

# Актуальні питання навчання

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## VIEWS ON THE IMPROVEMENT OF EDUCATIONAL ACTIVITIES

*The article examines approaches to solving the problem of meeting labour market demands for specialists and the requirements of students for quality education through building an effective education system, including through the modernization of elite education as a component of the education system of Ukraine.*

**Keywords:** *system of education, elite education, effectiveness.*

### Introduction

**Analysis of literature and the state of the problem.** The formation of pro-European civil society has put education in the new operating conditions. Initially, these conditions developed as a consistent strengthening of the role of the social component in the management of education that found its expression, first of all, in the strengthening of the autonomy of educational institutions. It is assumed that the role of the government in the management of the education system should be reduced and its functions should be transferred to public institutions and the educational establishments [1 – 4]. However, the current education system in Ukraine, despite certain transformations towards improving the quality of education, the formation of its European shape and the provision of a large autonomy for higher education institutions that took place during 2014-2015, remains inert, ineffective, and aimed at providing graduates with diplomas or certificates of an appropriate level of education, rather than at producing motivated, competent specialists [1 – 4].

The education system in Ukraine has lost its fundamental nature and coverage of a wide range of issues that were inherent in the Soviet education, but has not acquired a deep narrowly professional focus which is characteristic of European education. The mentality of students as to the objectives of their education and their attitudes to their education have failed to change either. Therefore, **the aim of the article** is to examine the principal views on the current education in Ukraine and approaches to a more adequate meeting of labour market demands and the needs of the trainees.

### Basic material

Only the motivation of those who receives and those who organize and provide education - first of all, pedagogical and scientific-pedagogical staff - can be the basis for the building of an effective education system.

Therefore, the creation of a high-quality system of selection of students for each level of education is a priority task for the education system, and the formation of a high-quality highly qualified teaching staff is a pri-

ority task for educational establishments, which can be accomplished through the creation of an effective system of financial and moral incentives.

The education system in Ukraine is aimed at the mass consumer, which makes it significantly different from the education systems of European countries and the United States. European countries (Britain, France, etc.) have a balanced education market that combines both affordable mass education and elite education.

University education in Europe does not have a mass character, is obtained at high cost, and provides almost guaranteed employment in prestigious private companies and the public sector.

University education and academic master's and Ph.D. degrees are provided, for the most part, by a number of prestigious universities (Oxford, Cambridge, etc.) which have high world rankings due to their high quality of education and training, highly qualified academic staff and technical personnel, ultra-modern education and training facilities, and an unlimited access to advanced information technologies, and, most importantly, due to a high level of motivation of the students.

The organization of and support for the educational process requires considerable investment, but guarantees an effective return through the high quality education and training of the graduates and the formation of a positive image (brand building) of the university. The funding of universities can be both at the expense of students and their parents paying for educational services and from non-governmental funds created primarily by future employers. This approach would allow us to provide education to a certain percentage of low-income but talented young people free of charge.

This approach to education can be the basis for a new system of field-specific education in Ukraine.

The building of the new education system in Ukraine can be initiated by a pilot project of a university conglomerate based on one of the leading national universities that prepares specialists for a particular area of the economy (for example, the aviation industry).

The organizational structure of such a conglomerate should include centrally managed multilevel educational

establishments (specialized schools, lyceums, technical and general education colleges, institutes, education and research centres, etc.). All the educational establishments should be teamed up around the leading university. There have been attempts to create such conglomerates in Ukraine (National Transport University, Kyiv Polytechnic Institute, National Aviation University, Kyiv-Mohyla Academy, and a number of others). However, their lack of significant investment does not allow them to be considered successful. The organizational hierarchy of such a conglomerate should start with the secondary (secondary specialized) and vocational educational institutions, enrolment to which should be carried out on a competitive basis. The selection of young people for further education should, above all, consider their personal desire and natural abilities (propensity for a certain occupation, interest in a profession, etc.).

Obtaining each of the following levels of education and corresponding education and qualification levels (junior bachelor, bachelor, specialist, master) must also take place on a competitive basis with effective limits on the transition to the next level. This should include an efficient system of interaction between the representatives of employers and the students at each education and qualification level. The campus infrastructure should be built along the lines of the European-type campus, which brings together educational institutions, libraries, museums, accommodation blocks, public catering, recreation, and sports facilities, etc.

This approach to the building of the campus would ensure comprehensive and harmonious development of young people, their relative safety, and rational expenditure of the resources invested in the construction of the campus. The interaction with employers who are interested in obtaining specialists with a certain education and qualification level, will make it possible to:

a) ensure the employment of all the graduates at any education and qualification level, provided they have obtained a sufficient level of knowledge, skills and competencies;

b) ensure that the employers have a real impact on the content and quality of education and training through financing education and training programs at a particular educational establishment of the conglomerate;

c) eliminate the excessive contingent of students in certain specialities and specializations which are not in demand in the labour market;

d) provide career development opportunities for career professionals through their education and training (re-education and re-training or qualification improvement) at the next level of education, which corresponds to the modern education paradigm - life-long learning.

