

Tkachenko Uliana. Higher education development in independent Ukraine (1991-2002). Journal of Education, Health and Sport. 2019;9(6):562-571. eISSN 2391-8306. DOI <http://dx.doi.org/10.5281/zenodo.3661433>
<http://ojs.ukw.edu.pl/index.php/johs/article/view/7684>

The journal has had 7 points in Ministry of Science and Higher Education parametric evaluation. Part B item 1223 (26/01/2017).
1223 Journal of Education, Health and Sport eISSN 2391-8306 7

© The Authors 2019;

This article is published with open access at Licensee Open Journal Systems of Kazimierz Wielki University in Bydgoszcz, Poland

Open Access. This article is distributed under the terms of the Creative Commons Attribution Noncommercial License which permits any noncommercial use, distribution, and reproduction in any medium, provided the original author (s) and source are credited. This is an open access article licensed under the terms of the Creative Commons Attribution Non commercial license Share alike. (<http://creativecommons.org/licenses/by-nc-sa/4.0/>) which permits unrestricted, non commercial use, distribution and reproduction in any medium, provided the work is properly cited.

The authors declare that there is no conflict of interests regarding the publication of this paper.

Received: 10.06.2019. Revised: 24.06.2019. Accepted: 28.06.2019.

УДК: 378.091-043.86(477)"1991/2002"(09)

HIGHER EDUCATION DEVELOPMENT IN INDEPENDENT UKRAINE (1991-2002)

Uliana Tkachenko

Khmelnyskyi Humanitarian-Pedagogical Academy

kgpa@ukr.net

Abstract

The article deals with the problem of higher education development in independent Ukraine in the period 1991-2002. The main ways of reforming the education system are outlined. The priorities of the state policy in the development of education are revealed. Areas of international cooperation in the field of education and science are of great importance.

Key words: education; development of higher education; reform; directions.

РОЗВИТОК ВИЩОЇ ОСВІТИ В НЕЗАЛЕЖНОЇ УКРАЇНІ (1991-2002 рр.)

Уляна Ткаченко

Хмельницька гуманітарно-педагогічна академія

У статті розглянуто проблему розвитку вищої освіти в незалежній Україні в період 1991-2002 рр. Зазначено, основні шляхи реформування системи освіти. Розкриваються пріоритети державної політики в розвитку освіти. Важливого значення

набувають напрями міжнародної співпраці в галузі освіти і науки.

Ключові слова: освіта; розвиток вищої освіти; реформування; напрями.

Statement of the problem. The development of Ukraine in the third Millennium is defined in the context of European integration with a focus on building a civil society. During the first decades of the state independence in Ukraine the historically inevitable transition to the new framework for social development was carried out: the transition from totalitarianism to democracy – in the socio-political sphere, in the economy – from command system of the planned economy to a socially oriented market economy; in the life of every person – from consumer, contemplative viewpoints to the functions of a self-sufficient coordinator of activity. Such changes in the society, economy, education, and the life structure require updating the social priorities of the individual.

Analysis of recent research and publications The problems of higher education development in Ukraine were discussed by many researchers, in particular V. Andrushchenko, I. Bekh L. Vashchenko, P. Honcharenko, I. Ziaziun, V. Kremen, V. Madzihon, I. Perederiy, S. Siropolko, V. Shynkaruk, M. Yarmachenko, etc.

The purpose of work Of V. Baidenko, R. Hurevych, I. Dobroskok, M. Yevtukh, I. Ziaziun, S. Lisova, S. Sysoieva, and others are devoted to the research of professional training of specialists in higher education. The history and current priorities of higher education were studied in the works of domestic scientists (N. Bibik, A. Harmash, L. Huberskyi, V. Zakharchenko, N. Zhurovskyi, S. Kalashnikova, O. Lokshyna, V. Luhovyi, O. Pometun, Yu. Rashkevych, O. Savchenko, N. Stepko, N. Chobitko, Yu. Shapran, etc.) and of foreign researchers (R. Ballester, T. Navraksis, P. Reilly, M. Reicherts, A. Garbowska, etc.) [2, C. 92–125].

