

ІНФОРМАЦІЙНІ ТЕХНОЛОГІЇ ТА ІННОВАЦІЙНІ МЕТОДИКИ НАВЧАННЯ В ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

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CURRENT TRENDS IN THE DEVELOPMENT OF UKRAINIAN HIGHER EDUCATION SYSTEM

Abstract. The article defines the current trends in the development of the Ukrainian higher education system in particular and globally due to the spread of the coronavirus and the Russian-Ukrainian war, which have had an impact on the different educational spheres. The results of the research indicate the problems that prevent further research development of higher education in Ukraine and reduce the effectiveness of investing in this area. It has been defined that education is a means of reproducing and increasing the spiritual and intellectual potential of the nation, national and patriotic education of citizens, a factor in the modernization of production, economic development, and the enhancement of the state's authority in the global space. A detailed analysis of current (dominant) trends in the development of the Ukrainian higher education system (the humanization and humanization of education, its continuity; the internationalization and cross-cultural communication; the preservation of national and cultural identity; the renewal of content, organizational forms and teaching methods; the stimulating impact of education on the individual and its continuity; the integration of education science and production; the updating facilities and resources; the diversification of funding resources) has been carried out. It has been established that the development of the higher education system in Ukraine is based on historical and cultural traditions, and socio-economic factors, and depends on the influence of global education policy. It has been

concluded that the development of a national higher education system is reflected in the global framework as the current sustainable development goal. It is also significant to consider the prioritization of the individual in the education system, the improvement of the social status of research and teaching staff in society; updating the material and technical base by modern production needs; and the safety of education.

Keywords. Ukraine, higher education system, the development, current trends.

1. INTRODUCTION

Statement of the problem. Over the past five years, the Ukrainian system of higher education has undergone transformations in its various structural components (network of institutions, mechanisms of functioning, content, forms, methods and means of organization educational process, etc.), which are primarily related to the challenges facing Ukrainian higher education system in particular and in global due to the spread of the coronavirus and Russian-Ukrainian war.

The current processes associated with globalization and Ukraine's integration into the world community against the background of Russia's military aggression require fundamental changes not only in our country's economy but also in the education system at all levels. Considering that education is an essential historical and socio-cultural phenomenon that develops and improves in the course of society's existence and development, it reflects all the processes occurring in public life in a certain way. Therefore, the attitude of citizens, the state, and society towards education and the direction of its development is one of the reasons for the survival of a democratic, civil society. Education is a means of reproducing and increasing the spiritual and intellectual potential of the nation, national and patriotic education of citizens, a factor in the modernization of production, economic development, and the enhancement of the state's authority in the global space. War has indeed made adjustments to all sectors, including higher education. According to the Razumkov Centre's research, the economy has almost no funds for investment. Therefore, the growth of investment in various sectors, including higher education, is practically possible only through the involvement of external resources [12, p. 40]. However, despite the enemy's attempts, our people and state will survive and repel the enemy. On the way to victory, it is crucial to show resilience and mobility, to respond quickly to changes and challenges, to the needs of society to develop the higher education system of Ukraine, and to train competitive specialists capable of building the national economy on a democratic basis.

2. THEORETICAL FRAMEWORK OF RESEARCH

Analysis of major studies and publications. The main trends, core problems and challenges of the development and functioning of the education system have been covered in the works of V. Andrushchenko, S. Goncharenko, R. Gurevych, I. Ziazyun, V. Kremen, V. Lugovyi, V. Madzigon, O. Ovcharuk, V. Oliynyk, and others. In particular, the studies of N. Nychkalo, V. Radkevych, and P. Luzan are devoted to the trends and prospects of vocational education; higher education - V. Bilokopytov, A. Chyrva, O. Dubaseniuk, R. Gurevych, I. Kaleniuk, etc; trends in the development of postgraduate pedagogical education - N. Kotelnikova, V. Oliynyk; adult education - N. Avsheniuk, L. Lukianova, O. Ogienko, etc.; trends in the transformation and reform of the educational space - S. Berezhna, A. Kokareva, O. Kovtun, N. Ladogubets, I. Prokopenko, N. Sukhova, U. Teichler, T. Yarovenko, etc.

