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*Larysa Kompanseva*

## UKRAINIAN CULTURAL ENVIRONMENT

The system of education in Ukraine has centuries-old history, national traditions and high prestige in the world. Ukraine was one of the most developed republics of the former Soviet Union, distinguished by high level of training of highly qualified specialists and research workers.

The history of the development of the educational system of Ukraine goes back into the 16<sup>th</sup> century — the time when the Ukrainian statehood started to form. The limits of my report do not allow me to spread on the historical and traditional background of the system of education of Ukraine. Still I would like to outline the basic tendencies of the development of the system of higher education of Ukraine in the end of 17<sup>th</sup> and the beginning of the 18<sup>th</sup> centuries which reflect the stage of intensive growth of educational processes in the country.

In those times the significant influence on the development of science and education in Ukraine was made by the Kyiv-Mohyla collegiums which by the order of the tsar in 1701 received the title and rights of the academy and was renamed into the Kyiv Academy in honor of its protector — metropolitan P. Mohyla. The course of education there lasted 12 years and was divided into 8 classes: preparation class, junior class, grammar, syntax and the senior ones — poetics, rhetoric, philosophy and theology. The students received philological training and learned such languages as Slavonic, literal Ukrainian, Greek, Latin, and Polish. They also got poetic and rhetoric arts, studies the classical Greek, Roman and Medieval literature, history, geography, philosophy and theology. When the Kyiv Academy was founded there were introduced courses of Russian, French and German, mathematics, physics, astronomy, architecture and later the classes of economy and medicine. The artistic and musical education played one of the leading roles, too. We may say that the Kyiv Academy used to be an outstanding seat of science and culture in Ukraine of those times.

In the 18<sup>th</sup> and 19<sup>th</sup> centuries the universities as the centers of education contributed to a rapid growth of the network of gymnasia, lyceums, commercial schools and col-

leges. The pedagogical institutes created on the basis of these universities for the first time in the history of education put a question of special training of teachers. The scholars and professors of the universities actively participated in the work of ordinary schools. There appeared special courses for gymnasia's teachers and the first congresses of teachers were held. The Kharkiv university during the period from 1805 until 1834 became the leading center of organization and methodological guidance of education in Ukraine and in the south of Russia. By the 60s of the 19<sup>th</sup> century it prepared more than 3200 doctors, lawyers and teachers. Its 550 graduates worked as teachers in secondary schools and about 80 of them became professors of Ukrainian universities and lyceums.

Traditionally the Ukrainian universities consisted of 4 faculties: the historical and philological, physical and mathematical, juridical, and medical ones. Each of them had their own academic and scientific libraries and a number of auxiliary scientific establishments such as clinics, laboratories, departments, etc. For example, the Kharkiv university contained 30 departments and laboratories; it had its own observatory, historical museum and archive, the museum of fine arts and antiquities. The Kyiv university had a widely developed scientific base, too.

The system of higher education has undergone significant changes since the times described. However, the traditions born in the 17<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup> centuries are still observed in the system of education of Ukraine at present.

Higher school in Ukraine has got developed training, scientific and social infrastructure and is ready to give an opportunity to every citizen of Ukraine or citizen of any other country to obtain education of different levels, to study at proficiency improvement or advanced courses, to study at post-graduate courses or to write doctorate dissertation, to take part in fundamental and applied researches. Every year almost 200 thousand Ukrainians and citizens of other countries become students of higher educational institutions in Ukraine after passing entrance examinations based on secondary education.

The system of higher education in our country has a flexible structure, and corresponds to modern trends and tendencies to those in advanced countries recognized by UNESCO, UN Organization and many other international organizations.

The most important goals of the educational sphere, outlined in the major national programs "Osvita, Ukraine in the Twenty-first Century," "The Main Directions of Reforming Educational System of Ukraine," and others, include: the development of new legislative and economic mechanisms, which will ensure the effective work of the educational system; the reorganization of the existing and creation of new educational institutions, which will provide for the multistage system of training highly qualified specialists; further diversification of curricula with regard to the national and regional peculiarities and needs of the population; the adaptation of the educational system to the requirements of the labor market; the training of specialists on the basis of the state standards, which will allow for an increase in the professional and social mobility of graduates; the establishment of partnerships of educational institutions with businesses and organizations to ensure the employment of graduates; the democratization of education, and development of the relationship between teachers and students based on mutual respect and effective cooperation; the creation and publication of new textbooks devoid of ideological biases; special attention given to the publication of textbooks in the Ukrainian language; the development of innovative methodological and information technologies; the enhancement of the accessibility of education for different social groups on throughout the country through the development of distance learning and the creation of a system of continuing education; the acquisition of sophisticated equipment, which would provide access to the Internet and other sources of up-to-date information; and the participation in large scale international projects.

During the years of independence of Ukraine, there have been determined the priorities of the development of the system of education, its up-to-date legislative base has been created and its reforming has been carrying out with the focus on the progressive national and international educational traditions and standards taking into account the humanistic philosophy of education. The National Doctrine of the development of the system of education emphasizes on the priority of education in the national policy. It formulates the system of principal ideas concerning the strategy and main directions of the development of education in the first quarter of the 21<sup>st</sup> century.

