

ПРОБЛЕМЫ ВЫСШЕЙ ШКОЛЫ

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TEACHER OF HIGHER VOCATIONAL SCHOOL
AS A BASIS OF EDUCATION QUALITY**V. Bondarenko, Prof., Ph. D. (Ped.), D. Kopytkov, Ph. D. (Ped.),
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Abstract. *The personality of the higher vocational school teacher, the professional and pedagogical conditions to directly influence the educational process in the higher school, and the conditions for overcoming the contradictions that currently exist between the higher education, production and labor market have been considered.*

Key words: *motivation, professional education, higher education quality, teacher's professional characteristics.*

ПЕДАГОГ ВИЩОЇ ПРОФЕСІЙНОЇ ШКОЛИ ЯК ОСНОВА ЯКОСТІ ОСВІТИ

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Анотація. *Розглянуто особистість педагога вищої професійної школи, професійні й педагогічні умови, що безпосередньо впливають на навчальний процес у вищій школі, й умови подолання тих суперечностей, які на сьогодні існують між вищою школою, виробництвом і ринком праці.*

Ключові слова: *мотивація, професійна освіта, якість вищої освіти, професійні характеристики педагога.*

ПЕДАГОГ ВЫСШЕЙ ПРОФЕССИОНАЛЬНОЙ ШКОЛЫ
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Аннотация. *Рассмотрена личность педагога высшей профессиональной школы, профессиональные и педагогические условия, которые непосредственно влияют на учебный процесс в высшей школе, и условия преодоления тех противоречий, которые на сегодняшний день существуют между высшей школой, производством и рынком труда.*

Ключевые слова: *мотивация, профессиональное образование, качество высшего образования, профессиональные характеристики педагога.*

Introduction

Educational activity is one of the most widespread in the world among all spheres of human activity. More than 1 billion preschool and schoolchildren, students of all forms of vocational schools, students of higher education institutions and various refresher courses have

been attracted to this sphere. The effective operation of the world educational industry is provided by a staff of highly educated and highly qualified pedagogical workers, which numbers more than fifty million. The total number of people who are involved in the world educational process testifies that almost every fifth inhabitant of our planet studies today.

The new educational space, which has crossed national boundaries, is of a large number of problems related to the quality of education, the definition of its tasks and objectives, content and structure. Without solving these problems, it is impossible to talk about the professional competence of graduates of both professional and higher educational institutions.

Current development of science and technology is possible only if the existing education system is continuously developed, and new forms and types of educational institutions are created. This, in turn, indicates that the world educational system is a complex and interrelated mechanism, based on the need for constant advance development and self-improvement. It is with such rapid development of national educational systems that the leading states of the world link their economic and social development that directly affects the living standards of citizens of these countries and their national security.

The changes taking place in the Ukrainian society ensure the search and creation of preconditions for determining the general strategy of Ukraine's educational system, which requires teaching of professionals to combine fundamental theoretical knowledge with humanistic convictions and perfect practical training.

The strategic directions of the higher education development are determined by the Constitution of Ukraine, the Law of Ukraine «On Education», the National Doctrine of the Education Development of Ukraine in the 21st century, the conceptual principles of the pedagogical education in Ukraine and the search for ways of its integration into the European educational space. The quality of training higher education specialists is of considerable attention in the new Law of Ukraine «On Higher Education» that came into force on September 6, 2014.

Analysis of publications

Taking into account the urgency of the issues of the higher education adaptation to the conditions of the current labor market and the development of science, much attention is paid to the problems of providing the educational process both in Ukraine and abroad. Such researchers as V. Andrushchenko, V. Bakirov, I. Zazyun, O. Kovalenko, M. Lazarev, N. Nichkalo, A. Leontiev, I. Zimnyya, E. Ilyin and many others devoted their work to solving this problem. But,

despite the considerable interest in higher education by the state, the number of unresolved issues is not decreasing. On the contrary, this number is growing.

Purpose and task statement

The purpose of the study is to identify factors that affect the quality of higher professional education. To achieve this goal, it is necessary to analyze the approaches and conditions for overcoming the contradictions that exist today between higher education, production and the labor market.

