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SOCIOLOGICAL ASPECTS OF INNOVATIVE DEVELOPMENT PERSPECTIVES OF HIGHER EDUCATION IN UKRAINE

The article deals with the issue of innovative development of higher education in Ukraine. The urgency of the considered problem is determined by significant increase in the role of information and knowledge in the life of the Ukrainian society. It is extremely important to develop practical tasks and a system of measures aimed at stimulating the innovative development of education with a view to enhancing the further development of the information society, and ultimately improving the quality and the standard of living of the country's population. The purpose of the article is to substantiate theoretical, methodological and practical principles for assessing the promise of innovative development of higher education in Ukraine. The objectives of the article were to identify current trends in the development of higher education, to formulate methodological principles and conduct an experimental study that would confirm or refute the hypothesis of the availability of promising latent trends of innovative development of higher education in Ukraine. In carrying out the research, expert methods, in particular the questionnaire method, were used. The purpose of the author's sociological survey was the applied grounding of the main trends in the development of higher education from the value-mental and innovative points of view. The conclusions from the conducted research allow us to speak about both the national tendencies of the national education development, and its specific characteristics in the regional section. Innovative development of education should first of all be implemented through the prism of such educational and qualification training of specialists, which would meet the potential needs of regional labor markets with a focus on the knowledge-intensive types of economic activity. Conclusions and considerations on the results of identifying the value characteristics of students make it possible to state that the innovative development of education in Ukraine should begin with the reforms of the cultural-spiritual and value-related nature.

Keywords: *innovation development, higher education, labor market, educational process, competitiveness of education.*

Introduction

Innovative development of the society primarily depends on the development of education, which contributes to the continuous accelerated updating of knowledge and, as a consequence, - socio-economic growth of the country. However, the introduction of innovations in the educational sphere of Ukraine is mostly spontaneous, and sometimes chaotic, without the proper targeted and systematic influence of state authorities on the orientation of education towards innovation, the identification of new educational guidelines and a new quality of public administration (Onikienko, 2006).

Among the approaches to innovations in education the pedagogical approach can be identified. So, V. Vakulenko considers innovations in education as an implemented innovation – in the content, methods, techniques and forms of educational activity and bringing up of a person, in the forms of organizing the management of the educational system, as well as in the organizational struc-

ture of educational institutions, in the means of education, and in approaches to the social services in education, which significantly increases the quality, efficiency and effectiveness of the educational process (Vakulenko, 2010). Thus, a scientist first of all pays attention to the possibilities of spheres of application of innovations, which can be differentiated from managerial to effective aspects.

According to their main components, educational innovations are divided into organizational (managerial), pedagogical (educational); by the scale of transformations in the educational process – on large-scale and local ones. Large-scale innovations qualitatively change the educational process, its purpose, task, content, structure, are developed and tested during the experiments of the all-Ukrainian level (Shestakovska, 2015; Bradley, 2013). Local experiments are updating educational process, providing changes of its forms, methods, means of training, education, management which, are developed, as a

rule, during the experiments of the regional and local levels. The examples of educational innovations in the content, forms and methods of management are modernized management functions, public forms of management, economic management methods; in the structure and technologies of management – lyceums, gymnasiums, colleges, collegiums, schools; managerial innovations include modern economic, psychological, diagnostic, information technologies, public-state, regional, modular and practical models of management (Nikolayenko, 2008; Gryshova & Zamlynskyi & Shestakovska, 2017).

With regard to the views of scientists on the concept of “innovation”, they are also quite versatile. Experts consider innovation both as a process, and as a result of the introduction of innovations, as a new product, and as an instrument of influence, the mechanism, but their main task is to provide a certain system of transition to a qualitatively higher state of development (Shestakovska, 2015; Gryshova & Nikoliuk, 2017).

An innovative product of education is the erudition of a person that meets the growing demands of a market society. Based on the conducted analysis of scientific sources, the innovative development of education, in our opinion, is a continuous process of qualitative changes in the content, tasks of educational methods based on the introduction of innovations, so that the educational sphere receives a real opportunity to respond in time to the growing socio-economic and cultural challenges of the society.

