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THE REFORM OF HIGHER EDUCATION IN UKRAINE IN THE CONTEXT OF EUROPEAN INTEGRATION

Purpose. *The prerequisite in terms of higher education reformation is to understand the changes and their implementation in the educational process. Modern education must be a process of formation and meeting its cognitive requests, inner needs, skills development through various types and forms of education.*

Methods. *The method of classification is used in determining the reforms directions; the method of synthesis and analysis is used in determining reform stages and ways for reforms implementation.*

Results. *The study has identified the major reform areas concerning the integration of higher education into the European environment.*

Scientific novelty. *The integration process functioning involves necessary introduction of many reforms to be implemented consistently and reasonably. The changes concept has to become permanent to improve the education competitiveness.*

The practical significance. *Reform is the only way to keep a competitive position in the educational services at European market. The article deals with reforms in details, the ways of their realization, the evaluation of potential problems and the suggested ways of their solving. The country should increase investment in human capital and skills improvement of its citizens. Only in this way, it is possible to be able to cope with such fundamental changes in the world economy as markets globalization, technological development rapid pace and world competition.*

Keywords: *higher education, higher education reform, reform steps, reform risks.*

Introduction. National competitiveness is closely connected with effective education system, in particular, higher education, the success of economic and political reforms depends on the success of education as one of the main areas of modern society development.

The processes of higher education are determined by the social and economic crisis, systemic nature of which causes the crisis of higher education. The crisis of higher education is accompanied by superficial reforms of university education, the loss of teaching staff, reduced quality of education, information communication gap, destruction of material and technical base of higher education and a sharp devaluation of the teaching status.

The main problems and ways of reform in Ukraine are associated in particular with the names of V. Andrushchenko, B. Hershunskuy, I. Zyazyuna, K. Korsak, V. Kremen, V. Lugovoy, M. Lukashevich, V. Lutay, M. Mykhalchenko M. Rosova, P. Talanchuk, X. Thahapsoyeva, A. Ursula, P. Schedrovitsky and other scientists.

Formulation of the problem. Nowadays there is a real need for reform of higher education in Ukraine. This is due to many objective reasons. Teaching in higher education should certainly aim at student training, whose knowledge and skills fully meet the requirements of modern information society. Nevertheless, here the question arises: can this be achieved using old "grandfather's" approaches and methods?

There is a need for change in the education system, we must teach students to solve typical and non-typical tasks, to search information, constantly acquire new knowledge. All these require a very different approach than those used earlier in high school.

Positive aspect is seen in high position in international rankings according to human capital (UNDP) and the country competitiveness in other ratings and is supported primarily by the indicators of people's education in Ukraine.

Research results. International higher education quality research shows that indicators of the quality of higher education in Ukraine is quite heterogeneous. On the one hand, according to the study of global competitiveness, which is held by the world economic forum, in quantitative terms - higher education envelopment, Ukraine is among the first 10-15 countries.

Specialists with higher education occupy a key position as part of the Ukrainian economy. Educational qualification employees' potential in Ukraine is traditionally high. So in December 31, 2013 university graduates accounted for almost 60% of the number of staff in Economy of Ukraine, including 23.6% - with incomplete and basic higher education, including 35.6% - with higher education. According to some types of industry, workers with higher education were predominant categories of workers, particularly in the financial and insurance activities - almost 88%; governance - 85%; science - 80%; information and telecommunications - 76%; museum and library activities - 75%; education - 73%, etc.

To a large degree, the understanding that employees' education positively affect the level of profitability, leads to the fact that employers increase their investment in professional competence, and that is an important part of business. Unfortunately in Ukraine business expenses on vocational education does not always correspond to the tasks of socio-economic development.

Despite the increase of economic sectors share in recent years in the national economy of Ukraine related to the provision of services (which is typical for countries that develop a "knowledge economy"), the total cost of undertakings in vocational education (training, retraining, advancement etc.)

are insignificant. In 2013, the cost of educational services generally do not exceed a few tenths of a percent of the economy production sectors total cost.

