

ОРГАНІЗАЦІЙНО-ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ ПРОФЕСІЙНОЇ
МАЙСТЕРНОСТІ МАЙБУТНІХ СПЕЦІАЛІСТІВ

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**TENDENCIES OF IMPROVEMENT OF UKRAINIAN SYSTEM OF HIGHER
EDUCATION IN THE CONTEXT OF POLAND'S EXPERIENCE:
COMPARATIVE ASPECT**

Summary: *This article is devoted to consideration of the directions of improvement of the higher education in Ukraine with use of positive Polish experience in the training of future specialists. The attention is focused on the need of improvement of educational quality, the rise of students` motivation, the establishing of the international cooperation, the active participation in programs and projects of interuniversity international cooperation, exchange of students and teachers, and also standardization of education directed to increase of the mobility.*

Key words: *quality of education, international cooperation, students` mobility, cooperation programs, competitiveness, motivation of professional activity, European standards.*

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НАПРЯМКИ ВДОСКОНАЛЕННЯ СИСТЕМИ ВИЩОЇ ОСВІТИ УКРАЇНИ В КОНТЕКСТІ ДОСВІДУ ПОЛЬЩІ: ПОРІВНЯЛЬНИЙ АСПЕКТ

Анотація: Стаття присвячена розгляду напрямкам вдосконалення вищої освіти України з використанням позитивного польського досвіду в підготовці майбутніх фахівців. Акцентується увага на необхідності покращення якості освіти, підвищенні мотивації студентів, налагодженні міжнародного співробітництва; активної участі в програмах та проектах міжвузівської міжнародної співпраці, обміні студентами та викладачами; а також стандартизації навчання, спрямованої на підвищення його мобільності.

Ключові слова: якість освіти, міжнародне співробітництво, мобільність студентів, програми співпраці, конкурентоздатність, мотивація професійної діяльності, європейські стандарти.

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НАПРАВЛЕНИЯ СОВЕРШЕНСТВОВАНИЯ СИСТЕМЫ ВЫСШЕГО ОБРАЗОВАНИЯ УКРАИНЫ В КОНТЕКСТЕ ОПЫТА ПОЛЬШИ: СРАВНИТЕЛЬНЫЙ АСПЕКТ

Аннотация: Статья посвящена рассмотрению направлений совершенствования высшего образования Украины с использованием положительного польского опыта в подготовке будущих специалистов. Акцентируется внимание на необходимости улучшения качества образования, повышении мотивации студентов, налаживании международного сотрудничества, активного участия в программах и проектах межвузовского международного сотрудничества, обмене студентами и преподавателями, а также стандартизации обучения, направленной на повышение его мобильности.

Ключевые слова: качество образования, международное сотрудничество, мобильность студентов, программы сотрудничества, конкурентоспособность, мотивация профессиональной деятельности, европейские стандарты.

Problem setting and its connection with important scientific and practical tasks. Modern development of society, science and production requires significant changes in educational process of training of the modern specialist and updating of the education system focused on formation of the initiative and creative personality. The main goal of education is the preparing of the highly qualified specialists capable to solve quickly new problems, compare, analyze and find effective solutions. The quantity of tasks increases and demands new skills: to analyze critically and solve non-standard problems, approach creatively the solution of various problems, predict events and the phenomena.

The problems of improvement of quality of education became the most important during the modernization of Ukrainian education. The improvement of quality of education is the purpose of educational policy of the state. For this reason, the international experience on improvement of education in the context of Bologna Process is very important for us. Studying and the analysis of the main requirements of Bologna Process, the prospects of their introduction in Ukraine are extremely topical. Historical experience of the organizational activity of higher educational institutions plays large role in modern conditions of integration of Ukraine into unified educational space of Europe. The studying of source base of development of the

higher schools of the Republic of Poland is actual in this aspect. It is caused by the fact that Poland is the country having the common culture and history with Ukraine, besides it is the country the participant of the European Union. So the studying of methods, principles of formation and functioning of the higher education in Poland are actual.

Analysis of the recent research and publication. One of the main tasks of Ukraine after the declaration of the state independence (1991) is the integration into the world community. On this way an important step was Ukraine`s accession to the countries - participants of Bologna Process (2005), that is an indisputable fact of the international recognition of the national system of the higher education. In turn, this obliges to modernization and reforming of the higher education, introduction of educational services taking into account the norms and standards designed and accepted in Lisbon (1997), Sorbonne (1998) generalized in the declaration of the Bologna Summit (1999) of Ministers of Education of the European countries. The mentioned documents proclaim commitment of universities to the European humanistic traditions, indivisibility of training and scientific research, and also underline the need of the European cooperation for ensuring quality of the higher education, improvement of quality of training of specialists, confidence-building between subjects of education, mobility, compatibility of qualification systems, strengthening of competitiveness of the European education system and the higher education in world measurement in general.

