

A. Marushkevych, Doctor of Pedagogical Sciences, Professor
Taras Shevchenko National University of Kyiv, Kyiv

THE MEANING OF THE QUALITY OF HIGHER EDUCATION FOR PROFESSIONAL BECOMING OF HIGHLY QUALIFIED SPECIALISTS

The article has revealed the importance of quality of higher education for professional becoming of highly qualified specialists, as there is tough competition in the labor market. It has been stressed that students want to obtain the necessary knowledge, acquire necessary information for the further functioning of scientific, educational, cultural, artistic and other spheres of Ukrainian society. The opportunities of higher education have been analyzed and current issues of improve its quality have been highlighted. Attention has been focused on the need to develop the students' research skills, developing effective connection between their educational and scientific work, to implement innovative methods of pedagogical actions, the use of electronic educational-methodical complexes, further learning of experiences of other countries in solving educational problems etc.

Keywords: higher education, professional becoming, highly qualified specialists.

А. Марушкевич, д-р пед. наук, проф.
Киевский национальный университет имени Тараса Шевченко, Киев

ЗНАЧЕНИЕ КАЧЕСТВА ВЫСШЕГО ОБРАЗОВАНИЯ ДЛЯ ПРОФЕССИОНАЛЬНОГО СТАНОВЛЕНИЯ ВЫСОКОКВАЛИФИЦИРОВАННЫХ СПЕЦИАЛИСТОВ

В статье раскрывается значение качества высшего образования в профессиональном становлении высококвалифицированных кадров, которые в дальнейшем будут заниматься обеспечением функционирования научной, образовательной, культурной, производственной, сферы искусства и других сфер жизнедеятельности украинского общества. Анализируются возможности высшего образования и освещаются актуальные вопросы повышения его качества. Акцентируется внимание на необходимости формирования у студентов исследовательских умений, регулирования эффективной взаимосвязи между их учебной и научной работой, ведении новаторских способов педагогических действий, применении электронных учебно-методических комплексов, дальнейшем изучении опыта проблем образования и т.д.

Ключевые слова: высшее образование, профессиональное становление, высококвалифицированные кадры.

Відомості про автора

Марушкевич Алла Адамовна – доктор педагогічних наук, професор, завідувач кафедри педагогіки, Київського національного університету імені Тараса Шевченка.

Контактна інформація: (044) 521-35-13, pedagogika@ukr.net.

Марушкевич Алла Адамовна – доктор педагогических наук, профессор, заведующая кафедрой педагогики, факультета психологи, Киевского национального университета имени Тараса Шевченко.

Контактная информация: (044) 521-35-13, pedagogika@ukr.net

Marushkevych Alla – Ukraine, Kyiv; Doctor of Pedagogical Sciences, Professor, Chief of Pedagogy Department of Faculty of Psychology at Taras Shevchenko National University of Kyiv.

Contact information: (044) 521-35-13, pedagogika@ukr.net

УДК 378.4.014.25 (498:4)

I. Mariuts, PhD (Pedagogical Sciences), Lecturer
Taras Shevchenko National University of Kyiv, Kyiv

THE PROSPECTS OF UNIVERSITY EDUCATION DEVELOPMENT IN UKRAINE USING ROMANIAN EXPERIENCE

The article presents a holistic analysis of the reforming of university education in Romania in the European integration process, socio-economic background of university education in Romania is defined and transparency of governance are allocated during the formation and transformation of higher education in general and the university in particular analyzes. The possibilities to use effective Romanian experience in reforming of Ukrainian university education were defined.

The purpose of the article is to highlight the main trends and features of Romanian university education development in accordance with European integration process (in 1999 Romania signed the Bologna declaration, its 6 years earlier than Ukraine do) until 2011 – a period of next wave of European integration reforms in Romanian Higher education (Law of Higher education were accepted). The main trend is defined by purposeful, systematic implementation of Bologna agreement objectives on the legislative, financial and managerial levels. Thus, the main trends in university education in Romania were defined and justified: modernizing of higher education legal framework in accordance with European Educational Area, the integration of higher education with science and business, industry, reforming of higher education according with the needs of labor market, university autonomy, multicultural policy of higher education, the development of human resources of higher education, providing structural changes in the financial and administrative policies.