Factors to directly influence the higher professional education quality

As we consider the issues of higher professional education, the first and, in our opinion, the main question that needs to be answered is whether it is possible to teach someone who is not motivated to receive higher education and whether such students should be taught at all.

Today in Ukraine, from 65 % to 70 % of secondary school graduates enter the higher education institutions. Since the seventies, this number was only 18 %, in the eighties it gradually began to grow – 23%, in the 2000s there was a sharp increase in the number of school leavers who entered the university – up to 80 %.

Recently we have seen a gradual drop in the number of students, due to objective reasons, including demographic and geopolitical problems, the economic crisis and more.

Despite the mass character of higher professional education, the issue of its quality remains unresolved. It is very surprising when in the pedagogical community the problems of insufficient, bad or weak education are still being discussed. In our opinion, this is nonsense, because education either exists or does not exist.

We also hear the statements that we must make our students learn. And can you force a person to learn if he is absolutely not motivated and reluctant to do this, if he entered the University under compulsion of his parents being called up for military service?

What is a present-day quality education – is it with the requirements of educational and professional programs and educational and qualification characteristics or is it compliance with the

requirements of the industry and the needs of society?

By 2003, the higher education quality standards have already been developed in every European country. In the United States of America the problems of external quality assessment has been receiving much attention for more than 100 years. And in Ukraine discussions on this issue are still going, some norms and criteria are being adopted, but all of them are of a temporary nature. Today it is time to move from the quality of teaching to the quality of the partnership between the student and the university teacher. The university teacher has long ago lost the functions of a tutor or mentor; today he is the manager of the educational process and a partner who cooperates with the student to solve learning problems. It is time to move from training a specialist «who knows» and «who can do», to a specialist, first of all, «who can think».

Under vocational education, as S. Goncharenko notes, it is usual to understand «... in educational institutions training of specialists of different skill levels for labor activity in one of the branches of the national economy ...; an integral part of the unified system of public education; the content of professional education includes an in-depth knowledge of the scientific fundamentals and technology of the chosen type of work; inculcation of special practical skills and abilities; formation of psychological and moral qualities that are important for work in a particular sphere of human activity. In Ukraine, the current system of particular education encompasses higher, specialized secondary and vocational education» [1].

Time and competition in the labor market put forward the strict requirements for the system of higher professional education in Ukraine. Particular attention is paid to the quality of graduates of higher technical educational institutions. Today it is very important that graduates of higher technical educational institutions have a set of professional and socio-cultural qualities:

- professional skills of verbal and written communication;
- skills in working with information technology;
- foundations of mathematics and natural sciences;
- critical thinking;
- need for self-improvement through the process of continuous education;
- ability of working in a team and with a team;
- creativity and initiative, ability to constantly work that requires a maximum effort;
- receiving moral satisfaction from working in a healthy competition;
- constant focus on the final result of the activities and lack of fear in making independent decisions.

Thus, the society needs well-rounded people, professionals who do not require constant leadership and are able to act in conditions of uncertainty, as well as conduct an independent search for solutions to complex problems. To achieve this goal, that is to form a skilled specialist, some conditions are necessary. These conditions present the quality of the educational environment.

What should be a current university, what should prevail: accessibility, quality or cost of education? At the moment, there are three versions of principal approaches to creating a current university system shown in Fig. 1.