The questions of deepening of the international cooperation, studying and introduction of experience in higher educational institutions and research institutions of the international scientific and educational space acquire relevance in the conditions of world integration and strengthening of interaction of the countries.

Introduction of the Bologna system in Ukraine causes need of studying of experience of those countries which have begun adaptation process of the educational systems in modern all-European model much earlier and have already achieved some success, have entered and successfully use new forms and methods in the higher education. In particular, experience of the neighboring Poland can be useful for Ukraine, first because of similarity of educational changes, which are taking place in Ukraine and have already happened in Poland. Poland correctly estimates tendencies of social development and supports the opinion that the future belongs to "society of knowledge".

On December 2, 1991 the Republic of Poland the first recognized the creation of the independent Ukrainian state and since then promotes Ukraine in every possible way, constantly supports in aspirations of integration into Euro-Atlantic structures. Ukraine lags behind the EU, in particular Poland, in many spheres: economic, political, social, etc. In such situation Ukraine should develop and use effectively the humanitarian sphere for integration, first of all scientific and educational cooperation and cultural exchange. On crossing of all these directions there are higher educational institutions of two countries: academies, institutes, universities, higher schools. Cooperation between them, the relevant innovative solutions, the general educational programs and projects are effective tool and the catalyst of the evrointegratsionny processes. Cooperation in the field of education at the present stage is a subject of some researches. Among them it is necessary to call article F. Andrushkevich, A. Kovalenko, Ya. Mersk which authors pay attention to such form of cooperation of higher education institutions in Ukraine and Poland as cooperation of some academies, institutes, universities, and scientifically research institutions.

Relevance of the studied subject is caused also by theoretical and practical importance of the Polish experience in the development of university education and science at the end of XX - the beginning of the 21st century. A lot of scientists probe the different aspects of this

problem in their works: N. Abashkin, A. Vasilyuk, M. Gavran, L. Grinevich, A. Zbruyeva, S. Kasyanova, E. Kovalenko, I. Kovchin, K. Korsak, T. Levchenko, L. Puhovskoyi, Yu. Sokolovich-Altunina, O. Sukhomlinskoï, Yu. Fedoryk and foreign: K. Pavlovsky, S. Slavinskoyi, A. Smolyalsky, R. Stankievich, etc. At the same time, some questions remained unexplored despite expansion and intensification of the research efforts directed to studying of features of development of the higher education abroad. There aren't enough system researches to clarify of the general and special, transnational and national, peculiarities in the organization of educational activity. As a result, the practice of the higher education reform and realization of modernization changes in the higher school of Ukraine isn't deprived of hasty actions, ignoring mechanical borrowing of some fragments of foreign experience without sufficient justification of expediency of its application.

The purpose of the article consists in the comparative analysis of science and education in Ukraine and Poland, and the educational transformation of countries of EU through the prism of improvement of quality of education, mobility and active participation in programs and projects of interuniversity international cooperation.

Statement of the main material. All states reconsider and update standards, technologies of professional education and training of specialists in the modern world. Bologna reform is the most important reform in the world. Its purpose is the creation of the European space of the higher education. The basis of Bologna Process is belief of many European countries and the international academic organizations in the maximum compatibility of systems of the higher education, improvement of educational quality, increase of the role of universities in development of cultural European values in which universities are considered as carriers of the European consciousness, formation and strengthening of intellectual, cultural, social, scientific and technological potential of Europe. It will fully allow all participants of process to take advantage of cultural diversity, distinctions in traditions of teaching, to increase constantly quality of education, to facilitate mobility of students and teachers.

The education system in Poland which is the closest neighbor of Ukraine and the EU member has been the subject of research in the scientific community of our country long ago. It would seem that Ukraine and Poland carry out the same strategic educational tasks but Poland has outstripped Ukraine. Thus, it is important accumulation of positive elements of the Polish experience for the Ukrainian educational policy.