Basic material. Ukraine inherited from the Soviet Union a powerful extensive educational system with advanced infrastructure at that time. However, the inclusion of education of Ukraine in the all-Union educational system had negative consequences. Training of personnel was mainly focused on all-Union needs and plans, which led to an imbalance in the placement of higher education institutions and in the structure of professional areas of training: with an excessive number of specialists with engineering education, there were not enough legal experts, economists, sociologists, psychologists, and managers.

The centralization of the development of educational programs and textbooks led to the unification of the educational process, which limited the possibility of studying the

history, culture, Ukraine and its separate regions. The administrative and command management system of the education hindered the development of pedagogical creativity and limited initiative. All these circumstances required a thorough analysis and updating of the education system, its modernization. In terms of qualitative and quantitative indicators, it does not always correspond to the level of education in Europe and the world; it has outdated content, forms and methods of education, and other obstacles and problems.

This stage of the development of higher education in Ukraine began after the declaration of its independence. During this period, the experience of the Soviet higher education system has been revived and the best achievements of the systems of the European countries have been implemented in the country. In recent years, Ukraine has adopted a number of documents aimed at further development of the higher education system. They are the State National Program “Education (Ukraine of the XXI century)” (1993), the Law of Ukraine “On Education” (1991), the Law of Ukraine “On Higher Education” (2002).

Since the first years of the independence of Ukraine the conceptual foundations and state priorities for the development of its education have been considered primarily from the standpoint of its role and place in ensuring the functioning of the society, and its direct relationship with the sphere of labour. To this end, active systematic work is being carried out to create conditions for determining the educational problems of the development of the country and its regions in the political context and making decisions at the state level, solving problems involving the education sector that arise in the labour market, and providing the higher education system with broad opportunities for citizens to obtain professional training.

The main ways of reforming the education system have been defined: creating an atmosphere of general state assistance in the development of education in the society; overcoming the devaluation of universal and humanistic values, separation from the national sources; ensuring the development of higher education on the basis of new progressive concepts, introduction of advanced technologies, scientific and methodological achievements; training a new generation of teaching staff; integration of education and science; active involvement of the scientific potential of higher education institutions in the educational process; motivation to participate in research and developments.

During the years of Ukraine’s independence, in the difficult conditions of the transitional period a legislative educational legal sphere was created at the state level. With the adoption of the Constitution of Ukraine, the laws of Ukraine “On Education”, “On Preschool Education”, “On General Secondary Education”, “On Extracurricular Education”, “On Vocational and Technical Education”, “On Higher Education”, the main legal norms of

the democratic development of the education system have been defined [4].

On the basis of the new legislative framework in Ukraine, in difficult socio-economic conditions, the purposeful work is being carried out to stabilize the education system, create conditions for organizing the activities of higher education institutions, implement a policy of top-priority state support for higher education, target training programs for able and gifted students, as well as students with special needs. The important steps have also been taken to approve lifetime level education, to create national scientific and pedagogical literature, to update the content of education and professional training, to ensure the variability of the network of educational institutions and educational standards, and to expand the economic base of higher education.

The conceptual basis of its reform is defined by the State National Program “Education (Ukraine of the XXI century)”. This document was considered and approved by the First Congress of Teachers of Ukraine (December 1992) and approved by the Cabinet of Ministers (resolution No 896 of November 3, 1993).

The important requirements of the reform were to overcome the state monopoly in the sphere of education, to diversify educational programs, to expand sources of funding, to democratize forms of management, and to create educational institutions of various types.