Summarizing the above mentioned, it can be argued that the current direction of the research is to determine the perspective directions of the innovative development of education in Ukraine.

Aim and Tasks

The purpose of the article is to substantiate theoretical, methodological and practical principles for assessing the perspective of innovative development of higher education in Ukraine.

The tasks, the fulfillment of which makes it possible to achieve the set goal, are to identify current trends in the development of higher education, to formulate methodological principles and conduct an experimental study that will confirm or refute the hypothesis of the presence of perspective latent trends in the innovative development of higher education in Ukraine.

Research Methods

The innovative development of higher education is difficult to assess in qualitative terms. Most indicators provide an opportunity to assess the quantitative status and identify the trends of development. In this regard, a comparative analysis of the trends regarding the prospects of the innovative development of education according to national statistics is impossible. An empirical study was carried out using a method that combines the approaches of various methods of expert evaluation in a comprehensive way, in particular, a combination of procedures of individual and collective evaluation was applied. Under such conditions, it is possible to use sociological tools.

In order to identify the perspectives for the innovative development of higher education in Ukraine with an emphasis on value drivers in 2017, we conducted a sociological expert research on the territory of 5 regions of Ukraine - Odesa, Chernihiv, Ternopil, Kherson and Lviv. The reason for choosing such areas is due to the specificity of the geopolitical location. This means that these regions are the areas of high mobility of young people with a high inclination to study abroad. In addition, these areas are interesting to study in comparison with the Lviv region, which is one of the leading educational centers in Ukraine. Lviv Region has proved itself as the center of multidisciplinary higher and postgraduate education, as the center of scientific research and implementation of innovative breakthroughs.

The research was carried out on anonymity conditions by means of an open questionnaire with open- and closed-ended questions and the subsequent analytical processing of the results. Students were asked to answer two groups of questions. The first group assumes an assessment on a five-point scale (one point is the least; five points are the most). These questions include: 1) What influenced your choice of the university? 2) what influenced your choice of the specialty? 3) Which educational areas, in your opinion, today are the most needed to recruit students to ensure the effective development of the Ukrainian society? 4) What kind of education, in your opinion, today is the most demanded in the Ukrainian labor market? 5) Assess the justification of your expectations regarding the quality of received education.

The second group includes a set of questions: 1) Do you consider yourself a successful and healthy person? 2) Are you ready to work while studying? 3) Is the size of your scholarship satisfying? 4) Your suggestions as for improving studying.

The purpose of the author's sociological survey was the applied interpretation of the main trends in the development of higher education from the value-mental and innovative points of view. The conclusions from the conducted research allow us to speak about both the national tendencies of the development of the national education and its specific characteristics in the regional section. The number of responding experts was 500 persons - within 100 interviewed in each region. Their age distribution is as follows: - under the age of 20 - 48.7%; - at the age of 21-25 - 41.1%; - more than 25 years old - 10.1%.

A conscious approach is being made to ensure that the proportion of people who study at junior and graduate levels is proportionate. This was important due to the complex nature of the content of the questionnaire. Some of its questions relate to finding out the reasons, motives for entering a certain university, the choice of the corresponding specialty, etc. Such assessments remain more objective due to the novelty and unpredictable learning experience of recent entrants. At the same time, a number of issues are more expert in nature and require a learning experience that is common to graduate students. Therefore, the age parity was observed in order to

increase the reliability and objectivity of the results. Gender proportions of the respondents were also practically preserved with a slight predominance of women's experts - 50.4%.

Research Results

The modern model of education should include two main components: the formation of personality and the formation of professionalism. The harmonious interconnectedness of these components, depends on the effectiveness of the entire education system today, which reflects all innovative processes and latest technologies. At the same time, in the process of constant changes, the education system in our time does not cope with the task of training a graduate with relevant knowledge. The reasons for this are the time gap and the marked difference in theory and practice, the weak involvement of practical experience and innovation, which does not allow the content-competent filling of the educational process to meet the requirements of the time. One of rather serious challenges is the problem of the issuance of qualified specialists by educational institutions with the satisfaction of demand from the labor market. In its turn, this leads to the fact that educational institutions are not able to provide, in the conditions of rapid changes in the labor market, the demand for new professions and specialists in new

technologies due to the high inertia of training programs, the lack of highly skilled pedagogical staff, very limited funding to provide the educational process according to new technologies (Naumov & Kovalenko & Savin, 2017).

