

SYSTEM OF EDUCATION IN UKRAINE: ACCEPTING CHALLENGES AND ANALYZING PERSPECTIVES

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Innovation in education is associated with general processes in society, globalization and integration processes. Innovation in education is the process of creating, introducing and disseminating new ideas, tools, pedagogical and managerial technologies in educational practice. As a result, the achievements indicators (levels) of the structural components of education increase, and the transition of the system to a qualitatively different state occurs.

The main goal of introducing innovations in education is the need to respond to the challenge of globalization transformations, environmental problems, and multicultural trends in the world. The current stage of development of education in the world is characterized by a special intensity of reformist processes in the field of higher education, which is conditioned by trends of world development. Within these trends, the reform of higher education systems takes the following common characteristics: decentralization and democratization of governance; the expansion of the autonomy of universities with the simultaneous strengthening of the control of society; emphasis on market models of organization, management and financing of higher education [1].

Reforming of higher education in European countries encounters a significant number of problems that can be divided into four groups:

- internal problems related to the implementation of the main functions of higher education institutions (conducting scientific research, organization of educational process, effective methodological support);
- growth of competitiveness of higher educational establishments;
- level and quality of management of higher educational establishments;
- changing conditions in which higher education institutions operate (financial constraints, the need for a society in continuing education, reducing the number of entrants in European countries).

We agree with the position of S. Opryatny who claims that “[T]he problems mentioned above urge European countries to find new approaches, to create a new policy and legislative framework in the field of higher education” [2].

The educational sphere has developed its market of services, which, like any market, is characterized by rivalry and competition. Today, new approaches to the organization of work of higher educational institutions, flexible management, and vision of perspectives are needed.

Educational innovations have successfully influenced the solution of a complex of socio-economic problems such as elimination of unemployment, crime rate, etc.

A. Sbruyeva mentions presence of a set of the main tendencies in reforming modern educational systems. They are:

- formation of a person who is socially adapted to modern conditions of societal development, is able to function in the world of complex technologies, to coexist with other people and Nature, is able to identify him/herself with the national and human community – these serve as a goal of reform;
- elimination of illiteracy as a leading way to overcome the global crisis of educational systems;
- development of a system of continuing education;
- achievement of high qualitative characteristics of the educational process through the introduction of teaching methods that will promote the manifestation of creative activity and independence of students; devoting more attention to ways of organizing the interaction between students, between a student and a teacher at all stages of the cognitive process;
- reforming the content of education through the introduction of integrated and specialized curricula; an increase in the study time for the study of natural and mathematical disciplines, computer literacy as a compulsory component of education;
- socialization of the individual within the framework of the concept “Education in the spirit of peace, democracy and citizen rights”;
- intensification of trends towards convergence of educational models in developed countries as a result of the development of the global economy, the international labor market [3].

The report of the International Commission on Education for the 21st Century presented by UNESCO addresses four main goals of education: learning to live together, learning to learn, learning to work, and learning to live.

Learning to live together is possible only by realizing the growing interconnection between people, countries, and peoples. This task arises in connection with the need for joint projects and a reasonable and peaceful solution to the inevitable conflicts.

Learning to acquire knowledge in the light of rapid changes is associated with scientific progress and new forms of economic and social activity. A modern person needs to get quite a broad general cultural knowledge with the ability to profoundly master a limited number of disciplines.

Learning to work, that is, to improve in the profession, and in the broader sense – to acquire the competence that makes it possible to solve various life situations.

Learning to live means to learn to better to know yourself for the most complete use of your personal potential.

In the late 80's, most countries in Central and Eastern Europe began the process of reforming educational systems. The analysis of the conduct and direction of the reforms allowed the experts to identify their four types: correction, modernization, structural, system reforms.

Corrective education reforms are part of those global political and socio-economic changes that began in the Eastern European region in 1989. This type of reform was aimed at correcting and correcting exaggeration in the development of educational systems and meant decentralization and liberalization of educational structures, de-ideologization of the content of education, and introduction of new Prince School Policy.

Modernization reforms are aimed at bringing educational systems closer to Western standards. Particularly active reforms of this type were conducted at the level of curricula, writing textbooks and manuals, educational technologies, teaching methods. However, due to lack of funding in many countries the inconsistency in transformation and implementation of reforms went along the path of restoration of organizational forms, without affecting the content of the learning process.

Structural reforms mean the reorganization of educational structures; for example, the structure of school education by means of increasing or reducing the terms of training in primary or part-time secondary schools, the restructuring of the education management system, and the system for improving the skills of teaching staff.