The State National Program “Education (Ukraine of the XXI century)” determines the following strategic objectives of higher education reform: transition to a flexible, dynamic level system of specialists’ training that will meet the needs and abilities of the individual in receiving certain education and qualification levels in the desired area, in accordance with their abilities; the formation of a network of higher educational institutions, which according to the education and qualification levels, types of educational institutions, forms and terms of training, funding sources would satisfy the interests of individuals and needs of each region and the state as a whole; increasing the educational and cultural level of the society; improving the higher education system of Ukraine to the level of the achievements of the developed countries of the world; its integration into international research and educational community [3].

The results of the development of the national higher education system over the ten years of independence of Ukraine were analyzed at the II all-Ukrainian Congress of Educators (2001), its further strategy is defined in the National Doctrine of Education Development.

The National Doctrine is a state document that defines a system of views on the strategy and main directions of the development of education in Ukraine in the first quarter of the XXI century.

The XXI century sets new requirements for education. Globalization, rapid change of technologies and the establishment of priorities for sustainable development of society determine the growing role of education.

The priorities of the state policy in the development of education are: learner-oriented education; formation of national and universal values; creation of equal opportunities for youth in receiving quality education; the constant updating of the content of education and forms of organization of the educational process; the development of system of lifetime education and lifelong learning; formation of healthy lifestyle with the help of education; the development of Ukrainian-language educational space; meeting the educational needs of the national minorities; ensuring economic and social guarantees for professional self-realization of teaching employees and academic staff, increase of their social status; integration of education and science, the development of pedagogical and psychological science; development and implementation of educational innovations, information technologies; creation of training resources production industry; creation of an educational services market and its scientific and methodological support; integration of Ukrainian education into European and world educational space [1, C. 5-14].

Is a condition for the modernization of the education system, the main factor in its further development. It is provided by: sufficient funding for science and support of domestic scientific publications; fundamentality of education, intensification of scientific research in higher educational institutions; formation of educational content based on the latest scientific and technological achievements; innovative educational activities in educational institutions of all types, levels of accreditation and forms of ownership; legal protection of educational innovations and results of scientific and educational activities as intellectual property; implementation of the scientific expertise of the state education standards, textbooks, innovative systems of training and education; involvement of gifted school and college youth, teaching employees in research activities; deepening collaboration and cooperation between educational institutions and academic institutions, extensive participation of the scientists of the NAS of Ukraine and sectoral academies of sciences in the educational process and research work in educational institutions; creation of scientific information space for children, youth, and all active population, using for this purpose the opportunities of new communication and information tools; introduction of targeted programmes to promote the integration of education and science; the advanced development of pedagogical and psychological sciences.

The main directions of international cooperation in the sphere of education and science

are the implementation of joint research, cooperation with international foundations, holding international scientific conferences, seminars, symposiums; assistance in the participation of Ukrainian scientists and teachers in relevant events abroad, in various forms of educational and scientific exchanges, internship and training of pupils, students, teaching, academic staff abroad, in the publication and distribution of foreign scientific and educational literature.

Through organizations such as the Council of Europe, UNESCO, the European Union, UNICEF and others, through participation in various projects, the Ukrainian education system not only seeks to obtain additional information about ways, means and methods of spreading and deepening the humanitarian sphere, but also to demonstrate its own achievements.

The main directions of the state policy in the sphere of higher education are defined by the Constitution of Ukraine, the laws of Ukraine “On Education” and “On Higher Education”, the acts of the President of Ukraine and the Cabinet of Ministers of Ukraine.

The Law of Ukraine “On Higher Education” regulates public relations in the field of education, upbringing and vocational training of Ukrainian citizens. It establishes the legal, organizational, financial and other principles of the functioning of the higher education system, creates the conditions for self-realization of the individual and meeting the needs of society and the state in qualified specialists.

The state policy in the field of higher education is determined by the Verkhovna Rada of Ukraine and is based on the principles of: accessibility of higher education to every citizen of Ukraine; independence from the influence of political parties, public and religious organizations; integration of the higher system of education of Ukraine into the world system while preserving and developing the achievements and traditions of the Ukrainian higher education; the state support for training specialists for priority areas of basic and applied research.