Selective sociological surveys carried out at the level of the State Statistics Service of Ukraine are important for ensuring the strategic development of education in Ukraine on an innovative basis. At present, the studies that directly address educational issues at the national level are not conducted, although, for example, household surveys or the phenomenon of labor migration cover certain issues related to the level of education of the population.

The prospects for innovative development of higher education in the sociological assessment should take into account the expert vision of the profile orientation of training specialists. In this regard, the respondents' opinions were expressed as to what educational areas most need to be recruited by students at home universities in order to ensure the effective development of the Ukrainian society, and what kind of education is most demanded in the Ukrainian labor market. Comparison of average marks of the respondents (within the limits of 1 as the lowest and 5 - the highest) is given in fig. 1.

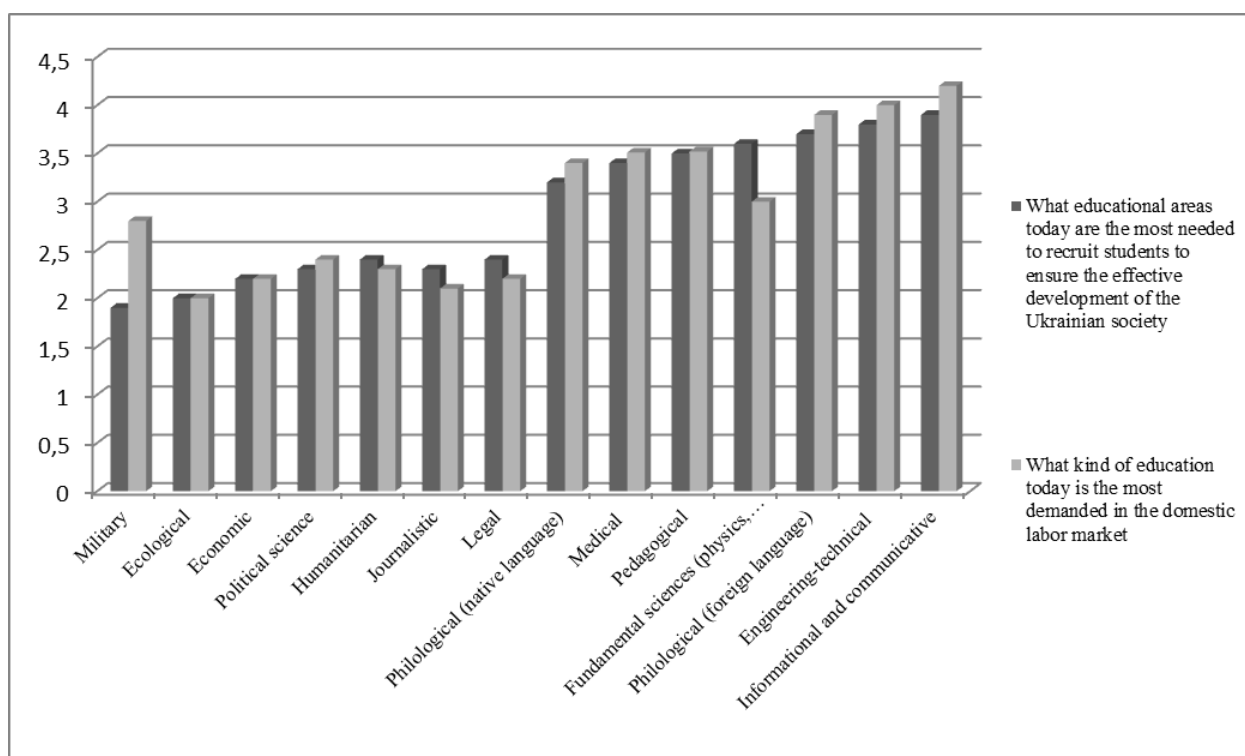


Fig. 1. The Assessment of the Priorities of Specialists' Training in the Context of the Prospects and Needs of the Development of the Ukrainian Society