We note that the Cabinet of Ministers of Ukraine has developed the Strategy for the Development of Higher Education in Ukraine for 2022-2023, the Ministry of Education and Science of Ukraine has analyzed in detail the challenges and prospects in Ukrainian education, the specifics of education under martial law, and developed a plan for the restoration of education and science. The Razumkov Centre analyzed the socio-economic and humanitarian consequences of the aggression towards Ukrainian society. That is evidence of the relevance and importance of finding the main directions for education development in Ukraine. In this context, it is particularly significant to identify the main trends in education development in Ukraine at this stage.

The purpose of the article is to identify and characterize the main trends in education development, the implementation of which will contribute to improving the efficiency of the education system in Ukraine.

Research methods. The methods used in the study were as follows: analysis and synthesis of scientific sources, regulatory documents on the research problem to identify the main trends in the development of education in Ukraine, abstraction to substantiate the main trends in the context of the research problem, generalization and systematization of the results of the analysis, and formulation of conclusions.

3. RESEARCH RESULTS

Currently, there are different approaches to identifying trends in education development. Most often in the scientific literature, the main ones include the following: education humanization; education humanitarianization; national perspective; transparency of the educational system; shifting the emphasis from the educator's teaching activity to the productive educational, cognitive, artistic, and labor activities of students; active use of technologies and methods based on problem-based teaching, scientific research, and proactive independent work based on the cooperation of participants in the educational process; creation of favorable conditions for students self-determination and self-realization; creative orientation of the educational process; assessment of the educational outcome according to specific requirements, unified forms; integrity of education and upbringing; etc.

Among the variety of trends in the development of education, it is advisable to distinguish the following: the decisive importance of education in the formation of the national economy; diversification of funding resources; and active implementation of the competence approach, which leads to the renewal of the content, forms and methods of the educational process; transformation of organizational arrangements of the students' educational activities; globalization of the educational services market [5, p. 20-21].

Describing the trends in education, researcher T. Yarovenko emphasizes the existence of such a problem as "excess education", which is typical for the vast majority of developed industrialized countries and is characterized by the situation when highly qualified specialists perform work requiring a lower level of qualification. According to the scientist, the solution to this problem, which is also typical for the education system of foreign countries, is the commercialization of education. Unfortunately, today there is a tendency for higher education students studying for budgetary funds not to work for a certain period in state institutions and enterprises, often going abroad. Today, with a significant number of refugees and internally displaced persons, the main problem is the inability to obtain education at their own expense in the context of war. For whom the state's support is particularly essential for training future specialists in various fields. The main trends in the development of education, according to T. Yarovenko, include an increase in the terms of education and training of future specialists; introduction of innovative models of education; expansion of academic freedoms of participants in the educational process; democratization, humanization and humanization of education; implementation of individual educational strategies of learning; growing influence of public opinion on decision-making in educational policy, continuity of education [4, p.170].

The main directions of education development in Ukraine are humanization and humanization of education; interconnectedness and interdependence of education and philosophy; subordination of all types of educational activities and their integrative interaction to a common goal; socio-cultural relevance; creation of appropriate conditions for successful self-realization; ensuring pedagogical interaction; transition from regulated methods of organizing the educational process to activating and developing ones; acmeological orientation of education; continuity of education. We should note that a combination of different forms of education is relevant today. In particular, during the quarantine, the educational process was mainly carried out through distance learning, which proved its ineffectiveness. In the context of war, taking into account all the risks and dangers,

having equipped shelters, educational institutions implement a blended learning environment and introduce innovative ways of interaction [7].

The results of the analysis of the main approaches to identifying the main trends in the development of education in Ukraine show that all scholars are unanimous about the humanization and humanization of education, its continuity, the renewal of organizational forms and teaching methods, the stimulating impact of education on the individual and its continuity. We note that each of the mentioned trends is important and is implementable in the education system to a greater or lesser extent. We fully support the position of scientists, so we will focus on those trends that we would like to add to this list.

We support the scientists' approaches, who consider the change of conceptual approaches to the place of education in the structure of the national economy and rethinking its role in ensuring the country's economic development to be one of the directions of education development. It is especially relevant in the context of military aggression and the urgent need to support and develop our country's economy. In this context, one of the most significant trends in the development of Ukraine at the present stage is the focus of education on meeting the needs of the country's economy and its recovery and growth. It is the orientation of the structure and content of education to the needs of the labour market and the current state of economic development of the country that will contribute to the training of qualified specialists capable of restoring and developing the economy of our country. It is necessary to note that to meet the needs of the economy for specialists, it is essential to work on developing the country's economy and various spheres of production.