On average, citizens of the Organisation for Economic Co-operation and Development (OECD) with higher education earn 55% more than the residents of OECD countries with secondary or vocational education do; the wages of people with higher education increases with age. Young people aged between 25 - 34 with higher education earn 37% more than men of the same age with secondary education do, while workers aged between 55-64 with higher education earn 69% more than men of the same age with secondary education; in Brazil, Czech Republic, France, Germany, Greece, Ireland, Poland, Slovakia, the United States men with a university degree or doctorate degree earn 80% more than men with secondary education. Taxpayers also receive substantial returns on public investment in higher education. On average, OECD countries earn net profit of approximately USD 100 000 in the form of increased tax revenues and other savings for each man, whom they supported at the highest level of education - almost three times more than the amount of public investment. For women, the net return on public investment in education is almost twice the amount of public investment. On average in OECD countries a 30-year-old man with higher education live for 15 years longer than a 30-year-old man with secondary education. Adults with higher education in OECD countries more actively participate in elections and social life [1].

Higher education provides an opportunity to get more interesting work and aspire to higher wages. According to the educational profile, above average wages were given to only Ukrainian workers with higher education. All other educational levels provide much smaller remuneration; there is almost no difference in the amount of hourly wages between workers with vocational education and secondary education.

Taking into account all mentioned above, higher education system expects immediate reform as a result of the introduction of the new Law of Ukraine "On Higher Education". The aim of reform (Pic. 1) is to create an attractive and competitive national system of higher education in Ukraine integrated into the European Higher Education Area and the European Research Area.

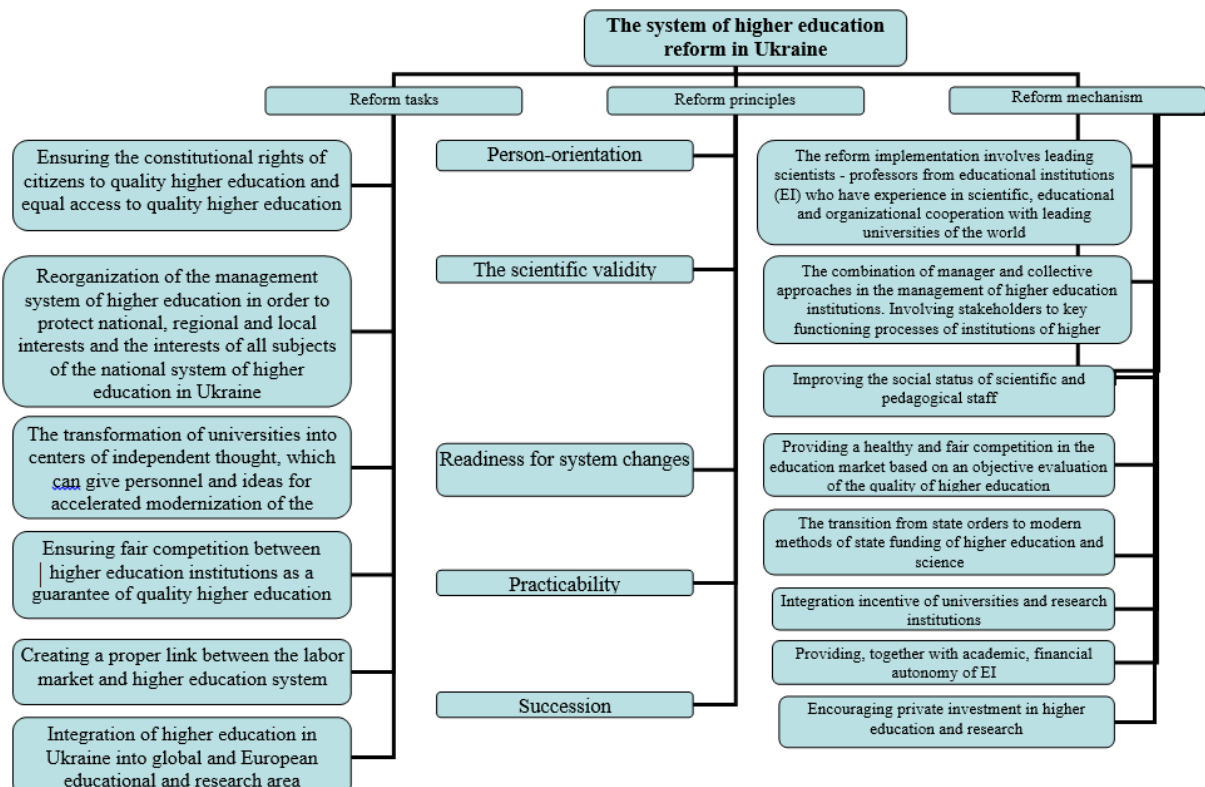
Let us consider in detail the necessary higher education reforms.