The conditions that ensure the effective implementation of the Bologna process towards European integration were analyzed. These conditions include legislative and legal support in education, improving funding mechanisms (sources diversification) and reforms of strategic and institutional management of universities (decentralization of state power in education in way of creating advisory bodies). The ways of internationalizing of science are described. Basic structural features of administrative component of Romanian university education to ensure its efficiency are described.

The tools of struggle with the corruption of Romanian society are shown. Also described in detail the structure and functioning of the Romanian anti-corruption organization "Coalition for Clean Universities", whose experience may be useful for application in Ukraine. Have been found that reforming of university education in Romania has direction which supports the priorities of university education development, like: ensuring availability, improving quality of higher education, widening the participation of employers in educational process, public, business development of universities, provision of structural changes in the financial and management policies.

Keywords: university education, European integration, higher education reforming, university management, Coalition for Clean Universities university autonomy, financing, sources diversification, Romania.

Problem definition. The current condition of Ukrainian state development is characterized by intensive international processes in education and accelerating of higher education modernization process. Ukrainian university education is intended to evolve according to European Educational Area requirements because of

cultural convergence, maintaining its own identity, become the main trends of social development.

Reforming of Ukrainian system of higher education actualizes studying of the same processes in higher education in European countries. On our opinion Romanian experience is quite valuable in this area such as

this neighboring country is a member of European Union from 2007, where took place the same period of the socialistic development of higher education, and from 1999 launched the new principles of its organization. Considering this, the study of Romanian experience of higher education reforming is promising for the planning and implementation of modernization changes in national university education, which focused on her quality renovation and integration into the European educational and scientific space.

The aim and the tasks of research. The purpose of the article is to highlight the main trends and features of Romanian university education development in accordance with European integration process. To define the main trends by purposeful, systematic implementation of Bologna agreement objectives on the legislative, financial and managerial levels.

Current condition of research. Ukrainian scientists in their research paid attention to problems of higher education in context of political, economic and educational processes, including such aspects as: the humanization and modernization of higher education (M. Evtukh, O. Zhornova), history of higher education (I. Zyazyun, A. Marushkevych, V. Maiboroda) philosophy of higher education and the functioning and development of educational systems in the context of globalization (V. Andrushchenko, L. Hubersky, V. Kremen, V. Lugovoi, V. Ognevnyuk). Ongoing scientific researches on creation of common European Higher Education Area (Y. Bolyubash, K. Levkovsky, J. Talanova, G. Tereshchuk). In Ukraine developed methodology of comparative studies in education, aimed by studying of educational system functioning and development in different countries (T. Levchenko, M. Leshchenko, O. Lokshyna, A. Maksimenko, O. Matvienko, A. Sbruyeva, V. Soloschenko, T. Thorzhevska) and regional context (N. Abashkina, N. Avshenyuk, A. Romanov). Big interest contain comparative exploration on development of university education in EU and post soviet countries: L. Kurylo (Ukraine) A. Maksimenko (France), V. Mayboroda (Poland), A. Meshchaninov (Ukraine); higher education in general: G. Poberezskoyi (Western Europe and Ukraine), A. Shovkoplyas (European Union), Y. Sokolovych-Altunin (Poland), O. Zakaulova (Belgium), I. Hodykina (Ukraine).

Substantive provisions. Beyond the attention of Ukrainian researchers remained comprehensive analysis of European integration processes impact on the functioning and development of university education in Romania. Thus, the study of theory and practice of university education in Romania in the context of European integrational processes has considerable scientific and practical interest. Considering the achievements and difficulties of Romanian university education development will facilitate the selection of optimal ways to achieve European standards of higher education by Ukraine.