With regard to the needs of the largest number of students in terms of ensuring the effective development of the Ukrainian society, the highest average score is given to the information and communication direction. Further, engineering-technical specialization, foreign languages philology, as well as fundamental sciences are also very

important for the development of the sphere of IT technologies. The lowest score was given to military, environmental and economic specializations. Regarding the latter, it is an obvious pattern of the reaction of the society to the great popularity of economic specialties when choosing a profile of training, which makes the domestic

labor market “saturated” by the relevant specialists, at least in quantitative terms. At the same time, the labor shortage of highly qualified economists being able to implement effective anti-crisis measures and offer ways of increasing the profitability of enterprises is maintained and deepened. The same concerns many other specialties

with the simultaneous availability of trained specialists and the lack of really skilled personnel.

The survey also included a question, how to assess the impact of factors on the choice of a specialty. The results are shown in Fig. 2

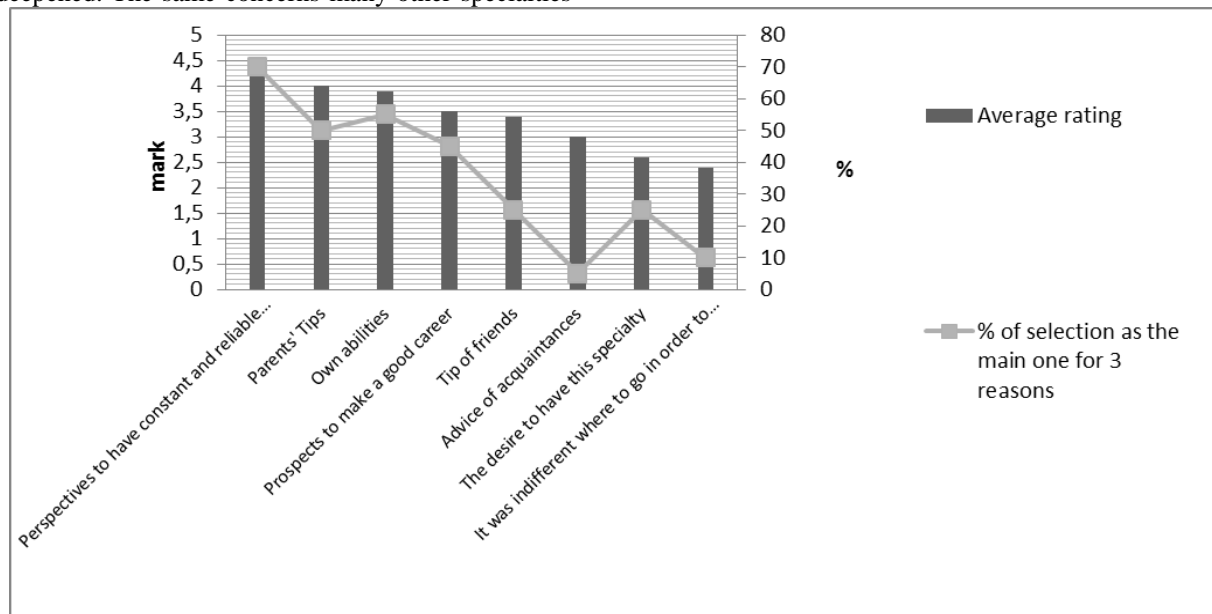


Fig. 2. Responses of the Respondents Concerning the Reasons for Choosing a Specialty

The highest score on average was estimated by the respondents to have a permanent job (4.4 out of a maximum of 5). Thus, the decision of the entrant on the background of the preferred choice of higher educational institutions according to the parents' advice in choosing a specialty is based on the possibilities of further employment, as well as career development opportunities. At the same time, the importance of their own abilities is inferior. Among the 3 most important reasons for choosing a specialty, the respondents list the prospect of having a permanent job - 73.1%, parents' advice (52.3%), and their own abilities - 57.9%. At the same time, for a certain part of the persons there is an unconscious motive to have academic degree, which enhances the formalism of obtaining it without a real desire to obtain qualitative knowledge that corresponds to personal abilities.

