognized as a necessary component of higher professional education. Its task is to teach the student the ability to navigate the basic laws and specific historical forms of cultural development as a collective product of social development. It was designed to form the worldview of the specialist, based not on rigid ideological attitudes to social confrontation and isolationism, but revealing the historical patterns of human culture, promoting mutual understanding and productive communication of different types of cultures, teaching understanding and cooperation. As V. Andrushchenko (2012) points out, university and humanism, culture and humanity are inseparable concepts. Without humanism and its bearers – the intelligentsia of the university level of education – society cannot exist. At least it cannot be civilized. In Ukraine, unfortunately, humanitarian education is in a state of disrepair. Even at universities, education is influenced by “technocracy” and “pragmatism”. This distances us not only from Europe, but also from the whole civilized world, poses a serious threat to the fundamental values (Andrushchenko, 2012, p. 4).

An important trend in the development of modern Ukrainian education is its pragmatization (especially as the formation of the field of business education). In Ukraine, as a result of the reforming of higher education, a kind of market environment for education has begun to form, integral components of which are economism and commercialization, which require new rules of interaction, status and role relationships, value and regulatory standards. Therefore, it is no coincidence that Ukrainian society has developed scientific debates about how large these processes are, in what form they take place and how they affect the quality of educational services. New processes and phenomena are appearing in world educational practice, such as “entrepreneurial university”, “academic capitalism”, “market-type university”, etc. Researchers such as A. Hrudzynskyi, M. Lukashenko, A. Smolentseva and some others consider higher education to be not so much as a social and cultural structure, but rather as an organization for the production of services (Klov, 2015, p. 11).

The purpose of the article is to highlight new trends in the development of national education.

Results. It is very important for Ukraine to assess seriously the possible impact of the market economy on the field of higher education, which has little experience in operating in market conditions, and which has no experience in real competition. In the minds of people, the statement about the importance of education in general and higher education in particular as a good, but not as a commodity, continues to dominate, which affects the definition of prospects and the importance of introducing market principles into higher education. At the same time, education has long carried the features of the product and it is impossible to clearly distinguish between these two components. However, in the minds of people, higher education should not become a commodity more than a good (Petrovych, 2010, p. 11).

In the context of the economic crisis, all developed countries, where budget funding for vocational training including higher education prevailed, maintained (or even increased) the level of public funding for education. Measures to support educational and / or student lending, its guarantee by the state, as well as maintaining preferential interest rates on loans have been strengthened. In Ukraine, the process is the opposite. But it should be understood that the widespread involvement of young people in the system of higher and secondary vocational education on a paid basis creates an increased risk in the economic crisis. In case of reduction of family incomes or loss of work, students will have to be deducted. This problem will be especially acute in many provincial universities or branches of metropolitan universities (Kliachko, 2009, p. 6). At the same time, the incomes of educational institutions will be sharply reduced, which may lead to a crisis in the vocational education system. This process has already started and has affected even the country's leading universities.

Commercialization of the education system is manifested in the diversification of funding sources, variability, multilevelness, the creation of new learning technologies, the emergence of new educational forms, programs, enhancing of student mobility, and increasing of private investment. In the Ukrainian society the new form of manifestation of commercialization is considerably widespread. It provides structural reorganizing of higher education institutions in business structure, and receiving profit from various kinds of educational activity. Diversification is carried out at the sectoral, regional and local levels and is characterized by a significant growth of the number of private universities, a rapid increase of higher education institutions of financial, economic and legal profile. However, the Ukrainian model of economism and commercialization, which is implemented in higher education, differs significantly from the American and Western European ones:

1. The focus is on financial profitability, rather than the economization of intellectual income.

2. Consumerism, a kind of consumer behavior that increases the profitability of higher education institutions rather due to a variety of additional services than through the development and implementation of research and engineering consulting projects and participation in international educational and economic programs.

3. The presence of corrupt and shady schemes of redistribution of financial and material resources during the training and certification of scientific and pedagogical staff for higher education and accreditation of educational institutions (Klov, 2015, p. 16).