The aim of article is a description of main trends and features of Romanian university education reforms in European integration conditions including historical beginnings, the theoretical bases with outlining of prospects with the aim of using Romanian reforming experience in Ukrainian higher education reforming process.

During the study of Romanian university education development have been discovered the dependence of reforms efficiency from three basic components: the *legislative framework*, formed under the direction of educational policy adapted to European integration processes, timely update and improved to meet the needs of market-oriented society; flexible and branched system of higher education *financing*; modern, transparent and democratic system of higher education *management* that provided openness and public participation, student's organizations in administrative activity monitoring [2].

Analytical review of Government Regulations, Romania's national reports on higher education in Bologna process accession, reports of Ministry of Education showed that stepped on the nation-building path, Romanian politicians, educators in new economic, political and international realities purposefully and consistently developed and implemented documents which correspond to the new educational policy of EU countries. During the period 1989-2011 years was accepted two laws on education (1995 and 2011).

Theoretical analysis of the law "On National Education" № 1/2011 allowed us to outline its main provisions. It includes the availability of a new set of financial instruments (core, extra, along with the inclusion of a social fund that should be granted only on a competitive basis), financing and rating methodologies correlated and determined at the institutional level of performance and quality of educational services. Using the new method of universities ranking, worked out by the council, whose members are The Romanian Agency for Quality Assurance in Higher Education (Agenția Română de Asigurare a Calității în Învățământul Superior (ARACIS)), National Council for Attesting Titles, Diplomas and Certificates (Consiliul National de Atestare a Titlurilor, Diplomelor și Certificatelor Universitare (CNATCDU)) and the National Council for Scientific Research (Consiliul Național al Cercetării Științifice (CNCS)).

The Law on Education form 2011 also provides new criteria for academic promotion of teachers and changes in university management. The law promotes the improvement of local governance by business activity in institutional management, increase of rector's power in decisions taken and growth of quantity of students represented in Senate of University and Senate of Faculty as partners in all educational processes.

This Law also envisaged possibility of expanding access to higher education for the underprivileged youth groups to receive access to learning and removing of financial barriers for youth. The new law includes support for indigent students that conduce to attract banks to financing of state educational programs. According to this aim, the Government should guarantee or subsidize student loans to keep interest rates enough low to facilitate students' access to bank's loans.

Improving the provision of lifelong learning (Lifelong Learning) services Law on Education № 1/2011 provides a conceptual and comprehensive vision of LLL and confirms the recognition and certification of competences acquired in formal and informal contexts [4].

During the transition period between 1989-1999 years observed low level of assignments in education in due to political, social and economic problems of the country. The situation was changed in 2000's because of economic development as a result of close cooperation with EU. The funding of higher education based on differentiated approaches to evaluation of universities, their partial financial autonomy, cost-oriented researches. Today in Romania, as in other EU countries rather developed trend of research universities that require close cooperation of education, science and economic environment [1]. It was found that in Romania for the allocation of university funding correspond to intermediary organizations, for example, National Council for Higher Education Financing. The financial policy of Romanian universities is characterized by diversification of sources, openness and transparency [7].

Among the features of the financing of university education found:

- Decentralization, means the distribution of funds by the National Council for Higher Education Funding;
- Diversification of higher education financing, means external allocation is 64% (these include public funding, EU funds, support of banks, attracting of private funds) and the

University own revenues constituting 36% (as an income of its own business);

- Transparency is based on the Law "On free access to public information" according to which the administration accountable to the public [6].

