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System Analysis of Globalization Processes' Axiological Evaluation on the Bolon Process Etiology and Chronology

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Abstract

It is justified that the cross-border educational coordination activities have drawn public attention to the global challenges of the 21st century and have declared the necessity for sustainable development education to be at the forefront in the progress concept and strategies towards sustainability. Therefore, it is necessary to create a sustainable development specialists' professional training system, especially, for the professionals with managerial and qualitative competences.

Keywords: education for sustainable development, vocational training, qualitative competence, quality of education, management in education

Introduction

High quality education management in the highly qualified personnel' vocational training system becomes the main goal of the socio-economic and environmental policy of sustainable lifelong development, employment and fight against unemployment and fulfillment of the modern quality demands and humanity safety demands at the modern stage of the social and scientific knowledge.

The 21st century implementation experience convincingly demonstrates the necessity for the first-rate changes in the education system in the context of society development. The necessity to study the etiology of the cross-border educa-

tion, science and innovation integration lies in the theoretical and methodological justification of the prerequisites, as well as in the practical implementation of the quality control concepts and strategies and in the educational system management of the Higher Education Institutions (HEI) in order to ensure the sustainable society development. The transformational educational system development requires the elimination of the global education and science problems of the Bologna process principles' implementation and in the conditions of the vocational training system formation in the sustainable development education.

Main part

The system analysis of the globalization processes' axiological evaluation on the Bologna process etiology and chronology allowed to build a logical chain of stages in the cross-border education integration system. The first stage is independent, declarative and structural. It requires the motivation for the national education system modernization in cooperation with the European Union Association called "European knowledge and scientific knowledge". The second stage is communicative. It includes the integrated implementation of the European working program. The next stage is organizational. It requires the proclamation of the European higher education and science establishment as a core strategy of the socio-economic development. It is based on the modern European unity scientific knowledge and synergies according to the principles of academic space autonomy in schools, student-centered education, social dimension and legal guarantees of democracy. The fourth stage is integrative. It deals with the education, science and innovations in the process of transboundary implementation of the academic mobility, in the process of the educational and scientific training potential development, while taking part in the retraining or advanced training programs and internships. The following stage is geopolitical. It is a possibility to build a cross-border dialogue not only with the EU representatives, but also with other regions to improve the democratic values of scientific knowledge and to realize the academic freedom implementation and to develop the teaching methods according to the peacekeeping standards.

Thus, the Bologna process becomes the object of scientific knowledge and the object of analytical and expert estimation. At the same time the geopolitical, organizational and managerial activities contributed to the standardization of the practical methodological recommendations on the European quality assurance planning. Such kinds of activities helped to introduce the European dimension of joint training, research programs, exchange projects and internships. Geopolitical academic mobility in the education and science sphere helps to actualize the innovations in the educational and research programs to ensure effective implementation of the educational services, scientific products, professional employment and self-improvement in the future. The cross-border coordination actions

and education drew public attention to the global environmental issues in the late 20-ies of the XXI century.

The causal analysis of the Sustainable Development Education Strategy implemented by the UN Economic Commission in Europe is seen through the Vilnius framework for continuous progress in following stages: 1) political – the establishment of the education institutions in the participating countries, global integration; 2) practical implementation – the national monitoring of the state strategy and plans' implementation; 3) progressive – the realization of the national sustainability strategy purposes in all spheres of social development. The effectiveness analysis of the Sustainable Development Education Strategy implemented by the UN Economic Commission in Europe is viewed through the Vilnius framework as a continuous progress in following stages: 1) political and organizational – the establishment of the education institutions in the participating countries, global integration in the field of education and science, and national plan development using the methodological metric of sustainable development); 2) practical implementation – national control over the implementation of state strategies and plans; 3) progressive – implementation of the goals of the national sustainability strategy in all spheres of social development.

In the process of structural and logical analysis it is determined that education and scientific research acquire nonlinear systemic network and development of the affiliated states with a certain responsibility of the authorities. The World Sustainable Development Goals and the Ukrainian Sustainable Development Goals specify the possibilities of the educational and scientific systems' modernization, in particular, by introducing sustainable development issues in the educational process, promoting an ecocentric lifestyle, ensuring the human rights, gender equality and non-violence as well as the global concept of civil society with an axiological awareness of cultural diversity and the sustainable development academic culture. The analytical platform of our research is based on laws and regulations in the fields of education and science, on the environmental and social development of Ukraine, as well as on the autonomous HEI regulations and the UN guidelines on this matter.