No less significant trend in the development of modern Ukrainian education is its informatization. As one of the leading factors of social change, modern education is directly related to information technology. In turn, the development of computer technology and the Internet have led to dozens of new activities and new professions. From 10 to 20% of professional knowledge is annually updated (depreciated, obsolete). American futurist E. Toffler in the 50s of last century warned of the rapid aging of knowledge and the need for lifelong learning, where traditional lectures should give way to many interactive teaching methods – from role-playing games to computer seminars (Murtazina, 2013, p. 217). Informatization of education is an objective trend, and therefore inevitable. Moreover, it is a strategic resource for the development of education in post-industrial society. The problem is that Ukraine must enter the information world even more actively and pragmatically than Western or Eastern universities. At the same time, we must fill this path with thorough psychological and pedagogical support, practical calculation, and a full-fledged pedagogical forecast. With the use of Internet technologies, there is an opportunity for unlimited and very cheap reproduction of educational information, fast and targeted delivery. Learning becomes interactive, the importance of students' independent work is increasing, the intensity of the educational process is rising. However, there are certain obstacles and contradictions that stand in the way of the implementing of Internet technologies in universities, namely: outdated facilities; lack of educational information embodied in the educational process of the university; unpreparedness of teachers for the use of information technology (Andrushchenko, 2012, p. 6).

The intensification of information flows, as one of the main factors in the entry of the globalized world into the era of information society, reflects the crisis of the classical scientific paradigm. The latter is manifested in the spread of two opposite trends in modern science – the universalization and integration of knowledge on the one hand, and their scientific and technical specialization – on the other. There is a problem of extremely rapid renewal of knowledge and technology, due to the discovery

of the so-called “half-life of competence”. In some scientific and technical fields in a few years there is a tendency to halve the level of professional competence of specialists, so this level should be constantly maintained (Dubaseniuk, 2013, p. 254). We should not forget that now is the century of information technology and computer programs. And, conducting public policy, it is necessary to use this as one of the main tools for proper and healthy management of people’s consciousness, as well as the promotion of various cultural and moral values. Therefore, it is with the help of the Internet (social networks, popular sites) it is necessary to massively implement the ideas of healthy education and moral and ethical renewal of our society (Naumov, 2013, p. 126).

Finally, a noticeable trend in the development of modern national education is its democratization. The researcher Yu. Rarog (2001), for example, considers tendencies of democratization of education in several directions: decentralization of management of educational institutions, development of university self-government, increase of social status of teaching staff, expansion of public influence on education, etc. (Rarog, 2001, p. 61). It can be argued that Ukrainian education is moving towards democratization, but all these parameters are still in their infancy, and whether they will be born eventually or not depends on a balanced and appropriate educational policy of the state.

It is clear that all these trends also require extensive research. The catching-up modernization of the 1980s and 1990s was designed to bring national education out of the systemic crisis. In terms of content and methods, it focused on Western models, liberal values, the priority of the personal over the collective. This should have helped to overcome the traditional shortcomings of domestic education (excessive academicism, contemplation, detachment from reality). Characteristics such as independence, activity, mobility, formed by strengthening the technological component of the educational process while reducing the general humanitarian component on the basis of competence and individual-activity approaches, were chosen as target settings (Dorokhova, 2014).

However, the goals set by modernization have not been achieved. Moreover, during the period since the beginning of the reform, the level of education of school graduates has decreased significantly. The technologization of the educational process has led, on the one hand, to the expansion of students’ activity skills, on the other hand – to the narrowing of the general horizon, which is manifested at all levels of education. Given the problems of the industry, a number of changes in the higher education system are expected in the near future. Thus, in February 2014, a new team of the Ministry of Education and Science of Ukraine was elected. The former Minister of Education S. Kvit announced a plan to reform it for 100 days, according to which the priority of

the new leadership of the Ministry of Education and Science was to increase efficiency, transparency and publicity in the work of the ministry; decentralization of management in education and ensuring the rights of participants in the educational process; simplification of licensing and accreditation procedures of universities (nostrification of certificates and diplomas); adoption of a new law of Ukraine “On Higher Education”; separation of the Higher Attestation Commission from the Ministry of Education and Science of Ukraine; ensuring the transparency of the introductory campaign, increasing the role of external evaluation; resumption of active cooperation with international partners in the field of educational programs; creation of a database of international educational programs for universities and students (Halakh, n.d.).

