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PROBLEMS OF IT SPECIALISTS TRAINING IN THE POST-SOVIET TERRITORY

Nowadays, sphere of information technology is the most widespread and promising. In addition, it is constantly evolving. Every day there are new technologies, new specialties, specializations, which entail the creation of new jobs. At the moment, the demand for IT workers exceeds supply significantly. That is why new specialists' training requires a modern approach.

The existing education system doesn't fulfill the needs of the job market. It is outdated and limited, which already significantly hinders the development of the entire market segment generally, and might be even greater problem in the future.

In order to avoid such a scenario, it is necessary to act decisively now and the only way out is to reconstruct rigidly the entire educational system of the industry, which will allow to smooth out, or even completely eliminate the main problems that arise in the learning process.

First of all, such a problem is the critical backwardness of the educational materials from the current market situation. Students are taught technology that has been decommissioned more than a decade ago, and educational materials have lost relevance to the current century [1].

Outdated curricula are a major problem in the education system of the post-Soviet countries, and eliminating them is a top priority, which will help bring specialist training to the next level. With the current educational programs, before starting work, former students have to spend a lot of time on additional training in order to match their level of knowledge with the requirements of employers. If

modern materials and current standards are used in the preparation, higher education students will have the opportunity to start work immediately after graduation.

The inconsistency of the curriculum to the sectoral situation also involves a second problem - limited specialties and specializations. Currently, there are dozens, if not hundreds, of different specialties in the IT-field, while the list of educational programs doesn't describe even half of them. The field of knowledge of "Information Technology" has only 6 specialties now, which is not even close to the market situation [1].

There are two ways to solve this problem. The first one involves the complete reconstruction of the entire field of knowledge, with the replacement of existing specialties with those that are more in line with reality. This method is rather ineffective, as changes in the IT sphere happen literally with space speed and every time to start from a scratch rebuilding the structure of the industry is impractical. Therefore, it would be more reasonable to use the second method.

The alternative method is based on the experience of America and the countries of Europe and Asia. The bottom line is that students are offered only a few basic subjects and a large list of optional ones. Our education system has only partly adopted this experience. While we often have only one subject to choose from, in countries with advanced educational options, they are a major directions of the educational process. This flexible system allows each student to prove themselves as a unique specialist who has attended a special training course. Thus, with a generally limited list of specialties, the combination of optional courses allows the specialist to gain working knowledge in a fairly narrow field [2].

For example, there are no rigid specialization standards in American higher education - instead, there is a long list of subjects (modules), some of which are compulsory, and the rest of the student can choose individually. Accordingly, there is no rigid division into groups and study streams.

Another problem of the domestic education system is the mismatch between theoretical knowledge and practical skills. Even if the training is based on modern materials and with a narrow specialization, it is ineffective without earning the practical skills. The practice system also needs significant refinement.

For example, European universities offer students the necessary knowledge to start a successful career. In many universities, internships are a central part of study. For example, the students at Goldsmiths University of London are practicing at Yahoo!, BBC and Microsoft Research. 88% of Les Roches graduates receive a job offer 6 months after graduation, and 33% start their own business [3].

Solving the above problems is the key to the rise of the domestic IT industry. Every year of delaying threaten with a critical backlog of the global services market, which is a major blow to the country's economy. The future in information technology and solving the problems of training specialists is needed right now.

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