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SOME ASPECTS OF STATE REGULATION OF THE QUALITY DEVELOPMENT OF THE NATIONAL EDUCATION SYSTEM IN UKRAINE

The transition of a country to a market economy makes it necessary to reform the system of the higher education, which would fully contribute to the formation of independent thinking of an individual, strengthen an individual approach to the development of creative abilities, fundamental improvement of professional training of specialists able to work in a new environment. The results of studies of processes of reforming higher education in Ukraine are highlighted in this article. This work aims to show a number of challenges in the sphere of public administration of the higher education sector and to identify ways to improve its qualitative development. The world statistical data, the normative documents that regulate the formation of educational space and the results of indicators' growth of the higher education institutions of countries, the processes of improving the educational process and the difficulties faced by Ukrainian higher educational establishments are analyzed in this paper. It is concluded that it is necessary to understand all depth of changes needed in this area in order to improve the quality of management of the higher education establishments.

Keywords: higher education, education reform, the Bologna process, higher education institutions.

Садковий В.П. Деякі аспекти державного регулювання якісного розвитку національної системи освіти України

Перехід країни до ринкової економіки зумовлює необхідність реформування вищої освіти, яке повною мірою сприяло б формуванню самостійного мислення особистості, посиленню індивідуального підходу до розвитку творчих здібностей, докорінному поліпшенню професійної підготовки спеціалістів, здатних працювати в нових умовах. У статті висвітлено результати досліджень процесів реформування вищої освіти в Україні, проаналізовано світові статистичні дані, нормативні документи, які регламентують формування освітянського простору, та результати росту показників вищих навчальних закладів держав, процеси вдосконалення навчального процесу та труднощі, з якими зіткнулися українські вищі навчальні заклади.

Ключові слова: вища освіта, реформа освіти, Болонський процес, вищі навчальні заклади.

Садковий В.П. Некоторые аспекты государственного регулирования качественного развития национальной системы образования Украины

Переход страны к рыночной экономике предопределяет необходимость реформирования высшего образования, которое в полной мере оказывало бы содействие формированию самостоятельного мышления личности, усилению индивидуального подхода к развитию творческих способностей, коренному улучшению профессиональной подготовки специалистов, способных работать в новых условиях. В статье показаны результаты исследований процессов реформирования высшего образования в Украине, проанализированы мировые статистические данные, нормативные документы, которые регламентируют формирование образовательного пространства, и результаты роста показателей высших учебных заведений государства, процессы усовершенствования учебного процесса и трудности, с которыми столкнулись украинские высшие учебные заведения.

Ключевые слова: высшее образование, реформа образования, Болонский процесс, высшие учебные заведения.

Introduction

Nowadays optimizing the management of a higher educational institution, improving its material and technical base, the quality of teaching and the competitiveness of its graduates remain

urgent challenges in the system of the higher education. Educators, scholars and statesmen continue to work in order to solve them. The international activity of the higher educational

establishment is not the last factor in a solution of mentioned problems. The international cooperation in the sphere of the higher education is intended to address a number of such topical problems: the compliance of content and level of the higher education with the needs of economy, politics, social and cultural spheres of society; standardization of the level of specialists' training in various countries and regions; strengthening of international solidarity and partnership in the sphere of the higher education; sharing of knowledge and skills in different countries and continents.

Analysis of recent research

The development of the concept of the higher education reform is the scientific interest of such recognized Ukrainian experts as V. Andruschenko, K. Levkivsky, V. Lugoviy, V. Kazakov, K. Korsak, V. Kremen, C. Ognevyuk, S. Nikolaienko, M. Stepko, T. Finikov and others.

Statement of research objectives

The article aims to highlight a number of challenges in the sphere of public administration of the sector of the higher education and to identify ways to improve its qualitative development.

Results

As the practice of many European countries shows, strengthening the accountability of the higher education institutions for the results of their activity by expanding the democratic principles of their functioning and deepening the university autonomy is a prerequisite for improving the quality of the higher education. However, it is obvious that more autonomy of the higher educational institutions will inevitably lead to their greater dependence on public control and therefore on public support.

Today the autonomy of universities in Ukraine and their academic freedoms are regulated by the Law of Ukraine "On Higher Education", which provides a framework of autonomy and self-governance of universities in different areas of their activities. The changes taking place in society, including in the content of education, influence its motivation.

With regard to motivation of teaching it is advisable to identify the motives of cognitive nature (focus on content) and motives with a focus on the purpose of training or motives of achievement, by George Atkinson [3]. The latter can be divided into two groups. The first concerns the present of a student: evaluation of his/her knowledge by teachers and colleagues,

the importance of this for himself/herself. The educational motives closely "interact" with the achievement of ultimate goal of learning. The motives of the first group – official, situational, partly artificial – are formed by the subjects of educational process organization (grading system of an ongoing success of student learning). According to the administrative-command system these motives-incentives were, if not decisive, then at least basic ones. The value of successes in future life activities that are determined by knowledge, professional training of a graduate now increases to a greater extent than before. Let us take into account that a Soviet student did not worry about a job after graduation, because it was guaranteed to him/her. Moreover, a student received an official appointment, which gave him/her certain benefits as young professional. The quality of this appointment was largely dependent on the current successes of the student and "color" (ranking) of his/her diploma, which increased the motivation of "present" and administrative role of the organizers of the learning process. Today "red" diploma (diploma with excellence) not only does not ensure better living conditions, it generally does not guarantee an employment. In fact, knowledge behind the diploma and the form of education become important. Thus, important is the content of the knowledge gained.

The contemporary problems of education are exactly related to this content. We characterize the quality of education through the content, scope and nature of information, the compliance of the acquired knowledge with the needs of the present.