The educational cooperation between Ukraine and Poland is carried out according to provisions of the Agreement between the Government of Ukraine and the Government of the Republic of Poland about cooperation in culture, science and education of April 20 1997 [1] and Cooperation agreements between the Ministry of Education and Science of Ukraine and the Minister of national education of the Republic of Poland of August 2, 2001 [2]. Signing of "The agreement between the Cabinet of Ukraine and the Government of the Republic of Poland on the academic mutual recognition of documents on education and the equivalence of degrees" approved by the Resolution KМУ No. 769 of May 31, 2006 became an important step [3]. The parties carry out exchange of students for full and incomplete courses, graduate students, trainees and scientific and pedagogical workers for short-term and long-term work, direct cooperation especially between higher educational institutions of two countries, and also the organization of joint scientific actions, conferences, symposiums according to provisions of the above-mentioned documents.

The partnership on a long-term basis is the most widespread and steady form of cooperation. A lot of national universities already have such contacts, including National technical university "Kharkiv Polytechnic Institute", National university "Kiyevo-Mogilyansky Acad-

emy", the Vinnitsa state pedagogical university of M. Kotsyubinsky, Lviv national university of I. Franko, Lviv Polytechnic University, Yuriy Fedkovych Chernivtsi National University and other capital and regional scientific and educational centers. More than 110 higher educational institutions of Ukraine successfully cooperated with more than 200 higher education institutions of the Republic of Poland from 2007 to 2015. About 2000 specialists and students were sent to the Republic of Poland for scientific work and training, lecturing, participation in conferences, long-term pedagogical work, full and partial course, to the postgraduate study, for participation in work of a language course for students and teachers within the collaboration.

The international cooperation is the integral activity of National Technical University "Kharkiv Polytechnic Institute". Its main directions: assimilation and introduction of the international experience of teachers, organization and implementation of joint international research projects, cultural cooperation, training of highly qualified specialists.

Management of University understands that the deepening of integration processes in all spheres of society activity, strengthening of contact and exchange of experience between the European countries and the countries of the world demands from the higher education broader involvement of talented youth to participation in the improvement of qualities of the higher education. The higher education is designed to form professional competence at student's youth that is necessary to work in the European and world labor markets. In modern conditions, the higher education is characterized by innovation that is provided of efficacy of integration mechanisms. Participation in the international projects, in the particular programs of the European Union Tempus/Tacis gives the opportunity to increase quality of professional training of students. The main goal in the developing of strategy of the higher education is the quality of professional training of specialists. It is noted in all documents accompanying Bologna Process that the higher education was fashioned as branch ensuring the high level of intellectual, scientific and cultural potential of society during the last decade. The higher education promotes the improvement of quality of training of students due to deepening of constant interrelation between the governments, public organizations, higher education institutions, scientific institutions, students, teachers, scientists. Integration processes in the higher education have got their own features. Their essence consists of the fact that state policy of the European countries completely recognizes a variety of missions of the higher education (training, scientific research, services connected with social and cultural national development), promotes the creation of equal opportunities for receiving quality qualitative education not only in the proper country, but also expansion of access to the European higher education for students of other countries.

Mobility of students, teachers, and researchers is necessary for enrichment of the European experience, which mastering promotes improvement of quality of training and the research of problems of the European higher education; this strengthens the academic and cultural internationalization. This experience is valuable because it allows to get acquainted with such global tendencies of development of the European space in the higher education as the aspiration to the democratic education system, that is, availability of the higher education to all population of the country, continuity of levels, degrees; the procedure of granting autonomy and independence to higher education institutions; ensuring the rights of the higher education to all who need it; expansion of education market; departure from orientation to "the average student", increased interest in the gifted youth; search for additional resources for education of persons with deviation development, disabled people; expansion of system of the higher education and changing of students' social composition (the structure becomes more

democratic); the continuous updating of curriculum. The solution of problems of world educational space is provided by means of large international projects and programs: Erasmus which purpose is ensuring students` mobility of the countries of the European Union where 10% of students have the opportunity to be trained in higher education institution of other European country, and also teachers have the possibility to exchange of pedagogical experience.

The head of department of pedagogic and psychology of NTU HPI Romanovskiy Olexander considers the cooperation with foreign countries is very important for students and teachers` development. The teachers of department study different perspectives in science, particularly the leadership problem. A lot of European countries study this topical perspective, and our polish partners have interest in it. In 2016 one of teachers of department of pedagogic and psychology of management social systems has been invited to deliver lectures on Leadership in SWPS. This course has been developed under the guidance of doctor of science in Pedagogy, Full professor, corresponding member of NAPS Ukraine, Head of Pedagogy and Psychology of Social Systems Management Department named after the academician I. Zyazyun, National Technical University "Kharkiv Polytechnic Institute", Olexandr Romanovskiy. Some students of Pedagogy and Psychology of Social Systems Management Department studied or are studying in this institution, that allows to form the specialists` professional competence and the competitive abilities. Having visited educational institutions of other countries, we can make the comparative characteristic of education in Ukraine and abroad.