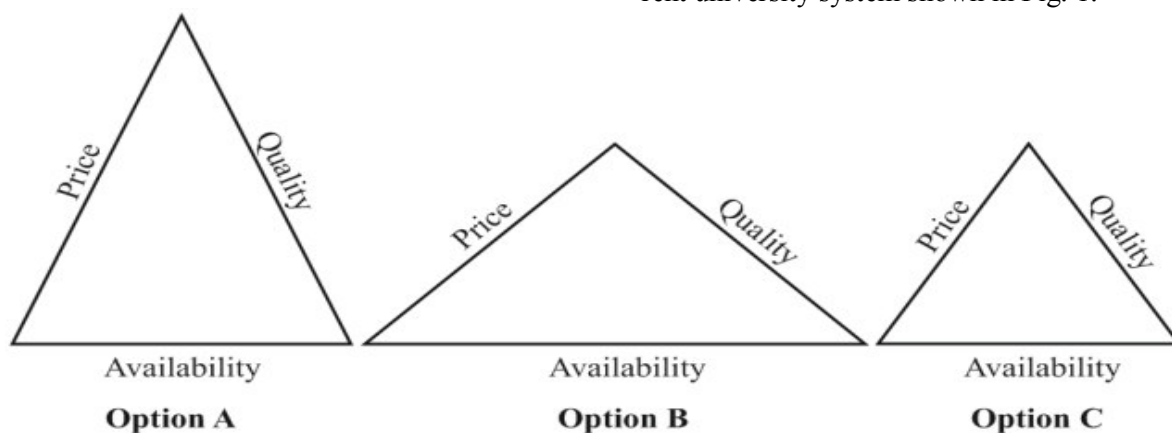


Fig. 1. The principles to form a modern university system

In our opinion, it is the ratio of the three main criteria (accessibility, quality and price) that is crucial for creating an effective institution.

The issue of humanization, humanitarization and psychological and pedagogical training of university graduates remains unresolved that are of concern not only for the representatives of the Ukrainian pedagogical school, they are relevant in many countries of the world, which have achieved a significant economic success [2].

Thus, the main tasks of the pedagogical process in the US higher educational institutions are the formation of an educated, cultured, practically thinking specialist who is able to solve not only highly specialized, but also local, national and even global problems [3].

Japan trains teachers nine times more the real need. The Japanese experience of training students has several positive aspects: psychological and pedagogical training contributes to the pedagogy of society; the students who are most ready for this activity become teachers; mastering an additional profession promotes the social security of university graduates in the labor market [4].

In the universities of European countries (Poland, Germany, France), the general tendency of obtaining a second education was also widespread. Very often, as a second education, the students choose the pedagogy. For example, in Germany, vocational and pedagogical education is presented in two stages: at the first stage students receive theoretical general scientific and special training, and in the second stage – the opportunity to acquire a second specialty [2]. China has realized that it is possible to protect its state interests only through the professional training of the specialists at the level of world standards, and therefore has actively developed strategic educational relations with Western countries and countries of the Pacific region.

In London, in 1997 for the first time a conference was held on the creation of the World Union of Transnational Education, whose task was to develop the universal principles of transnational education and the formation of a worldwide bank of educational and professional programs. Countries that today do not take into account universal educational standards risk the fact that their professional forces will be replaced by professionals of those countries whose

educational systems do not lag behind the world trends and are within the time-related changes to the systems that ensure the quality of the higher professional education.

The quality of higher professional education is an integral assessment of the training of a future specialist, to be described by the following parameters:

- completeness – the amount of program knowledge on the object of study;
- depth – the totality of students' meaningful connections and relations between knowledge;
- systematic - understanding the composition of a set of knowledge in its hierarchical and consistent links;
- promptness – the ability to use knowledge in the same type of situations;
- flexibility – the ability to independently find various ways of applying the knowledge in changed conditions;
- concreteness – the ability to divide knowledge into elements;
- generalization – the ability to express concrete knowledge in a generalized form [1].

If we reformulate the definition of the higher professional education quality given by S. Goncharenko, then this is compatibility to the ideas accepted in the society about what education should be and what purposes it serves. In general, the quality of education is provided by a set of factors, without which it is impossible to obtain a qualitative result, namely:

- quality of the teaching staff that provides the learning process;
- quality of the curriculum providing the result of the learning process;
- quality of students, that is their motivational readiness for the learning process;
- quality of the educational infrastructure (organization of the learning process);
- quality of learning results evaluation (transparency and objectivity).

A number of unresolved issues still create the problem of the present higher vocational education: from scientific and methodological support of the educational process to the professional qualities of the pedagogical staff that provides the educational process:

- insufficient theoretical and methodological development of the conceptual foundations for diagnosing and evaluating the quality of the higher education teachers' activity;

– inadequate readiness of special (engineering) discipline teachers in professional pedagogical activity in the higher technical educational institution because no university of Ukraine to train such teachers.