While being a member of the Verkhovna Rada of Ukraine, L. Hrynevych, as the Chairman of the Committee on Science and Education, proposed her own projects for public discussion, such as a plan to demonopolize educational reforms. In particular, she points out a strategic goal in the field of higher education and science in the creation of a modern system of producing knowledge, technology and innovation, and the main tasks are financial and managerial audit of the management system of education and science; abolition of bureaucratic orders of the Ministry of Education and Science, deprived of administrative content, debureaucratization of teachers’ reporting; elimination of corruption in the field of education; building the institutional foundation; ensuring academic and financial autonomy of educational institutions, pedagogical freedom of the teacher; development of the National Qualifications Framework; integration of academic and university science, in particular through the creation of joint research units and the spread of research and teaching collaboration, etc. (Hrynevych, 2014).

Conclusion. Thus, we can conclude that globalization and informatization, as well as Ukraine’s entry into the European educational space, are both a threat and an opportunity to improve the national education system. The main task is to prevent threats and create favourable conditions for positive impact. In response to the challenges of globalization, the development of a national idea of education is proposed, the content of which is to preserve and increase national educational traditions. The accession of Ukraine to the European educational space is based on the objectives of the Bologna Declaration, the essence of which is to introduce a pan-European model of education in the national cultural and educational space, which should be based on common fundamental principles of its functioning. The analysis leads to the conclusion that the modernization of the education system in Ukraine in the context of modern globalization processes is aimed at the development of basic science, Ukrainian and world cultural values, focus on the ideals of democracy and humanism necessary for the existence and development of civil society.

REFERENCES

1. Andruschenko, V. & Hamerska, I. (2012). The problem of entering the Ukrainian university education in European educational space. *Ridna shkola*, 1–2, 3–8.
2. Halakh, V. V. (n.d.) Reforming the system of higher education in Ukraine (1991–2014) : an analytical review. *Collection of research papers of National Academy of Pedagogical Sciences of Ukraine*. Retrieved from <http://www.dnpb.gov.ua/datas/upload/files/874676796.pdf>
3. Hrynevych, L. (2014). The plan of monopolization of education and science. *Educational policy: public experts' portal*. Retrieved from <http://education-ua.org/ua/articles/218-plan-demonopolizatsiji-osviti-i-nauki>.
4. Dorokhova, T. S. (2014). Mental contradictions of national education. *Problems of modern education*, 5, 5–12. Retrieved from http://isobr.uspu.ru/doki/article/785/Тезиси_Дорохова.doc
5. Dubaseniuk, O. A. (2013). Modernization of the system of education in Ukraine in conditions of modern globalization processes. *Educational reforms: mission, reality, reflection*. Eds. V. Kremen, T. Levovytsky, V. Ohneviuk, S. Sysoieva. Kyiv: EDELVEIS, 253–262.
6. Kliachko, T. L. (2009). The modernization of education and the economic crisis. *Universum: Vestn. Hertsenovskoho un-ta*, 5, 3–13.
7. Klov, M. V. (2015). Economism and commercialization as globalization trends of higher education in modern Ukraine. (Extended abstract of PhD dissertation). Zaporizhzhia.
8. Murtażyna, G. H. (2013). Modernization in education : obstacles and ways to overcome them. *Yzvestyia Rossyiskoho hos. ped. un-ta ym. A. Y. Hertsena*, 162, 214–220.
9. Naumov, S. Y. & Demydova, E. Y. (2013). Problems of Russian education modernization. *Vestnik Saratovskoho hos. sots.-ekonom. un-ta*, 3, 125–127.
10. Petrovych, O. H. (2010). *Modern Russian higher education in the context of globalization*. (Extended abstract of PhD dissertation). Saratov.
11. Raroh, Y. V. (2001). Modern tendencies in reforming the higher education in the developed world. Scientific Issue of National University of “Kyiv-Mohyla academy”, 19 : Political sciences, 59–64.
12. Sarkysian, T. N. (2014). On the issue of modernization of education. *European science review*, 3–4, 89–92.