At the same time we have to admit that the process of globalization of education is an integral element of the modern world. The leading tendencies in the sphere of education today in context of globalization are as follows: the extension of the market of educational services, paradigmatic shifts in education, the increase of competition between the higher educational establishments, the change in the system of values of the subjects of education, the integration of the system of education into the marketing processes, the increasing role of practical orientation of education, etc.

The positive potential of the Bologna process for the Ukrainian higher educational establishments lies in the fact that it widens the mobility of the students and teachers, the possibilities for future employment, it increases the practical orientation of the academic process and raises the sense of responsibility of the students for their educational tracing, etc. Many of these parameters, however, can work out only hypothetically in the system of modern Ukrainian higher education.

The problem stones of the implementation of the Bologna process in Ukraine are first of all connected with the threat of annihilation of the advantages of the national system of education, the growth of migration of highly-qualified personnel, the simplification of the content of education and lack of recognition of the bachelor's degree by employers. These problems have already been observed in Ukrainian educational practices.

The ways of solution of the national system of education connected with the processes of globalization can be joined into several blocks.

The first one is the solution of personnel policy. The second one deals with the problem of state support of the system of education in accordance with the requirements of time. The third one is connected with the implementation of new educational technologies.

In my report I also would like to focus on the problems of military education in Ukraine.

One of the main component parts of the national system of education is the military education which is aimed at training officers for the armed forces of Ukraine and has to provide the high level of quality of professional training of military specialists and to directly influence the process of strengthening of the defensive capacity of the country. The creation of the system of military education and its priority development in the process of formation of the armed forces have become very topical scientific and practical tasks.

As of 1991, there was no independent system of training of military officers in Ukraine. After the dissolution of the USSR

we inherited certain elements of the system of military education with the ramified and uncoordinated network of military educational establishments. It made rather difficult to transform this system according to the real demands and needs of the armed forces of Ukraine. The state standards of military education and the controlling bodies were absent. All the levels of management of military education were characterized by the lack of definiteness concerning the academic plans and programs of training of military specialists. The content of military education also had to be essentially changed and improved because many military educational establishments preferred to use narrow-level approaches to the process of formation of academic plans and programs. Actually Ukraine lacked any military scientific-research or academic institutions which would deal with the problems of military education. The fundamental psychological and pedagogical research even in the higher military school was not carried out deeply.

Besides, the tasks of creation of the system of military education in Ukraine were complicated due to the following reasons:

- lack of analogous systems in the countries of the CIS;
- insufficient information concerning the problems of functioning of the system of military education in the leading countries of the world;
- the necessity of complete restructuralization of the network of military educational establishments in very short periods of time and the need of organization of professional training of military specialists according to the list of specialties for the armed forces of Ukraine;
- the need of giving grounds and implementing scientific bases of the military training of specialists which would satisfy the modern world's educational tendencies and the national interests.

The problems of efficient formation and development of the military education could not be solved only at the expense of the reforms of the organizational, operational and intentional character. While working out a strategy of development of the national military system of education, it was necessary to take into account all the achievements and

drawbacks of the history. It was necessary to give reasons and to adopt the concept of military education based on the best practices of educational tendencies of the world. In order to achieve it was necessary first and foremost to clearly determine the general educational paradigm. At the same time the change of the paradigm of the military education presupposed the necessity to work out the methodological foundations of the process of creation and reformation of the whole military educational sphere.

In conclusion I would like to stress that in the modern world which has just entered the third millennium, the development of Ukraine is seen in the general context of European integration with the orientation to the fundamental values of the national and international culture, namely parliamentarianism, human rights, rights of national minorities, liberalization, freedom of movement, access to education of any level, etc. which have become an integral element of any democratic society. The European integration for Ukraine in the cultural aspect means its entering the family of European nations, its comeback to European political and cultural traditions. Being its conscious choice, the perspective of European integration will become a substantial stimulus for the success of Ukraine's economic and political transformation which can be a basis for the national consolidation. Thus, European integration becomes a key point for discovering Ukraine to the world, to transfer from the closed totalitarian society to the open democratic state. In order to realize the strategic course of Ukraine aimed at the integration to the European Union, in order to ensure Ukraine's entering the European political, economic and legal scope and to form the preconditions for Ukraine's membership in the European Union, the President of Ukraine has approved the Strategy of integration of Ukraine to the European Union. The main directions of cultural, education and scientific-technical integrations have been defined. They include the implementation of the European norms and standards in the sphere of education, science and technology, as well as the extension of the national cultural and scientific-technical achievements which can be used in cooperation with the European Union.

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В статті розглядаються історія системи освіти в Україні, а також культурологічне підґрунтя виникнення системи дистанційного навчання у військовій сфері.

*Ключові слова:* система освіти, дистанційне навчання, мультимедійна модель, культурологічний аспект.

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В статье рассматриваются история образовательной системы Украины, а также культурологические предпосылки возникновения системы дистанционного обучения в военной сфере.

*Ключевые слова:* образовательная система, дистанционное обучение, мультимедийная модель, культурологический аспект.