Foreign higher educational institutions pay much attention to the quality of education which has such components:

- Quality of material potential;
- Quality of non-material potential;
- Quality of the processes realized in the higher schools;
- Quality of result [4, page 16].

They concern very responsibly to the quality of material potential. Its structure has got such components as: technical condition of educational rooms, availability and relevance of library stocks, audio and video equipment, auxiliary materials in the sphere of training and education.

The quality of non-material potential is enough number of teachers with the corresponding qualifications and experience for the best implementation of all aspects of the educational program, their academic degrees and publications, the patents, experience of work, rewards and awards.

The quality of the realized processes is the process of training, and is carried out by technical staff, workers` administrative and service, kinds and quantity of the directions of preparation, lectures, programs (character of objects, load of the schedule, program structure, flexibility of the choice of a profile), implementation of the curricula, the principles of estimation of staff and students, cooperation with the organizations, improvement household problems (dormitories, canteen), kinds and the number of meetings with potential employers, types of training programs, foreign exchanges.

The quality of result is the fourth and last component of educational services. According to technical quality, it covers such factors: students` work results in science, results of the carried-out questioning, positions in high school ratings, assessment of an accreditation, the number of scientific publications, scientific conferences, the received awards, certificates, rewards, the number of the graduates employed in the organizations.

Now, the quality of educational services is a set of properties and characteristics of those services which are capable to satisfy the demands and the requirements of subjects (interested parties) [5, page 6].

Also much attention of information technology is paid in many countries. It functions as the system of youth` general education training and an integral part of mass information processes. It is the attribute of globalization transformations, a factor of economy competitiveness and it is inseparably linked with development of democracy in the conditions of information society [6].

The Polish society understands the importance of IT technology because it opens possibilities for updating of training content and methods of teaching; expands the access to the general and professional education; qualitatively changes the teacher`s role in the educational process (a teacher conducts continuous dialogue with student or students and this dialogue turns information into knowledge and understanding, creates the corresponding educational environment together with the pupil on the basis of modern technologies and exists in it, influencing students` development and enrichment).

One of important step in Poland was the work on the standardization studying for European Credit Transfer System (ECTS). Students can be completely mobile and continue training in other countries with the choice of individual rate of study at different higher education institutions (both in time and in space) due to the European credit system (ECTS). The principle of mobility allows students to obtain the knowledge in the chosen specialty in various training centers (in the country of the settlement and abroad) on the same education level.

The main tendency of development of the higher education of Poland is the integration into educational space, modernization, expansion of educational forms (stationary, evening, correspondence course, external study, distance) for receiving professional preparation in the certain specialty. In this direction the higher education institutions show high mobility and flexibility as most of students (about 70%) are educated by the correspondence or distance form of education.

The flexibility of the higher education in time is extremely important for students of evening and correspondence course. The matter is that in Poland about 50% of students are night-school students and correspondence students, the level of their preparation is lower than students of stationary. Students of this category simply don't manage to study qualitatively the offered material in short terms. There is the similar problem in Ukraine. Use of the all-European ECTS system allows to increase (even individually) training duration for the evening and correspondence form that it will promote quality education of subjects of the training program [7].

New life circumstances demand orientation of the higher school to all-round personality development of the specialist in the process of his preparation, further successful introduction of competence-based approach that takes into account the students` needs, interests and motives.

In Ukraine the vast majority of European and, in particular, Polish innovations in education are completely accepted today, and their introduction has already begun and continues. Thus, two-level training of specialists "bachelor-master" actively takes root. The series of the pilot projects concerning autonomy of higher education institutions, the introduction of doctoral studies according to the European standards, the formation of system of internal control of higher education institutions on quality basis of education is carried out within the international TEEMPUS-TACIS program. There is a constant reforming as approaching to the European requirements of the state system of accreditation and licensing.

But there are the series of unresolved problems. To solve them it is necessary to enter the personal oriented education. It is necessary to motivate the attitude to study through the interest to the objects of the professional orientation in order that the students` preparation of

any professionally directed disciplines was the most effective. For this purpose it is necessary that teaching and educational process was, firstly, as close as possible to production conditions in which they will live and work; secondly, to include specific goal and problems of students' future activity; thirdly, to form the ability to solve practical problems, to change and improve the world, to be able to build up positively the relationship in collective, and also to understand for what they are learning.