Equally important is the trend of Ukraine's education development, which is the integration of education, science and production, which prepares future specialists for the actual conditions of professional activity and allows the introduction of modern achievements in science and education in the educational process. We emphasize that in the context of this trend, the need for new specialties to meet the production needs is becoming more urgent. To promote this trend, it is significant to take into account the three levels of integration identified by R. Gurevych, in particular: assimilation of the main tools of basic science with the peculiarities of the production process; synthesis of interacting sciences with the needs and requirements of production; integrity of the educational process, which involves the formation of the content of education for training specialists for clearly defined production conditions [3]. With such an approach, it is possible to comprehensively solve the problems of education and upbringing; to identify the main competencies and program results that should be formed in students; to develop a comprehensive vision of the problem; and to implement an individual learning trajectory. We recommend creating a university-based professionally-oriented environment and developing integrated disciplines, courses, certificate programs, etc. The participation of educational institutions and representatives of enterprises in joint projects and grants, the involvement of external stakeholders (employers, production practitioners) in the educational process, and practical and laboratory classes at enterprises also contribute to this [1-2]. We also suggest arranging centres as training and research innovative complexes for the solution of youth's problems with early professional orientation, their motivation, for recruitment and selection of the most prepared for further study. As a result of the centre's usability, there is a developing trend towards form and direction diversity in scientific, educational, and industrial integration, growing university penetration into secondary school, and high school scientific research's impact on industry.

We should note that due to the large number of internally displaced persons, the number of people looking for work abroad has increased, which requires solving numerous problems with their employment, social protection, and retraining. A significant number of young people are facing the need to continue their education abroad. In this context, the need to create an educational space that would allow for the rapid resolution of problems with the recognition of diplomas and the unification of educational standards at different academic levels becomes particularly relevant. Such an approach will ensure the competitiveness of graduates of Ukrainian educational institutions and create favourable conditions for their further education and employment abroad.

However, this noble mission of higher education and universities can be fulfilled if we thoroughly study not only the innovative ability of universities and higher education in general but also solve several problems related, first of all, to the strict orientation of higher education to and universities to innovative activities, strengthening ties with industry. The view of the university as a social institution performing only an educational function has sunk into history. A modern university is a scientific community that can generate new knowledge, use it to train specialists, disseminate knowledge, and turn it into a commercial product to satisfy consumers of the economy and social sphere.

The next trend in education development at the present stage is the internationalization of the educational process, which allows for the integration of international and intercultural components into the Ukrainian education system. The document regulating this process is the United Nations Resolution "Transforming our world: The 2030 Agenda for Sustainable Development" [8-11]. This will facilitate the emergence of new education providers, renewal of forms of education, diversification of qualifications and certificates of education, international mobility of students and teachers, increased demand for lifelong learning, and private investment. We note that the internationalization of higher education is defined as one of the strategic goals in the Strategy for the Development of Higher Education in Ukraine for 2022-2023, approved by the Cabinet of Ministers of Ukraine No. 286-p of 23 February 2022 [13]. We should also note that educational institutions are actively trying to implement various areas of internationalization, which necessitates updating the content of training for future specialists, technologies and teaching methods in general.

In world practice, four strategies for the internationalization of higher education are distinguished, they are: mutual understanding approach; skilled migration approach; revenue-generating approach; and capacity building approach [2; 15]. We should note that today, higher education institutions are trying to implement different forms of internationalization: internal or internationalization at home and external or internationalization abroad. As a result, they can exchange experience, develop strategic partnerships at the international level between educational institutions and international educational associations, engage international external stakeholders, accredit educational programs with international accreditation organizations, etc. One of the tools of internationalization is mobility. However, in this context, a prerequisite is that teachers and students of educational institutions have a sufficient level of foreign language proficiency to communicate and participate in various academic mobility programs, grants, projects, membership in international unions, attract applicants from abroad to study in domestic educational institutions, increase the publication activity of teachers, etc. In Teichler's opinion, cooperation and mobility on equal terms turn out to be a creative challenge to reconsider one's activities in every respect. It also has led to the systematic embedding of international activities into the general activities of higher education institutions: efforts are increasingly made to shape international activities into mainstream activities and to ensure that the mainstream activities are developed in such a way that they serve the international activities [14].