The predominance of choosing a specialty according to the opportunities to have a job and to make an appropriate career for the innovative development of education and general socio-economic development of the regions actually has twofold significance. On the one hand, its positive is manifested in the possibility of controlled influence on the choice of the specialty by the entrants which is in demand for the regional labor market. That is, local authorities can promote and disseminate information on the needs of specialists on the labor market in specialties in the strategic types of economic activity with a real impact on youth decisions. As a result, institutions of education ‘make’ specialists with insufficient qualitative characteristics, who in fact do not have the appropriate

abilities, laid psychologically and intellectually (Baymuratov, 2015).

Thus, the innovative trend of the development of education should be determined by the prospects of education and training of specialists for knowledge able types of economic activity, which can have a significant impact on the socio-economic progress of the regions in the future, as well as through the use of information technology – both in the organization of the educational process and with the ability to access to educational services through the use of transport communications. The need to strengthen the innovative component of the learning process is seen by the students themselves. In particular, among the respondents’ answers to suggestions for improving education, dominate ones related to the use of information technology.

In addition to the need of improving computer security in educational institutions, when answering one of the open-ended questions the respondents often also mentioned the following suggestions for improving education: absence of bribery; greater practicality of submitting the material; more responsible attitude of teachers to the educational process; overcoming the formalism of practical training; overcoming the forced filing of the employment certificate after the completion of the training and before obtaining a diploma about higher education, etc.

Each of these proposals generates a colossal problem of ensuring a sufficient level of competitiveness of modern education. The frequent statements of the respondents regarding the low level of teaching are worth attention.

The problem is formed in the motivation of scientific and pedagogical staff to qualitative teaching. Its solution should not be made through the forced exertion of teachers to improve the quality of education, and their scientific activities, but through the prediction of paid teaching load on methodological and scientific activities. Unfortunately, in domestic universities today this practice is almost absent due to the constant shortage of resources and its subjective redistribution.

Consequently, the prospects of innovative development of education according to the results of sociological research are rather problematic. First of all, the ensuring of innovative development of education should be implemented through the prism of such educational and qualification training of specialists, which would meet the potential needs of regional labor markets with a focus on the knowledge-intensive types of economic activity. This will partially solve the problem of inadequate competitiveness of some institutions of education against others in attracting to study people from other areas. At the same time, the problem of overcoming bribery and formalism in reporting on the results of educational and scientific activities to higher instances remains urgent. As a result, a “vicious circle” emerges when higher educational institutions are forced to adapt and respond to new requirements, often unacceptable for their resource capabilities and institutional environment, and the authorities, due to the inconsistency of public education and social policy continue to implement reformist measures in the context of following the Bologna standards and educational systems of developed countries. All this destroys prerequisites for the innovative development of education in Ukraine and rejects them due to their qualitative characteristics at peripheral positions on the European and world scale (Strielkowski & Gryshova, 2018).

In general, at this stage of the development of humanity, the value factors play an increasingly important role in causing further progressive changes. For innovative development of education, the valuable domains of ensuring their competitiveness are especially important, as they allow to manage the changes in the educational process due to the influence on the behavior of its participants, as well as to carry out educational and tutoring activities through the system of educational institutions aimed at shaping certain philosophical principles of the society. The further labor behavior of the population, its propensity to productive, innovative work, readiness in its results to improve the general social welfare, that is, not to perceive labor only as a way of self-realization and satisfaction of needs through the received incomes, to a large extent depends on these ideological foundations.

The alarming result is a very low rating due to the knowledge gained by the ability to work with modern information and communication devices. Negative consequences of such perception by the respondents increase the low estimation of the connection of received knowledge with practice. Thus, domestic institutions of higher education do not respond to the real needs of the

regional economy to the extent that many people, who receive education services, understand this. This reduces their motivation to qualitative training, which makes the practice of employment even for work positions while simultaneously gaining education in day-care establishments, rather widespread. As a result, as it has been already mentioned, we observe low assessments of ability due to the knowledge gained in working with modern information and communication devices, as well as orientation in the normative behavior of individuals in the society and in social interactions. That is, the respondents believe that they do not receive sufficient knowledge both for the formation of practical skills in working with information technologies, and also for orientation in the society, its social networking links from psychological and legal points of view.