System reforms are the most dynamic type of educational reform; a global character, aimed at changing the educational paradigm and educational policy, characterizes them. They cover not only school/university laws, school/university curricula, and textbooks. One of the long-term goals of their implementation is the change in the internal logic of education and its relationship with other social spheres. System reforms are a consequence and result of political and socio-economic changes. They touch upon the key elements of any educational system: the quality of education and its control, the national educational standard, the relationship between education and the market, the system of financing and management of education [4].

The tendencies in modern education in Ukraine can only be determined by analyzing the processes that take place in the state as a complex social-economic system, as well as in the unity with the development of the international educational sphere. Trends in the development of the education system affect all subsystems, including management, which in turn affects its laws. Considering the determinants of the development of general secondary education, one can systematize them in the following way: economic, social, political, market, technological, international.

The main tendencies of the functioning and development of the education system in Ukraine that influence the laws governing the management of educational institutions, regardless of their type and form of ownership, are:

- priority of universal values and humanistic orientation;
- intensification of public and state efforts to bring education to the level of international standards and achievements in this field;
- the formation of national-patriotic morality;

- development of education that is based on the latest psychological and pedagogical technologies;
- departure from the principles of authoritarian pedagogy, leveling the natural individual characteristics of all who study;
- development of non-state forms of ownership of educational institutions.

These most common tendencies in the education of Ukraine give rise to corresponding trend tendencies in all its subsystems: organizational-managerial, scientific, educational, educational, special-pedagogical, vocational-technical, etc.

The most significant tendencies that characterize the functioning of general educational institutions in modern conditions are: the desire to expand the variability of the curricula content, to provide certain profiling in order to adhere to state standards of education; attempts by the leadership of educational establishments to create such complexes as pre-school, secondary and higher educational establishments; implementation of foreign pedagogical technologies (especially in the field of teaching subjects of the humanitarian cycle) in the educational process; expansion of bilateral contacts between groups of pupils and educational institutions of different countries; implementation of the distance education system at all levels; introduction of computer technologies in the learning process.

Common trends in Ukrainian education include inconsistency of budget financing with the requirements of society to the quality of education and upbringing and certain orientation from the authorities of education on self-financing, entrepreneurial activity of educational institutions. One can not ignore trends such as ‘aging’ of teaching staff, lack of high motivation to enhance professional skills and really creative work. At the same time, the administration board of educational institutions has a tendency to master the technologies of professional management and their implementation in management; however, there may be traced practices that lead to reduction of the level of real democracy in governing and spread of authoritarianism [5].

Consequently, today the indisputable signs of human development are globalization and integration tendencies that have embraced all without a screw of sphere of life. In this regard, the logical characteristic of the 21st century are the search for a universal model of society development that harmoniously combines knowledge and highly effective technologies, traditions and innovations, national characteristics and global trends.

In order to become a full participant in global politics, economics and culture, it is necessary to maintain and develop human potential. Education acts in this process not only as a factor in social progress, but also as one of the most important aspects of the development of society.

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LANGUAGE AND PEDAGOGICAL COMMUNICATION AS THE SUB-SYSTEM IN GENERAL PROFESSIONAL TRAINING

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Close relations between language and culture are obvious. Language is the part of human culture. Both language and culture are the most important distinctive features of society [1]. Culture determines way of speaking and thinking. Language is linked to and interacts with culture on many levels. Being a tool of communication, language makes a bridge to other people and opens access to other cultures, promoting mutual understanding. Language helps people to perceive culture, to form the ability of expressing own thoughts and opinions, to present subjective points of view. Language powerfully shapes people [2].

There are differences in the methods in which language is used [3]. The structure or architecture of speech varies from one personality to another. The conditions “restricted – elaborated code of language” are value-laden for scientists who study language. Restricted code of language is syntactically crude, has short, grammatically simple sentences and restricted vocabulary. Elaborated code of language employs a superior vocabulary, more intricate grammar and syntax and allows abstract thought to be expressed more easily. The difference in language usage is dependent upon individual intellectual development and education. The more educated an individual the more elaborate his language to be used. Educated people have access to an elaborated code of language. This fact places them at advantage intellectually. The lack of elaborated code of language is a barrier to develop intellectual potential.

It is obvious, that contemporary society demands new pedagogical tendencies in education, focused on the globalization of culture, such as to cognize the art of living with other people, to consider oneself a part of the world and to take the place in it. In this content it should be stressed on the problem of language environment and language usage in higher education system. This problem is of great importance now. Language environment influences general professional culture of the student, formation and education his personality traits. One of the destroy factors in language and cultural environment in higher education system is wide usage a strong language in students. The negative influence of this language