1. The right to access to higher education

The essence of the reform is to create conditions for equal people access to higher education in accordance with the Constitution of Ukraine. The Law of Ukraine "On Higher Education" provides a legal basis for the recognition of external independent assessment (EIA) on the results of full general secondary education as a means of entrance examinations for the

competitive selection of candidates of higher education. Thus, there is a single legal normalization successful reform in higher education.

To implement the reforms there is a necessity to develop a practical methodology for optimizing higher education competitive selection criteria for candidates of higher education based on analysis of predictive validity criteria competition. Monitoring the implementation of the right to equal access to higher education for children from different social origins and conditions of secondary education is also very necessary. The introduction of measures to facilitate access to higher education of vulnerable categories of people (orphans, the disabled, combatants, etc.) and replace of the non-competition practices accession to provide monetary support for getting pre-university training is considered. We are to have preparing for the introduction of mutual recognition of qualifications for access to higher education from 3-5 neighboring countries of Ukraine.



Pic. 1 The system of higher education reform

2. Creation of quality assurance in higher education

Creating a system of continuous improvement and quality of higher education that meets EHEA guidelines and standards takes into account best world practices and plays the role of the main technology of educational system compliance requirement, and the society and the individual necessities.

The reform must ensure solving of such tasks: institutionalizing of quality assurance system for higher education at the national, regional and local levels involving government, public and professional players. Formation of the environment in which improving the quality of higher education will be a central topic of public discourse, where the formation of a new professional ethnic group will be unifying principle for the participants, and new media platforms will provide the necessary publicity and transparency. Formation of creative culture medium of quality by supporting initiatives of leaders and groups of policy quality development, crystallization of common objectives and rules of conduct in this field, cooperation in the culture development of continuous quality improvement and its popularization in Ukrainian society.

In the process of realization, there is a possible risk of inability to overcome the resistance of conservative circles academic environment and the inability to construct a system of incentives for its involvement in the transformation of higher education.

3. Integration of higher education and research.

The essence of the reform is to promote research institutions of higher education, the implementation of learning/teaching based on research results, development of doctoral programs.

The problems to be addressed include increasing the share and quality of research and innovation in institutions of higher education, rising the relevant content of higher education and level of research competence of higher education applicants.

During the implementation of this reform, the following risks can take place: lack of effective government mechanisms of interagency horizontal coordination of research activity and cooperation of universities, academic institutions, foreign universities, business innovation cooperation based on comprehensive implementation of innovative projects and programs (universities, business, etc.), resistance to changes by individual scientists and scientific institutions, low demand for professionals and researchers in business.

4. Providing the autonomy of EI

The law provides expansion of academic and partially institutional autonomy of EI. EI gets more guaranteed property rights. In particular, the

property is transferred in full economic management that is, according to the legal system of Ukraine, practically equivalent to property rights.

Improving the quality of higher education takes place by providing academic, organizational and financial autonomy of institutions of higher education and ensuring fair competition.