Appropriate conditions for academic staff and a system of financial and moral incentives will provide for a termination of the outflow of talented youth to foreign universities after graduation, and eventually a return to Ukraine of highly qualified specialists who were previously employed in the higher educational establishments of Europe and the United States.

The implementation of the proposed approach also provides for an elite education.

The purpose of elite education is to prepare motivated, patriotic professionals who are capable of complex research, design, and entrepreneurial activities aimed at the development and production of competitive scientific and technical products and rapid positive changes in the national economy.

The advantages of elite education:

- education and training according to individual plan;
- in-depth fundamental education and training;
- development of the skills of project work, teamwork, the ability to set and resolve innovation-type tasks;
- academic and research work based on task-specific and project-based learning;
- study of additional subjects necessary for the implementation of real innovative projects.

Analyzing the international experience of preparing elite scientific and engineering personnel, we can highlight the following criteria to be met by a system of their selection and training:

- the paramount importance of fundamental education;

- a strict competitive selection of capable students into specialized groups;

- the availability of high-level faculties and education and training centres with ultramodern hardware and software;

- the availability of a package of specialized teaching materials for elite education;

- a strong motivation of students to receive elite education (scholarships, prospects for an interesting high-paying job);

- a strong motivation of teachers to work in the system of elite education (establishment of scientific schools, creative pedagogical activities, high salaries);

- close contacts with scientific organizations and businesses that have a need for elite professionals;

- the financing of educational elite programs.

The structure of elite education (table 1) includes:

- the preparatory stage (first and second years of studies):

a) the in-depth study of the humanities, higher mathematics, physics, etc. This instils in students the ability to analyze phenomena and search for alternative solutions, as well as a clear understanding of concepts and logical operations and a critical perception of judgments;

- the fundamental preparation stage (third and fourth years of studies):

b) studying additional disciplines that expand fundamental education and form the business and leadership qualities of the person;

c) the formation of teamwork skills in the course of implementing educational research task-specific projects;

d) undergoing various practices at enterprises, institutions and scientific organizations. This allows professionals to independently look for and make responsible decisions in conditions of uncertainty, in critical and

stressful situations, when a person is faced with new knowledge and high ethical principles will become a complex natural and social phenomena. Scientific reliable support in these situations;

Table 1

The structure of elite education

Graduation document	Institution	Management level
Diploma (Degree Certificate) of Doctor of Sciences	Higher doctorate at a higher educational establishment (qualification - Doctor of Sciences)	Senior managers at research establishments, universities
Diploma (Degree Certificate) of Doctor of Philosophy	Postgraduate program at a higher educational establishment (qualification - Doctor of Philosophy)	Managers at research establishments
Diploma (Degree Certificate) of Master	Master's degree program at a higher educational establishment (qualification - Master)	Mid-level managers at enterprises
Diploma (Degree Certificate) of Bachelor	Higher educational establishment (qualification - Bachelor)	Junior managers at enterprises
Diploma (Degree Certificate) of Junior Bachelor	College (qualification - Junior Bachelor)	Junior engineering personnel
Certificate of Completed Secondary Education	Secondary (secondary specialized) educational establishments (secondary schools, lyceums, technical colleges, ...)	Trades

– the specialized training phase (fifth and sixth years of studies):

a) education and training according to an individual curriculum, including at the future workplace;

b) education and training within master's programs based on leading scientific schools of the university;

c) training with work experience in the leading prestigious companies (enterprises), research centres, design bureaus, including those abroad.

At each stage of education and training, the university conglomerate will conduct competitive selection of candidates for further studies:

– elementary school – classes are formed of pupils with the same level of intellectual development;

– after 9 years of studying in a secondary school - classes are formed along the lines of educational fields (physics and mathematics, humanities, etc.);

– by the results of education and training during the last year in the secondary school, students are provided with recommendations for their further individual learning paths.

When enrolling into the university, groups are formed of students with the same level of intellectual development.

After two years of studies, groups are formed in accordance with the future profile of education and training of the students.

After four years of studies, candidates are selected for studying for the master degree.

## Conclusions

We can consider it expedient to carry out a pilot project of building a university-based conglomerate around one of the leading national universities. The implementation of this project will not be a burden on the state budget of Ukraine due to: a concentration of resources in the university conglomerate and their rational distribution; the involvement of the resources of private companies, organizations and individuals through non-governmental funds.

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## ПОГЛЯДИ НА ВДОСКОНАЛЕННЯ ОСВІТНЬОЇ ДІЯЛЬНОСТІ

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*У статті розглядаються підходи до вирішення проблеми задоволення ринків праці фахівцями і потреб, тих, хто навчається, в якійсній освіті за рахунок побудови ефективної системи освіти, а саме і за рахунок модернізації елітної освіти, як складової системи освіти України.*

**Ключові слова:** система освіти, елітна освіта, ефективність.

## ВЗГЛЯДИ НА СОВЕРШЕНСТВОВАНИЕ ОБРАЗОВАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ

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*В статье рассматриваются подходы к решению проблемы удовлетворения рынков труда специалистами и потребностей обучаемых в качественном образовании за счет построения эффективной системы образования, в том числе и за счет модернизации элитного образования, как составляющей системы образования Украины.*

**Ключевые слова:** система образования, элитное образование, эффективность.