At the state level of educational *management* observed its decentralization, what is evidenced by a number of advisory bodies set up under the Ministry of National Education National Student's Organizations Alliance in Romania (Alianța Națională a Organizațiilor Studențești din România (ANOSR), The National Agency for Qualifications in Higher Education and Economic and Social Partnership (Agenția Națională pentru Calificările din Învățământul Superior și Parteneriat cu Mediul Economic și Social (ACPART)), Romanian Agency for Quality Assurance in Higher Education (Agenția Română de Asigurare a Calității în Învățământul Superior (ARACIS)), National Council for Academic Assessment and Accreditation (Consiliul Național de Evaluare Academică și Acreditare (CNEAA)), National Council for Higher Education Financing (Consiliul Național pentru Finanțarea Învățământului Superior (CNFIS)), National Council of Scientific Research in Higher Education (Consiliul Național al Cercetării Științifice din Învățământul Superior (CNCSIS) and others, such as the Council of Academic, Management and Ethics (CEMU); The National Council for Scientific Ethics, scientific and technological development and innovation (CNECSDTI); National Council on verification of academic degrees, diplomas and certificates (CNATDCU); the National Council for Scientific Research (CNCS); National Council on statistics and forecasting in higher education is facing the task of developing and continually updating higher education indicators for monitoring and evaluation of development that determined the dynamics of the labor market. Similar advising bodies will help to decentralize management of higher education in Ukraine.

At the university level management democratization is ensured by providing more autonomy to universities in all areas (academic, financial, organizational and personnel). According to the Law "On National Education" № 1/2011 universities are divided into the following categories: I category of Advanced Research and Education Universities (Universități de Cercetare Avansată și Educație) which includes 12 universities; category II Educational and Scientific Research Universities (Universități de Educație și Cercetare Științifică) – 23 also belong to Category II Educational and artistic creation universities (Universități de educație și creație artistică) – 8, III-I category of universities, concentrated on education (Universitățile centrate pe educație) – 48 [7]. University level management in universities of the first category is divided into two groups: academic and executive management.

The active development of student's self-governance (unions and associations– USR, UNSR, ESU, EAS) and attracting students to make important decisions have been noticed. Observing the active development of student unions and associations should emphasize on attracting students to make important decisions. Thus, in Romanian universities students have 25% quota in all university bodies that make decisions, which touch the interests of students, such as University Senate, Faculty Councils, and committees on ethics.

For Ukrainian higher education is representative the anti-corruption experience of Romanian universities, as one of the most difficult problems of modern higher education. In particular, presented the project "Coalition for Clean Universities" which is effectively helps to fight with corruption and it is an example of public control over the quality of educational services, financial and management activities of universities. Such practice was preceded by the adoption of a law on access to public information. The content of this project involved the monitoring and testing

of the universities on the basis of existing methodology that was first used by the pilot phase of this project (October 2007 – May 2008) [3]. On the first phase the analysis of existing problems, connected with corruption processes in Romanian higher education, has been done. The questions were formulated on the basis of test, which were classified into categories. Each category and item questions replied for certain number of points out of a total – 100 points, which were distributed as follows: 1) transparency and fairness of administration – 30 points; 2) academic justice – 20 points; 3) quality control – 35 points; 4) financial management techniques – 15 points [3].

Conclusions. The conducted study of the main features of Romanian university education development in of EU integration conditions gives estates for the following **conclusions.** Were investigated the main conditions to ensure the effectiveness of university education reforms in the context of Romania's accession to the Bologna Process. The first condition is a legislative framework for the reforming process. Were accepted two Laws on Education: 1995 and 2011, which provided methodological, economic and pedagogical framework to address the transition from the "Soviet model" of higher education at the beginning of the fifth period (1989-2000) and the implementation of specific objectives of the Bologna Declaration in the second phase (2000-2011 years). Among the main trends of legislative policy identified the purposefulness and totality – the most complete coverage of all areas of the Bologna Declaration implementation.

Another condition for successful advancement on the path to European integration is to finance university education. Starting from 2000 years a gradual increase in funding begins, based on made public, private and European funds. Investigating the mechanisms of financial support, identified the following trends: the formation of the university budget made in accordance with the evaluation of educational services quality; attracting private funds; openness and transparency of university financial policy – it is controlled by public society. Management system is determined as an important condition for successful reforms and has two levels: state and university. In particular, to make sure that all areas of education established at Ministry of National Education have been created the relevant advisory bodies.