During the implementation there is a possible risk of unavailability of EI staff to take responsibility and "personification" of autonomy by EI leaders.

5. Financing of higher education

The ultimate goal of the reform of the financing of higher education in Ukraine is to increase the efficiency of public spending on higher education without a significant increase in their share of the consolidated state budget to meet the needs of society and the economy for specialists with higher education and the guarantee for the people able to receive higher education, having this quality education.

Other modern forms of higher education financing should replace the procurement systems.

The public demand for specialists with higher education can only be used for its intended purpose specific to different levels of education - for training for public use - national security, defense, police, medicine, and pedagogics. There should be concluded a tripartite agreement that obliges the graduate to work for certain time in the contract job. It can be practiced to prepare masters.

It is necessary to increase the unit cost of training one higher education applicant: to increase the cost of logistical support of EI (laboratory, information resources), scientific research and international scientific cooperation, gradually increase the salaries of teachers, leading scientists to preserve the state scientific potential and involvement into teaching of promising young scientists.

Funds for the study of a number of higher education applicants may be distributed by one of the following three methods: block funding, voucher financing, credit financing system.

The main risk of this reform is unjustified financing limitations of regional EI, which prepare staff for the respective regions or industries.

6. Improving the structure of higher education system

The essence of the reform is the structural development of higher education in Ukraine according to ISCED. The law expects bringing the structure of higher education in line with the Bologna process and the criteria of the International Standard Classification of Education.

The main problem may be the international comparability and understandability of educational programs and qualifications.

During the implementation process of consolidation there is expected resistance range of disciplines and specialties that are compatible with ISCED.

7. Integration into the educational and research area

The reform goal is to provide real-entry of the national system of higher education into the world educational and scientific community through its internationalization, achievement of the appropriate level of openness and transparency, and institutional development. We have to stimulate international cooperation and participation in international education quality research, international ratings etc.

The main risk of the implementation in the short term is a loss of reorientation to western students, formal implementation of coordination functions in the implementation of international projects.

8. Professional development of high institutions staff

The achievement of a new state of the academic staff of Ukrainian higher institutions is taking place, and is determined by the following characteristics: teaching higher education applicants modern scientific knowledge with advanced educational and information technologies, the ability to work with higher education applicants in forming their educational trajectory in the model of student-oriented training.

The implementation of this reform will solve the dual problem: the formation of a new generation of academics, which from the very beginning corresponds to the formulated above conditions, as well as consciousness transformation and upgrading of new approaches to their own professional activities of the most part of the existing teaching staff.

The possible risks of the implementation are: the inability to overcome the resistance of conservative circles of academic environment and the inability to construct a system of incentives to their own self-improvement, failure to identify rapidly prospective leaders and effective asset for the implementation of professional development local programs of new content that threatens by defamation of all efforts to transform teaching staff.

9. Higher education as a factor of increasing the national economy competitiveness

The main challenges of higher education should include the need to provide training qualified specialists for the labor market, providing innovative education and development of the economy, the EI need to prepare students according to labor market requirements.

The problem that must be solved is adjustment mechanisms of interaction of high school to the labor market.

Conclusions. The modern world is changing faster and faster. The development of technology, productive forces and society create new

challenges for individuals and corporations, cities and countries and relevant reforms due to European integration. One of the few possible answers to them is versatile people training to effective work in the new environment, which is able to be provided by quality education.

Unprecedented amount of knowledge and information, frantic growth rates and complications devalue easy assimilation of facts, mastering frozen algorithms and study of established theories. As a result, it becomes impossible to rely on the traditional way of teaching, that involves the transfer of knowledge from teacher to student in the learning process. It must be supplemented and eventually replaced by independent study of student under the supervision of teacher. Only in this way we can provide real student-orientation and individual learning paths.