Higher education of Ukraine, like the society itself, is in the process of democratization of the relations at all levels of functioning the branch. The law of Ukraine "On Higher Education" promotes the improvement of the legal boundaries in the field of democratization of higher education, defines the principles of autonomy of higher education institutions, centralization and decentralization of the decision-making process [5].

Democracy and public participation are the most evident in such areas as the development of components of higher education standards system, the formation of the concept of gradual education, and the access to higher education for Ukrainian citizens.

Since the 90s of the 20th century, the training of specialists in the higher education system of Ukraine has been carried out according to the principle of gradual education. The

Law of Ukraine “On Education” introduced a system of higher education of Ukraine, which insures the training of specialists of education and qualification levels of bachelor and master, along with the traditionally trained professionals of education and qualification level of specialist.

Ukraine has implemented a 3 ... 4-year cycle of training of specialists of the education and qualification level of bachelor on the basis of complete general secondary education, which gives them the right to receive the relevant to the direction of preparation professional qualification and to perform appropriate professional activities in the labor market. Simultaneously, bachelors acquire an educational level of basic higher education, that is, an educational qualification.

The received educational qualification gives bachelors the right to continue education in any educational and professional course of training specialists of education and qualification levels of specialist or master in this field of training, having done the course of training graduates receive complete higher education and vocational qualification of the correspondent education and qualification level. The educational level of complete higher education gives them the right to continue their studies under the programs of training research and academic staff. As an option, students have the opportunity to gain simultaneously a second vocational qualification in the relevant field of study (bachelor’s degree program).

Training specialists of the education and qualification levels of a specialist or a master is the second stage of professional higher education and is mainly vocationally related. The course of training of specialists of education and qualification levels of a specialist or a master does not last more than 1-2 years.

In the Ukrainian system of gradual education, the educational level of higher education is a distinctive feature of higher education defined on the basis of the degree of formation of the intellectual qualities of a person sufficient to gain a qualification that corresponds to a certain education and qualification level.

The Law of Ukraine “On Higher Education” sets the following educational levels:

- incomplete higher education - a characteristic of the formation of the intellectual qualities of a person, which determine person’s development as an individual and are sufficient to gain qualifications at the education and qualification level of a junior specialist;
- basic higher education - a characteristic of the formation of the intellectual qualities of a person, which determine person’s development as an individual and are sufficient to gain qualifications at the education and qualification level of a bachelor;

- complete higher education - a characteristic of the formation of the intellectual qualities of a person, which determine person's development as an individual and are sufficient to gain qualifications at the education and qualification level of a specialist or a master.

The Law of Ukraine "On Higher Education" establishes a system of education and qualification levels. Education and qualification level characterizes higher education on the basis of the degree of the development of knowledge, skills and proficiencies of a person, which ensure person's ability to perform tasks and duties (work) of a certain level of professional activity - the characteristics of professional activity on the basis of a certain set of professional activities performed by a specialist.

The following education and qualification levels of higher education are established in the system of Ukrainian gradual education.

Junior Specialist - the education and qualification level of higher education of a person who, on the basis of complete general secondary education, has received incomplete higher education, special skills and knowledge sufficient to perform the productive activities required for primary positions in a certain type of economic activity, at the operator's level of professional career.

Performing production functions, junior specialists are able to transfer their activities from one subject to another. The tasks completed by junior specialist involve the choice of ready-made solutions from a set of standard generally accepted algorithmic decisions.

People with the basic general secondary education may study under the educational and professional training program of a junior specialist and simultaneously get a complete general secondary education.

Bachelor - the education and qualification level of higher education of a person who, on the basis of complete general secondary education, has received basic higher education, fundamental and special skills and knowledge about the generalized object of the activity (work), sufficient to fulfill the tasks and duties (work), required for primary positions in a particular type of economic activity, at the operating level of professional activity.