The basis for the legal regulation of the research is to ensure that the education quality specialists' professional training in the HEI is being realized in compliance with the legislative requirements in the fields mentioned below:

1) education and science: professional higher education (2019); education (2017); higher education (2014); pre-school education (2001); after-school education (2000); general secondary education (1999); vocational education (1998); scientific and technical activities (2015); access to public information (2011); innovative activity (2002); copyright and related rights (1993); scientific and technical information (1993); technical regulations and conformity assessment (2015); civil service (2015), basic principles of state supervision (control) in the

economic activity sphere (2007), State Service Regulations on Education Quality of Ukraine (2018);

2) environment: natural environment protection (1991); atmospheric air protection (1992); Fund of Ukrainian Natural Resources (1992); ecological expertise (1995); wastes reduction (1998); flora protection (1999); wildlife protection (2002); Red book (2002); land protection (2003); environmental audit (2004); ecological network of Ukraine (2004); the basic principles of state supervision (control) in the sphere of economic activities (2007); basic principles (strategies) of Ukrainian state environmental policy for the period until 2020 (2010); environmental impact assessment (2017);

3) social protection: citizen status protection and social protection of the people suffered as a result of the Chernobyl disaster (1991); the children protection (2001); occupational safety (1992); state social assistance to people disabled since childhood and to children with disabilities (2000); obligatory state pension insurance (2003); social insurance (2010); employment (2012).

Methodological basis of the future specialists' vocational training system for quality education is built on the following principles: the fundamental philosophical principle, concrete-scientific principles, general scientific principles and the principles of science and management knowledge. The management system methodology is based on the international principles of technical regulation in the field of education, science and innovations, which provide systematic unity, regulations and quality measurement in educational services. The international principles mentioned above ensure the technical regulations in the sustainable development priorities, national security, sustainability policy in the prospects of scientific and technical potential realization, the autonomy of technical regulation institutions, expert & analytical institutions from stakeholders and it also guarantee a holistic unity in the quality management principle implementation.

The measurements of the management coordination metrics rely on the management platforms of systematic interaction for the purpose of quality formation. The measurements are done according to the managers' training system models regarding the structural organization types and the functional purpose of continuous professional education. The HEI development planning on the principles of sustainability was carried out due to the principles of systematic quality analysis, the architectonics of the management hierarchy, the formal interaction and the normalization of the goal setting.

Conclusion

The targeted analysis of the global collections of conferences and conventions held for the twenty years of the sustainable development education modernization indicates a huge scientific interest to the educational system improvement perspectives, not only the environmental scientists and specialists on

global economics, but also teachers and authority representatives, politicians, managers, experts are seeking for the ideas of sustainable development in management education, research and innovations together with students, employers, mentors and representatives of the academic communities. The cross-border cooperation contributed to the realization of integrated political and academic responsibility. It required the development and implementation of the strategic education, science and innovation programs. As a result, a competitive educational and scientific space was formed. It includes a three-dimensional metric of the European standards, based on the research on consistency principles and life-long employment promotion in the EU.

The World Association of the Universities engaged in the sustainable development process while being analyzed testifies to the global constructive awareness and professional orientation built on the principles of consistency through the environmental education. In general, it ensures the global consciousness and the environmental awareness among the people engaged in the education process, each university is recommended to create a work group in the structural units (including faculties, students, staff, and administrators).

The scientific knowledge concept and the research quality concept were defined in our study as well as a certain lack of scientific works on methodology regarding the existing education system development and transformation.

The process of situation analysis actualized the necessities for the professional training methodology development and the quality value system perfection as well as for the life security improvement and the balanced socio-economic and ecologically safe development of society and nature. Such kinds of modern social demands can be satisfied based on the strategies of the UN Economic Commission in Europe as well as on the axiological principles and new approaches to the education and scientific knowledge. The transformations of the curricula and academic discipline programs should be a priority of the National plan for the UN Economic Commission Strategy implementation. The modern scientific areas of knowledge were also defined due to the results of the research.

Literature

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