Globalization has become an active factor in the development of civilization, economics and education. Removing artificial barriers and destruction of autarchy in the information society is only a matter of time. Higher education cannot be limited to the training of specialists for the local or national labor market. In fact, for students the whole world is open, therefore the necessity to ensure their competitiveness is a strategic objective of all universities. A prerequisite for this is opening educational institutions and their willingness to cooperate with business, their tolerance and internationalization.

Growing of curricula complexity, the need for advanced laboratories and technical training, attracting of highly qualified teachers necessitates reforms in higher education.

Integration processes in higher education of European countries has gradually been implemented. Ukraine is an active participant in these processes. Designing of educational structures and introduction of new models and training programs, as the experience of all countries, including Ukraine, shows, is an extremely difficult and relevant process.

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РЕФОРМУВАННЯ СИСТЕМИ ВИЩОЇ ОСВІТИ УКРАЇНИ В КОНТЕКСТІ ЄВРОІНТЕГРАЦІЙНОГО ПРОСТОРУ

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Мета. В умовах реформації вищої освіти необхідною умовою є чітке розуміння змін та впровадження їх в освітній процес. Сучасна освіта повинна стати процесом формування і задоволення її пізнавальних запитів, духовних потреб, розвитку здібностей за допомогою різних видів і форм навчання.

Методика. Використаний метод класифікації при визначенні напрямів реформування, метод синтезу та аналізу при визначенні етапів реформування та шляхів запровадження реформ.

Результати. У ході дослідження виявлено основні напрями реформування, щодо інтеграції вищої освіти в європейське середовище.

Наукова новизна. В основі функціонування інтеграційного процесу передбачене необхідне впровадження багатьох реформ які мають бути застосовані послідовно та обґрунтовано. Концепція змін має стати постійною з метою підвищення конкурентоспроможності освіти.

Практична значимість. Реформування єдиний можливий шлях утримання конкурентоспроможної позиції на європейському ринку освітніх послуг. Деталізовано реформи, шляхи їх реалізації, оцінено можливі проблеми та запропоновано шляхи їх усунення. В країні необхідно збільшувати інвестиції в людський капітал і в вдосконалення рівня умінь своїх громадян. Тільки в такий спосіб вони зможуть упоратися з такими фундаментальними змінами в світовій економіці, як глобалізація ринків, швидкий темп технологічного розвитку і світова конкуренція.

Ключові слова: *вища освіта, реформування вищої освіти, кроки реформування, ризики реформування.*

РЕФОРМИРОВАНИЕ СИСТЕМЫ ВЫСШЕГО ОБРАЗОВАНИЯ УКРАИНЫ В КОНТЕКСТЕ ЕВРОИНТЕГРАЦИИ

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Цель. В условиях реформирования высшего образования необходимым условием является четкое понимание изменений и внедрение их в образовательный процесс. Современное образование должно стать процессом формирования и удовлетворения познавательных запросов, духовных потребностей, развития способностей с помощью различных видов и форм обучения.

Методика. Метод классификации использован при определении направлений реформирования, метод синтеза и анализа при определении этапов реформирования и путей внедрения реформ.

Результаты. В ходе исследования выявлены основные направления реформирования относительно интеграции высшего образования в европейскую среду.

Научная новизна. В основе функционирования интеграционного процесса необходимо внедрение многих реформ, которые должны быть применены последовательно и обоснованно. Концепция изменений должна стать постоянной с целью повышения конкурентоспособности образования.

Практическая значимость. Реформирование - единственно возможный путь удержания конкурентоспособной позиции на европейском рынке образовательных услуг. Детализированы реформы, пути их реализации, оценены возможные проблемы и предложены пути их устранения. В стране необходимо увеличить инвестиции в человеческий капитал и в совершенствование уровня умений своих граждан. Только таким образом есть возможность справиться с такими фундаментальными изменениями в мировой экономике, как глобализация рынков, быстрый темп технологического развития и мировая конкуренция.

Ключевые слова: *высшее образование, реформирование высшего образования, шаги реформирования, риски реформирования.*