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Humanitarian compound of modernization of higher education in Ukraine

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Abstract

The article observes the main tendencies of modernization of Ukrainian education. Determines the place of humanitarian education in determined process. Determines the role of humanitarian education in the training of modern competitive specialist. Outlines the trends of modern education in Ukraine.

Key words: education, study, standardization, personality, individual, society, culture.

We characterize modern society by essential changes in all the life spheres, that also influences the development of educational space. Education is the environment where new values and technologies knock together which in its turn demands new educational approaches. These new approaches would give the possibility to prepare a qualified specialist, a creative and talented individual.

As we all know, the structure of higher education in Ukraine develops in accordance with the structure of developed countries of the world, which are recognized by international organizations. Ukraine has one of the most important assignments today – to enhance the level of higher education and integrate it into the international scientific and educational community. The reformation of educational system of Ukraine is running including requirements of the entire row of international documents, specifically of International Standard Knowledge classification, International standards and requirements, criteria's and standards, which the countries and partners of Bologna process have agreed to etc.

The latest problem of standards in the world is often discussed by home scientists (V. Andrushchenko, V. Bepalko, L. Guberskiy, I. Zyaiun, M. Kysil, V. Lutay, N. Nychkalo, and others). The pivotal role of standard of education lies in standing for some kind of reference for comparison of the educational level that has already been reached, as well as the reference of educational improvement and control system to evaluate the quality of education. Along with that, the role the

spiritual factor of educational accomplishment is neglected, as long as the main accent is made on the formation of an individual of a “massive”, general educational type.

Yet, coming out of this statement, we must point that the question of educational standards is rather complicated. That is why there are various thoughts of scientists regarding the role of standards in education in the world. This problem is very sharp in the context of general processes and tendencies in the reformation of education. For example, the modeling of unbreakable education, democratization, humanitarization, the emerge of a great amount of institutions of private form of ownership etc. Concerning the latest, it is worth mentioning that on the contrary to the developed countries where private education is the main factor of formation of postindustrial elite, there do appear some commercial educational institutions in Ukraine without corresponding resource base that influence the inter educational system badly.

That is why we may state that Ukraine is in the process of modeling and implementation of state standards of education. That is the aggregate of norms that determine the requirements of educational and qualification level. The state standards are elaborated for every educational (educan and qualification) level and the direction of preparation (specialty) and are approved by the Cabinet of Ministers of Ukraine. The latest general standard of education in the world is the version of international qualification standard of education.

The scientist underline the following approaches in the understanding of educational standards:

- Standards must determine the minimum requirements, leaving the space for creativity in the process of modeling and structuring the study programs and plans in accordance with educational institution;
- Standards of higher education must take into account the condition and the character of secondary education standards;
- The structure and the content of the standard must be different for different levels of education;
- The standards must reflect social and economic realities of functioning in the system of education in the country.

Thus, what the scientists call the standards is they offer to understand not the strict determinant of maximum requests, but rather the provider of balance between minimum requests and creativity to disclose perspectives, etc.

The homeland scientists V. Ognevyuk determines the following functions of educational standards:

The formation of the unique educational space in Ukraine;

To provide the access to the quality education for all the citizens, the realization of their constitutional right for education;

The function of criterial assessment;

To govern the educational system;

The function of humanisation of education [Ognevyuk 2003: 1–3].

Ukraine signed the principles of education in international documents and where it is obligated to guarantee that the modernization of national educational model, which changes greatly the role of humanitarian disciplines in educational process. Still most of the modern countries admit that the center of attention in education started to move towards the study of applied science, to prepare a big quantity of practitioners, and not scientists. Pragmatic Americans started to make a stress on the applied science, supplying them with fundamental knowledge in an amount necessary for general development. Great Britain, which is not satisfied with educational results, strengthens the links between education and production sphere and makes it one of the most important direction in the reform of education. As a result, according to the report of British Industrial Confederation in approximately 63% of schools had regular links with business and 46% of corporations maintained the connections with schools in 90-ies. [Gromyko 1992: 98]. France is also running there form of high education system, putting the idea of universities professionalization first. Here we speak of the universities, which were traditionally considered as centers of preparation for fundamental scientific work, not compliant with narrow pragmatic goals of professionalization. Also, 90% of graduates of basic and real schools in France are receiving professional training of a double basis, in other words practical professional training on the industrial unit and theoretical in a professional school.

However, the idea of professionalization itself faced the crisis, as well as the entire process of its realization in education. Because, it turned out that the aging of modern techniques and depreciation of knowledge is happening faster than it is perceived by students in many spheres. Half of all the knowledge, received by students needs total reconsideration in 10 years.

Along with that we may observe the fact in the literature devoted to the problems of humanitarian science, that the business world stands against to on arrow professional bank in they youth training, demanding to strenght then the attention to general education and formation of the entire outlook, especially in future governing elite. It was marked that high professional culture is the background of high qualification, which in its turn depends on the level of culture. And that lies in the competence of humanitarian sciences.

Democratic society bumps up against the system of education, which is formed according to the demands of that society. J. Mill, and outstanding British thinker of liberal and democratic orientation wrote: «...government should not proclaim monopoly on education both on higher and lower layers... We cannot endure that the government de jure or de factor controls entirely the education of the people. Having and making such a control would mean to be a despot. The government, which has the ability to form the thoughts and senses of the popula-

tion, starting from the youngest ages, can commit anything they want against the population. Though the government does establish schools and colleges, still it cannot force people attend them, neither lure people by promises. However, the educational institutions for and by handicaps must not and should be approved by government. It would be totally justified if the country (government) demanded all the people to have some certain amount of knowledge, and still it is not justifies when it ascribes how and from whom people should receive this knowledge» [Mill 2000: 642–643].

The humanitarian science today has a very important assignment – to form an individual that would keep to democratic culture, realize the interconnections between individual freedom, human rights, and his civil responsibility, readiness for competent participation in social life. This goal can be reached when the humanitarian science performs the main tasks, which are defined by scientists as: providing population with knowledge of corresponding achievements of modern civilization, democratic values and traditions of Ukraine. The formation of motivation, basic skills and critical thinking; to contribute in formation of active civil position of young people to gain the experience of effective activity and communicative interaction.

L. Guberskiy, and out standing scientist of motherland successfully explains the actualization of role of humanitarian education in the training of modern competitive specialist, saying, that «radical shifts in all the paradigms of the research are changing, interdisciplinary boundaries also change, as well as the imagination about connections between natural, technical and humanitarian sciences. The processes of differentialization and integration of social and humanitarian knowledge gain new forms. New methodology as the main priority and inherent value considers the person as the most active, creative and sense forming beginning, draws full attention to the meaning of events that are taking place and to the social and humanitarian knowledge. The potential of this knowledge of scientific and research structures, that was accumulated during the centuries has now received principally new possibilities and meaning» [Guberskiy 2006: 5]. The central role in the formation of European education zone in Ukraine is given to universities, as much as their independence and autonomy give confidence that higher education will adapt to the new needs of society, that rechanging constantly.

So, modernization of Ukrainian education sphere is caused by integrational tendencies of Ukraine towards European Union and international education and scientific and educational community. The special role of the named processes belongs to humanitarian component of studies. Because the fundamental issues of specialist's training must necessarily include formation of humanistic outlook and culture.

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