The reflection of the value systems of modern students takes place in their self-esteem of success, health and happiness. These categories are rather subjective from the point of view of personal perception. However, in terms of providing innovative development of education, they are important because they reflect the satisfaction of the students with the process of education, which during the period of training forms a significant part of the distribution of their personal time, the circle of social environment, worldview perceptions, etc.

Conclusions and considerations on the results of identifying the value characteristics of students make it possible to state that the innovative development of education in Ukraine should namely begin with the reforms of the cultural-spiritual and value-related nature. And the thing is not only in shifting the emphasis in the educational and fostering direction of activities of higher educational establishments. It is important for our national educational institutions to develop cultural-artistic, scientific and sporting life. That is why, the competitive advantages of universities have to be largely reflected in their proposals for further development of opportunities for entrants. The overall corporate culture of the university should be characterized by apolitical, but high social activity, loyalty to different legal ideologies, and so on.

Conclusions

The prospects of innovative development of higher education according to the results of sociological research, which was carried out in 5 regions of Ukraine, have been determined. The opinion of the respondents about the need for specialist training for the national economy has been clarified. Most of them considered the development of information-communication, engineering-technical and philological (foreign languages) directions to be necessary. At the same time, if there is a need to harmonize the needs of the economy in the personnel with the educational-qualification structure of graduates, the problem of the quality of the organization of the educational process is increasing. Therefore, the respondents emphasized main directions of improving the quality of education (more effective computer security), overcoming bribery, more practical presentation of the material, re-

sponsible attitude of teachers to the educational process, overcoming the formal aspect of practical training, requirements for forced filing a job reference. The prerequisites of innovative development of education have been revealed, which are manifested in the plane of value determinations. According to the results of the sociological survey, the main motivators for choosing a higher educational institution have been determined, among which the prestige of the institution and the advice of parents, are dominant. In general, in determining the axiological de-

terminants of the innovating development of education, a high level of dominance of material values, readiness to work during training and in an unsightly area with sufficient wages has been found. Such results indicate the insufficient qualitative parameters of the functioning of modern education, and complex economic conditions with the prospects of further employment demotivate young people to gain qualitative knowledge in the framework of higher education.

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СОЦІОЛОГІЧНИЙ ВИМІР ПЕРСПЕКТИВ ІННОВАЦІЙНОГО РОЗВИТКУ ВИЩОЇ ОСВІТИ В УКРАЇНІ

У статті розглядається проблема інноваційного розвитку вищої освіти в Україні. Актуальність теми зумовлюється суттєвим збільшенням ролі інформації і знань у житті українського суспільства. Вкрай важливо розробити практичні завдання й систему заходів, спрямованих на стимулювання інноваційного розвитку освіти з метою активізації подальшого поступу інформаційного суспільства, а в кінцевому рахунку підвищення якості і рівня життя населення країни. Метою статті є обґрунтування теоретичних, методичних та практичних засад оцінки перспективності інноваційного розвитку вищої освіти в Україні. Завданнями статті було виявлення сучасних тенденцій розвитку вищої освіти, формування методичних засад та проведення експериментального дослідження, що дозволить підтвердити або спростувати гіпотезу про наявність перспективних латентних напрямів інноваційного розвитку вищої освіти в Україні. При виконанні дослідження використано експертні методи, зокрема метод анкетування. Метою авторського соціологічного обстеження було прикладне обґрунтування основних тенденцій розвитку вищої освіти з ціннісно-ментальної та інноваційної точок зору. Висновки з проведеного дослідження дозволяють говорити як про загальнодержавні тенденції розвитку вітчизняної освіти, так і про специфічні її характеристики в регіональному розрізі. Забезпечення інноваційного розвитку освіти слід у першу чергу здійснювати через призму такої освітньо-кваліфікаційної підготовки фахівців, що б відповідала потенційним потребам регіональних ринків праці з орієнтацією на знаннємісткі види економічної діяльності. Висновки та міркування за результатами виявлення ціннісних особливостей студентської молоді дають змогу констатувати, що інноваційний розвиток освіти в Україні повинен розпочинатись з реформ саме культурно-духовного, ціннісного характеру.

Ключові слова: інноваційний розвиток, вища освіта, ринок праці, навчальний процес, конкурентоспроможність освіти.

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