Even a cursory analysis of foreign and domestic scientific literature on the higher education of recent decades shows that most of it is devoted to the crisis of this important sector and search for ways and means to overcome it [2].

Scientists and government officials almost of all countries of the world, including the most developed ones, as well as experts of influential international organizations such as the UNESCO, the International Monetary Fund, the International Bank for Reconstruction and Development, the World Bank, etc. currently pay attention to the crisis of the higher education. For example, a report prepared in 1994 by a special group of international experts from the World Bank led by A. Hamilton and A. Verspur contained a separate section entitled "Crisis of Higher Education". In particular, it stated that "this branch is in crisis throughout the world" [6, p. 3].

It should be noted that the term “crisis” in different languages is interpreted generally in the same manner, namely: on the one hand, as a threat to the existence of a certain phenomenon, and on the other – as an opportunity to avoid it. They saw in it an existential threat to not only the existence of the higher education, but also a threat to the national security. The crisis was seen as a signal to take immediate and decisive actions to overcome it. According to Western and domestic experts, the crisis of the higher education is most notably manifested in:

- 1) some lag of scientific developments of the higher education system from the needs and demands of life;
- 2) slow reorientation to training new scarce specialists for labor market;
- 3) reducing the quality of the educational process;
- 4) the sharp drop in the level of graduates’ knowledge;
- 5) increasing inequality of chances for admission to the higher educational establishments and successful graduation from them of representatives of different social groups;
- 6) the growing dissatisfaction of students, their parents and others with the conditions of training.

The main reasons of the crisis of the higher education according to the researchers’ appropriate conclusions are the following:

- the growing inability of the higher educational establishments to quickly find effective responses to challenges of present time;
- too big state intervention (except, perhaps, the USA) in its affairs;
- reducing, and sometimes “freezing” state funding of the universities;
- imperfect management system of the higher education institutions;
- slight diversification of forms and types of the higher education institutions;
- continuous, rapid and substantial increase of tuition fees and so on [4, p. 12].

Certainly, a number of special reasons specific to a certain type of countries (e.g., post-colonial and post-totalitarian), as well as some specific reasons unique to a particular country were added to these general typical causes of the crisis of the higher education.

A careful study of relevant literature and processes of the higher education’s development in various regions of the world gives reason to make at least five important conclusions.

First, the higher education crisis has a global character. It most deeply and sharply hits developing countries and the countries of the former Soviet Union.

Second, the crisis phenomena (special attention should be paid particularly to this) occur mainly in the state sector of higher education.

Third, this crisis is general, because it touched all spheres and directions of functioning of state universities, including their financing, management, the quality of the learning process and so on.

Fourth, the crisis of the higher education is permanent, especially since it has become mass in nature.

Fifth, the exacerbation of this crisis has a cyclical nature and occurs almost every 10-15 years.

Western scientists, especially those working under the auspices of the UNESCO and the World Bank, are not limited to clarifying the causes of the crisis of the higher education and general analysis of attempts to its reform, but seek ways, methods and means to reduce and overcome this crisis. As rightly noted by one of the senior officials of the World Bank A. Chorsu, experts of this institution along with other scientists analyze the lessons of international experience in the implementation of educational reforms and “offer a choice of variety of policy decisions for countries that seek ways to increase the contribution of the higher education to economic and social development” [6, p. 3].

According to the World Bank specialists, only reforms can lead the higher education out of the crisis or significantly improve its condition. It should be provided by:

- 1) encouraging state higher educational institutions to expand the range of funding sources, that is to search and to use other sources of funding especially private ones, not only state funds;
- 2) redefining the role of state and government in the development of the higher education, including a substantial limitation of its interference in educational affairs;
- 3) implementing a deliberate policy for the provision of priorities of high quality and impartial education purposes.

Conclusions

Thus, the reforms undertaken in the 1990s became the first and very important step towards the most significant changes in the system of the higher education in Ukraine, which can be seen today. However, reforms will not lead to the expected results if they are not consistent,

systematic and understandable to participants of educational process. On the 24th of April, 2003 the Ministry of Education and Science of Ukraine decided to accept the offer of the higher education institutions to conduct, starting from the 2003/2004 academic year a pedagogical experiment on introduction of a credit-module system into the organization of an academic process in the higher educational institutions of the 3rd and 4th accreditation levels. It was done in order to develop and implement new principles of educational process's organization to expand the capabilities of students in selecting the content of education programs; to ensure flexibility in the system of specialists' training for their adaptation to the rapidly changing requirements of domestic and international labor markets; to stimulate University students, faculty and staff to achieve high quality of training specialists in the system of higher education and to increase the prestige of Ukrainian higher education on a global level. It is important to understand all depth of necessary changes in this area in order to improve the quality of management of the higher education institutions in modern conditions of life.

In this regard, it is necessary to:

First, fundamentally change the methodology for determining the quality of the higher education, as the United Europe determines the competitiveness of graduates by the level of

professionalism and not by simple reproduction of knowledge by students. National monitoring of quality, licensing and accreditation, independent testing should become the effective means of management of quality of education.

Second, get rid of technocratic tools of quality of management of the educational system, which in the field of education today works through the large-scale network computerization, and in education field – through finding the newest educational practices.

Third, implement new programs of humanization of education, to lay the foundation of multilingualism and multiculturalism, information culture, new ethics and tolerance.

Fourth, make the transition from an authoritarian to a more democratic control algorithm of quality of education, to fully ensure the rights of a young person for a separate and independent development, self-improvement.

And the last point to mention. The effective organization of scientific research of the quality of education should create appropriate conditions for the pedagogical science and the sociology of education, through which it will be possible to understand the principles and to formulate the patterns of implementing the main goal of the quality education – the development of the individual in the knowledge society.

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