Today, in scientific and educational literature, much attention is paid to the quality of education, which is quite natural. Time requires the highly skilled specialists from universities, since others are not needed. In technical universities it is not just people who know their work perfectly; these are, first of all, teachers. In spite of this, for now there is no teachers' special preparation for technical universities. Who becomes a teacher at a technical university? As a rule, these are good yesterday's students, who listened to eight lectures on the basics of pedagogy and psychology of higher education and attended eight practical classes. Is this knowledge sufficient? Of course, no. And this, in turn, leads to the fact that not always the teachers of engineering disciplines are the teacher's standard.

Traditionally, the teacher's work was expressed in four functions:

- to explore the subject of scientific knowledge, which is being taught; earlier it was called «satisfaction of one's own curiosity at the expense of the state»; and this still exists today;
- to be the main source of educational information and its main administrator; many of the teachers still consider themselves such people not understanding that this time has already passed, and the student, being on a lecture, can open his tablet and see the latest information on the topic in any language and get more interesting and deep information;
- to transfer their knowledge to students as well as educate in their competence and skills;
- to check the degree of mastering the students' knowledge, skills and habits; this feature is very popular with many teachers.

Today, the teacher's life goes far beyond these four functions. He must master marketing strategies for entering the markets of scientific and technical products; he must do not what he wants, but what brings a profit to the university and determines its financial status. The teacher has less time left for students as he must earn the money [5].

In addition, the teacher can know his subject, but do not know how to teach it. In our life each of us met with «teachers» who not only could

not transfer their knowledge to students, but, unfortunately, we met teachers who should not be allowed of doing some pedagogical activities. These people not only do not transfer their knowledge to students, they work with the opposite effect, that is, discourage the desire to learn the discipline they teach. The result of this work is the fact that graduates of the higher technical educational institutions come to the production sphere for spending the time at the workplace as a prisoner. Another problem is the system imperfection for improving the pedagogical skills of the universities' teaching staff. Teachers improve their qualifications through short-term internships (once every five years).

Usually, such an internship is aimed at improving the knowledge in the field of the subject (although this teacher should be engaged at the university all the time during the entire period of pedagogical activity), sometimes the it is aimed at improving knowledge in the field of information technology (this kind of advanced training is the most popular for the senior teachers). The system of professional development of engineering discipline teachers regarding the issues of pedagogical skills, communicative competence, organization of the educational process, etc. does not yet exist. The current traditional system of training teachers for higher educational institutions is still quite conservative in Ukraine.

There is a problem of young teachers. As a rule, the teachers who start their activities in the higher education have a very approximate idea of the pedagogical process structure, do not have developmental methods of teaching and pedagogical technologies, and methodological skill and pedagogical mastery for them is something that comes only through a number of working years at the university. For most young teachers, education is an elementary communicative action that does not require special training and skill. As for the organizational issues, they are understood as something that happens automatically, it is enough for the teacher to enter the audience. In addition to lectures, there are still practice management, design and diploma projects, research and educational work.

The whole pedagogical theory of such teachers is a postulate – the teacher is always right, and the rest is mastered by the trial-and-error method. The only existing system of training teachers for special disciplines is through the post-

graduate school (more than 90 % of post-graduate students after the defense of dissertations become teachers), but it cannot be considered as effective one, since it is aimed at the scientific activity of teachers with a degree of Candidate of Technical Sciences. Scientific and educational activities vary widely enough among themselves. The teacher of the higher professional school should not only have a huge academic and special knowledge, but a perfect set of communicative techniques in order to create the process as a partner dialogue. The pedagogical dialogue consists of three main aspects: perceptual aspect – mutual perception and understanding of each other; communicative aspect – information exchange; interactive aspect – implementation of joint activities.

In order to make all these components work effectively in the pedagogical dialogue, the teacher must constantly develop one more quality: pedagogical ethics as a culture of the individual (value orientations, creative activity and initiative).

Conclusions

The present-day statistics says that the volume of knowledge in the majority of industries doubles every five years, and in the computer science – every six months. It is quite difficult for a teacher to constantly update his scientific stock accumulated in a certain field because the teaching staff of a higher technical educational institution is as an original source.

To maintain its professional and scientific level at a high level, the teacher should be able to participate in scientific and pedagogical conferences and scientific meetings, take internships, have access to new information and communication technologies, and improve the qualification

regularly. Only under such conditions a student of a higher professional educational institution will be motivated to master his profession and, accordingly, will be ready for the competitive struggle that is currently taking place in the labor market.

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