Specialist - the education and qualification level of higher education of a person who, on the basis of a bachelor's education and qualification level, has received full higher education, special skills and knowledge sufficient to fulfill the tasks and duties (work) required for primary positions in a particular type of economic activity, at the technological level of professional activity.

Productive functions performed by specialists are related to all stages of the life cycle

of the objects of their activity. The tasks of the activity they solve involve actions according to a complex algorithm that contains the procedure of designing the solutions.

Master's Degree - the education and qualification level of higher education of a person who, on the basis of a bachelor's education and qualification level, has received full higher education, special skills and knowledge sufficient to fulfill professional tasks and duties (work) of an innovative nature, required for primary positions in a particular type of economic activity, at the research level of professional activity.

Productive functions performed by masters are related to all stages of the life cycle of the objects of their activity. The tasks of the activity they solve involve actions according to a complex algorithm that contains the procedure of designing the solutions.

As long as the requirements of the higher education standard for the training teaching staff are fulfilled, master's education and qualification level provides the ability to perform pedagogical functions related to the generalized objects of this activity.

The results of the development of the national higher education system for the ten years of Ukraine's independence were analyzed at the II All-Ukrainian Congress of Education Employees (2001), and its further strategy is defined in the National Doctrine of Education Development, which is the state document that defines the system of views on the strategy and main directions of the development of education in Ukraine in the first quarter of the XXI century.

According to the Doctrine, education is the basis for the development of a personality, society, nation, and state. It is a crucial factor of a society, its political, socio-economic, cultural and scientific organization. Education represents and enhances the intellectual, spiritual and economic potential of the people, educates a patriot and a citizen of Ukraine. It is also an important direction of securing national interests, competitiveness of the Ukrainian state in the international arena, in the world market of high technologies [5].

During the years of independence the new priorities for the development of the education have been set, an appropriate legal framework has been created, and practical reforming of the branch in accordance with the State National Program "Education (Ukraine of the 21st Century)" has been started in the country on the basis of the Constitution of Ukraine. The primary efforts of the state are aimed at increasing the accessibility to sound academic background for all the citizens throughout their life, ensuring the national character of the education. Also, the content of higher education is constantly updated in accordance with the democratic values, market principles of economic development, modern scientific achievements.

The policy of special state support for pre-school, secondary, vocational and technical education in the countryside, training of gifted and talented pupils and students, as well as special needs children is implemented through the state targeted programs "Teacher", "School bus", "Computerization of rural school", "Gifted Kids ", etc.

The efforts of state administrative bodies are also aimed at the fundamental strengthening and updating of academic and scientific facilities and resources, computerization of higher educational establishments, introduction of information technologies, providing modern approaches to retraining and career enhancement of the staff [1].

Conclusions. Thus, the development of higher education in Ukraine in the period of independence gives an idea about the progress of the educational process in the future, allows to modify the activity of higher education institutions in a way that they can be competitive both on European and world level. Knowledge of the peculiarities of the development of the higher education system of Ukraine, its considerable efficiency and scientific potential can ensure the further and rather fast innovative development of this sphere.

We see the perspectives of the further research of the development of higher education of Ukraine in the period of its independence (1991-2002) in the analysis and implementation of the effective experience of this period for improving modern Ukrainian higher education in the period of European integration, etc.

References

1. Andrushchenko V. Theoretical and methodological ambush modernization of sanctuary in Ukraine at the border. Vishcha bless Ukraine. 2001. No. 2. S. 5-14.
2. The Vishita of Consecration of Ukraine - European Wimir: camp, problems, prospects. Vishka school. 2008. No. 6. P. 92–125.
3. The State National Program “Osvita” (“Ukraine of the XXI Stolita”): shutter. Resolution of the Cabinet of Ministers of Ukraine No. 896 dated 03.11.1993 p.
4. The Law of Ukraine “On Enlightenment”: adopted on 23.05.1991; No. 1060-VII.
5. Flint V.G. Education and science of Ukraine: modern hats (Facts, thoughts, perspectives). Kiev: “Diploma”, 2003.216 p.