A lot of students enter the higher educational institution with belief that when they finish this educational institution, they will work on specialty. They change their opinion already on the fourth year; their motivation is weakened because they understand that society needs the limited number of specialists in this specialty, and also with work experience. And the educational institution can't solve this problem but only the government.

There is another problem in Ukrainian education, it is flexibility of training. Modern education has to be sufficiently flexible, allowing the student to choose the form and the content of the education. He has to have an opportunity to invent and test his own methods of training to learn to study and adapt them to features of the subject studied [8]. Due to such approach to educational process as system, the traditional forms of teaching and educational process don't meet modern requirements of individualization of training and professional identity of each specialist, and in this connection it is necessary to use some new pedagogical technologies. Their realization is the problem connected with need to change the nature of all pedagogical process and the principles of its organization, creation of conditions for student's disclosure and self-expression, giving a possibility to each student not only to learn and master the theory, but also to independently act and make decisions. The pedagogical technologies have to be connected directly with real future professional activity and look toward the formation of the persons' creativity and know that a student can independently solve complex professional, production and scientific problems.

The introduction of modern pedagogical technologies provides the change of the organizational form of communication in educational activity between the teacher and the student. The teacher is not a central figure of education today. The teacher and the student, they are the team working together to achieve a common goal. The change of forms of teaching process means transition from the teaching monologue to multiposition education in the form of polylogue where there is no orientation on teacher's correct thought and the concentration of student's attention on this thought. The organization of such learning process demands the use of the corresponding methods focused on realization of personality's cognitive interests. And it is possible to provide the modern student's cognitive interests only in the conditions of bilateral communication. It allows to construct the system of relationship between subjects of educational activity in which all elements of interactional process are more mobile, open and active, making the learning process more effective. Besides, this model is close to the nature of business and student's management communication in the structure of his professional activity.

Distinctive features of such education, in comparison with traditional methods, are:

- activization of thinking;
- duration of the students' involvement to educational process (during all class);
- independent creative approach to finding of ways and methods to solve the putting tasks and problems;
- raise the degree of motivation and emotionality;
- constant interaction of students with the teacher by means of direct connection and feedback.
- use of video and audio materials.

The educational base of the Ukrainian higher institutions is weaker than European ones. Only some classes have video, audio and the multimedia equipment. It complicates the demonstrations of new information to the student, and the use of active education forms. In our opinion, the teacher must be the professional, having the highest level of knowledge of discipline, which he teaches, and at the same time, he acts as the effective manager of educational process.

There is one more problem in formation of Ukrainian this is students` exchange. Many Ukrainian higher educational institutions have the double diploma, contracts on students` exchange but unfortunately, the Ukrainians have very low level of the foreign language skills that complicates students` mobility.

So, conceptualization and solution of the problems of Ukrainian education as the condition of increase in its quality has to occur in the context of tasks and problems of the European education. The high quality of education is gaining the increasing value today and is treated as one of the basic and decisive elements, from the positions of the defined type of the institution or its graduates in the labor market.

Conclusions and perspective of the research. In working out of the developmental strategy of the higher education in Ukraine especially informative there is an experiment on management of the higher education of world educational systems, in particular, Poland that has made the European choice. Studying and understanding of world tendencies in the sphere of the higher education, improvement of administrative levers has important theoretical and practical value, which makes a basis for forecasting and development of national higher education, the management system of the higher education in the context of approach to the European standards. We consider the modern directions of development of education: formation of students` knowledge and skills according to requirements of labor market and the society knowledge; increase the motivation level by means of students` active exchange and conducting the trainings; providing specialists with professional competence and creation of the centers for professional orientation; students` orientation on individual formation of their own knowledge due to studying of disciplines for choice; emphasis on practical professional preparation that allows to realize professional skills in labor market; creation of new specialties and educational directions according to the requirements of society; introduction of writing scientific research works with students from other country who are engaged in this perspective; 7) delivering lectures by the famous scientists from different countries using technologies in the context of agreements.

The above presented findings don't exhaust the content of questions of students` formation and development as professionals. Among the promising projects in the organization of scientific research we should be directed to detail studying of the problem of quality of students` professional training and formation of steady motivation, implementation and development of labor potential at universities due to creation of conditions for effective and productive cooperation with institutions in other countries.

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