University level characterized by changes in management style from an authoritarian to a democratic, from the subordinated to state to autonomous; at research universities found fairly extensive control system, which is divided into two groups: academic and executive management. An important and urgent for Ukrainian higher education reforms on the way to EHEA is a clear gradation of universities in accordance with the objectives of their operation, which in Romania divided into 3 categories: I category of Advanced Research and Education Universities; category II Educational and Scientific Research Universities, also belong to Category II Educational and artistic creation universities, III category of universities, concentrated on education.

In the study of the process of university education reforming and modernization in Romania directions of the Bologna Declaration identified the following features: the European orientation of university education; support for international mobility of students and teachers to encourage participation in international projects; adaptation of specialties, qualifications, educational programs according to European standards; the experience of the National Qualifications Framework creation in accordance with the European Qualifications Framework were generalized; presents a unique experience of fighting with corruption from the public position; revealed the launch of new approaches in higher education financing; autonomy of higher education institutions; integration of university

education to science, production and business; the introduction of the "Coalition for Clean universities" as a form of fighting with corruption.

References

1. Zacharias S. Comparative review of some fundamental aspects of university management practices adopted in Europe [electronic resource] / S. Zaccaria. – Access: URL: <http://technical.bmstu.ru/istoch/upr/ZAHARIA.HTM>. – Title from the screen.
2. Mariuts I. development of university education in Romania in conditions of EU integration: Resume for thesis for degree of candidate of Pedagogical Sciences in specialisation 13.00.01 "General pedagogy and history of pedagogy" / I Mariuts. – K., 2014. – 23 p.

3. Coalition for Clean Universities (CCU) Report [Electronic resource]. – Way of access : URL : http://siteresources.worldbank.org/EXTSOCIALDEVELOPMENT/...Romania_CUC_report.pdf. – Title from the screen.

4. Educației naționale [Resursă electronică] : lege nr. 1 din 5 ianuarie 2011. – Calea de acces : URL : [http://www.lege-online.ro/lr-LEGE-1-2011-\(125150\).html](http://www.lege-online.ro/lr-LEGE-1-2011-(125150).html). – Numele ecranului.

5. Evolution of higher education in Romania during the transition period / T. Andrei, D. Teodorescu, B. Oancea, A. Iacob // Procedia Soc. Behav. Sci. – 2010. – Vol. 9. – P. 963–967.

6. Florea S. Higher education in Romania / S. Florea, P. J. Wells. – Bucharest : UNESCO European Centre for Higher Education, 2011. – 221 p.

7. Marga A. University reform today / A. Marga. – 4th ed., rev. – Cluj-Napoca : Cluj University Press, 2005. – 450 p.

Надійшла до редколегії 29.09.16

I. Мариуц, канд. пед. наук, асист.

Київський національний університет імені Тараса Шевченка, Київ

ПЕРСПЕКТИВИ РОЗВИТКУ УНІВЕРСИТЕТСЬКОЇ ОСВІТИ УКРАЇНИ ІЗ ЗАСТОСУВАННЯМ ДОСВІДУ РУМУНІЇ

У статті представлений комплексний аналіз розвитку університетської освіти Румунії у процесі європейської інтеграції, трансформації вищої освіти в цілому, так і університетської зокрема. Можливості використання ефективного румунського досвіду у реформуванні української вищої освіти. Виокремлено основні тенденції та особливості розвитку румунського університетської освіти відповідно до європейської інтеграції Проаналізовано умови, що забезпечують ефективну реалізацію Болонського процесу. Розкрито способи боротьби румунського суспільства з корупцією на рівні університетської освіти: описана структура і функціонування румунської антикорупційної організації "Коаліція за чисті університети", чий досвід може бути корисним для застосування в Україні.

Ключові слова: університетська освіта Румунії, Коаліція за чисті університети, європейська інтеграція, реформування освіти, Болонський процес.