НОВІ ТЕНДЕНЦІЇ В РОЗВИТКУ ВІТЧИЗНЯНОЇ ОСВІТИ

Іван Силадій

кандидат педагогічних наук, доцент

Національний педагогічний університет імені М.П.Драгоманова

ORCID ID 0000-0001-9248-0774

syladiy@ukr.net

Анотація. Модернізація вітчизняної освіти спричинює нові виклики у системі підготовки людини до життя. Одночасно ці виклики зумовлені й процесами українського державотворення – утвердженням ринкових і демократичних відносин, становленням громадянського суспільства та політичної нації, відродженням національної культури тощо. Не меншою мірою виклики в системі освіти породжені й кризовими явищами в економіці, збільшенням безробіття, падінням життєвого рівня людей, зростанням злочинності тощо. Крім того, лише ледь набувши національних контурів, українська освіта перебуває на шляху входження у багатонаціональний європейський простір. Вирішення пов'язаних з цим проблем потребує розгортання глибоких і розгалужених науково-педагогічних досліджень модернізаційних освітніх викликів.

Ключові слова: модернізація освіти; гуманітаризація освіти; демократизація освіти; інформатизація освіти.

СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

1. Андрущенко, В. & Гамерська, І. (2012). Проблема входження української університетської освіти в європейський освітній простір. *Рідна школа, № 1-2*, 3–8.
2. Галах, В. В. (б.д.) Реформування системи вищої освіти України (1991–2014): аналітичний огляд. *Збірник наукових праць Національної академії педагогічних наук України*. Взято з: <http://www.dnpb.gov.ua/datas/upload/files/874676796.pdf>
3. Гриневич, Л. (2014) План демонополізації освіти і науки. *Освітня політика: портал громадських експертів*. Взято з: <http://education-ua.org/ua/articles/218-plan-demonopolizatsiji-osviti-i-nauki>.
4. Дорохова, Т. С. (2014). Ментальные противоречия отечественного образования. *Проблемы современного образования, 5*, 5–12. Взято з: isobr.uspu.ru/doki/article/785/Тезисы_Дорохова.doc
5. Дубасенюк, О. А. (2013). Модернізація системи освіти в Україні в умовах сучасних глобалізаційних процесів. *Освітні реформи: місія, дійсність, рефлексія*. За ред. В. Кременя, Т. Левовицького, В. Огневюка, С. Сисоєвої. Київ: ЕДЕЛЬВЕЙС, с. 253–262.
6. Клячко, Т. Л. (2009). Модернизация образования и экономический кризис. *Universum: Вестник Герценовского ун-та, 5*, 3–13.
7. Кльов, М. В. (2015). *Економізм і комерціалізація як глобалізаційні тенденції вищої освіти в сучасній Україні*. (Автореф. дис. канд. соціол. наук). Запоріжжя.
8. Муртазіна, Г. Х. (2013). Модернизация в образовании: барьеры и пути из преодоления. *Известия Российского гос. пед. ун-та им. А.И. Герцена, 162*, 214–220.
9. Наумов, С. Ю. & Демидова, Е. И. (2013) Проблемы модернизации российского образования. *Вестник Саратовского гос. соц.-эконом. ун-та, 3*, 125–127.
10. Петрович, О. Г. (2010). *Современное российское высшее образование в контексте глобализации*. (Автореф. дис. канд. соціол. наук). Саратов.
11. Рарог, Ю. В. (2001). Сучасні тенденції в реформуванні вищої школи в розвинених країнах світу. *Наукові записки Національного університету «Києво-Могилянська академія», Т. 19: Політичні науки*, 59–64.
12. Саркисян, Т. Н. (2014). К вопросу о модернизации образования. *European science review, 3-4*, 89–92.

Матеріали надійшли до редакції 16.10.2020 р.