In this context, the next trend in the development of education is the preservation of the national and cultural identity of the Ukrainian people against the background of globalization and integration processes. Unfortunately, for a long time, the development of cultural heritage has not been a priority area of state policy. In times of war, with the world's attention focused on Ukraine, Russia's military aggression has aroused interest in the traditions, works of art, and language of Ukrainians. Therefore, on the one hand, it is crucial to promote Ukrainian culture and traditions at various levels in the European space to create and promote a high-quality national cultural product; on the other hand, it is necessary to study and research the cultural and historical values of our people in more detail to preserve the cultural and spiritual heritage, create conditions for the creative development of young people, and form a civil society in Ukraine. Education is one of the tools for supporting and preserving the cultural identity of our people and developing various sectors of culture and art.

Meanwhile, cultural heritage and traditions are a powerful educational tool in shaping the national identity of young people, their civic responsibility towards their country and nation, and the creative development of students through involvement in various types of cultural activities and establishing intercultural dialogue. In the context of military aggression, one of the essential tasks of education is to form the civic responsibility of each member of society, which is characterized not by the age of the individual but by the person's views, actions, deeds, humanistic worldview, and involves a readiness to act in the interests of society.

Along with this, we would like to emphasize the priority of the person in the education system, the improvement of the social status of research and teaching staff in society; updating the material and technical base by modern production needs; safety of education, etc. Higher education can use technologies like artificial intelligence to drive personalization and help shape people's learning. It's also about creating flexibility and offering a hybrid model that fits people's lifestyles.

4. CONCLUSIONS AND PROSPECTS FOR FURTHER SCIENTIFIC STUDIES

Thus, the main trends in education development include the focus of education on meeting the needs of the country's economy, its recovery and development; education, science and production integration; internationalization of the educational process; and preservation of the national and cultural identity of the Ukrainian people. It is also significant to consider the prioritization of the individual in the education system, the improvement of the social status of research and teaching staff in society; updating the material and technical base by modern production needs; and the safety of education. We see prospects for further studies in the development of a program for the implementation of each of the identified trends in the development of education in Ukraine.

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СУЧАСНІ ТЕНДЕНЦІЇ РОЗВИТКУ СИСТЕМИ ВИЩОЇ ОСВІТИ УКРАЇНИ

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Анотація. У статті висвітлено сучасні тенденції розвитку системи вищої освіти України в умовах поширення коронавірусу та Російсько-Української війни, які впливають на різні освітні сфери. Результати дослідження вказують на проблеми, які перешкоджають подальшому розвитку системи вищої освіти в Україні та знижують ефективність інвестування цієї сфери. Визначено, що освіта є засобом відтворення та примноження духовного та інтелектуального потенціалу нації, національно-патріотичного виховання громадян, фактором модернізації виробництва, економічного розвитку, підвищення авторитету держави у світовому масштабі. Детальний аналіз сучасних (домінуючих) тенденцій розвитку системи вищої освіти України (гуманізація та гуманізація освіти, її неперервність; інтернаціоналізація та міжкультурна комунікація; збереження національно-культурної ідентичності; оновлення змісту, організаційної форм і методів навчання; стимулювання впливу освіти на особистість; інтеграція освіти, науки і виробництва; оновлення матеріально-технічної бази; диверсифікація джерел фінансування тощо). Встановлено, що розвиток системи вищої освіти в Україні базується на історико-культурних традиціях, соціально-економічних факторах та залежить від впливу світової освітньої політики. Зроблено висновок, що розвиток національної системи вищої освіти відображається в глобальних рамках як мета сталого розвитку. Важливо також враховувати пріоритетність особистості в системі освіти, підвищення соціального статусу науково-педагогічних працівників у суспільстві, оновлення матеріально-технічної бази за потребами сучасного виробництва, а також безпека навчання.

Ключові слова. Україна, система вищої освіти, розвиток, сучасні тенденції.