I. Мариуц, канд. пед. наук, ассист.

Киевский национальный университет имени Тараса Шевченко, Киев

ПЕРСПЕКТИВЫ РАЗВИТИЯ УНИВЕРСИТЕТСКОГО ОБРАЗОВАНИЯ УКРАИНЫ С ПРИМЕНЕНИЕМ ОПЫТА РУМУНИИ

В статье представлен комплексный анализ развития университетского образования Румынии в процессе европейской интеграции, трансформации высшего образования в целом, так и университетского частности. Возможности использования эффективного румынского опыта в реформировании украинского высшего образования. Выделены основные тенденции и особенности развития румынского университетского образования в соответствии с европейской интеграцией. Проанализированы условия, обеспечивающие эффективную реализацию Болонского процесса. Раскрыты способы борьбы румынского общества с коррупцией на уровне университетского образования: описана структура и функционирование румынской антикоррупционной организации "Коалиция за чистые университеты", чей опыт может быть полезным для применения в Украине.

Ключевые слова: университетское образование Румынии, Коалиция за чистые университеты, европейская интеграция, реформировании образования, Болонский процесс.

Мариуц Ілона Олександрівна – Україна, Київ; кандидат педагогічних наук, асистент кафедри педагогіки, факультету психології, Київського національного університету імені Тараса Шевченка.

Контактна інформація: (044) 521-35-13, e-mail: ilonamariuts@gmail.com

Мариуц Ілона Александровна – Украина, Киев; кандидат педагогических наук, ассистент кафедры педагогики, факультета психологии, Киевского национального университета имени Тараса Шевченко.

Контактная информация: (044) 521-35-13, e-mail: ilonamariuts@gmail.com

Mariuts Iлона – PhD (Pedagogical Sciences), Lecturer at Department of Pedagogy, Faculty of Psychology at Taras Shevchenko National University of Kyiv.

Contact Information: (044) 521-35-13, e-mail: ilonamariuts@gmail.com

УДК 371.13:378.4(44)

О. Плахотнік, д-р пед. наук, проф.

Київський національний університет імені Тараса Шевченка, Київ

ІМПЛЕМЕНТАЦІЯ В УКРАЇНІ ПРОЦЕДУР ТА ІНСТРУМЕНТІВ ЗОВНІШНЬОГО І ВНУТРІШНЬОГО ЗАБЕЗПЕЧЕННЯ ЯКОСТІ ВИЩОЇ ОСВІТИ

Запровадження в Україні Стандартів і рекомендацій щодо забезпечення якості в Європейському просторі вищої освіти дає можливість продемонструвати імплементацію в Україні політики, процедур та інструментів зовнішнього та внутрішнього забезпечення якості вищої освіти. Створення Національної рамки кваліфікацій сприяє перенесенню ідеї Європейської рамки кваліфікацій на український ґрунт. У процесі дослідження встановлено, що якісна трансформація Національної рамки кваліфікацій є ефективний інструмент розроблення, ідентифікації, співвіднесення, визнання, планування і розвитку кваліфікацій може бути досягнута лише за умови створення атмосфери взаємної довіри та співпраці між державою, бізнесом, освітою та суспільством.

Ключові слова: Європейський простір вищої освіти, Національна рамка кваліфікацій, якість вищої освіти, стратегія розвитку вищої освіти України.

Постановка проблеми. Стратегія розвитку вищої освіти України передбачає створення інфраструктури, яка дозволить вищим навчальним закладам (університети, коледжі тощо) максимально реалізувати свій індивідуальний потенціал, що відповідав би високим вимогам європейської системи знань, та адаптувати систему вищої освіти України до принципів, норм, стандартів і основних положень європейського простору вищої освіти, прийнятих і ефективних для нашої держави і суспільства.

Як і будь-який інтеграційний процес, Болонський процес, безсумнівно, має пряме відношення до гармонізації освітнього простору. В якості основного завдання ставиться розширення відповідності і сумісності основних факторів, які характеризують вищу освіту, включаючи ступені, кредити, забезпечення якості тощо. Використання такого підходу повинно б підвищити мобільність, зробити можливим вільне пересування студентів і викладачів вищої школи у європейському освітньому просторі.