

Changes in higher education and education system in the context of the problem of the professional training quality providing

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Nowadays more and more attention is paid to the intensification of educational process and education quality. The notion of education quality is related as to evaluation of professional characteristics of a graduate student and also to the process of higher educational system functioning, that is to the content of education, quality of educational technologies and human resource potential in educational establishment. In general, education as a process is a specially organized cooperation of teachers and their students for realization of education content and this process is targeted from one point on satisfaction of human needs on forming a personality with social – positive characteristics, and from another point on satisfaction of a person in development and self-development.

That is why, the purpose of this article is the analyses of some tendencies of training-educational process organization of higher school in Ukraine on the background of global priorities of competency training and education of progressive social thinking, for example noospheric.

A good example of humanistic-noospheric approach to the development of education is application of principles of competency training, which are described in European project TUNING: "...the notion of competencies includes knowledge and understanding (theoretical knowledge of academic branch, ability to know and understand), knowledge how to act (practical and operational application of knowledge to concrete situations), knowledge how to be (values as a very important part of the way of perception and life with others in social context). In formation of competence very important role plays not only the content of education, but educational environment of higher educational establishments, organization of educational process, education technologies, including education during the whole life, self-education etc.

In concepts of Ukrainian higher education development, which has not defined yet on which priorities (philosophical directions of education and science) to be orientated, it is possible to trace digression from the features of USSR behaviorism and not complete adaptation to humanistic and synergetic principles of educational training activity in modern developed World.

So, for forming professional competences of a professional in ukrainian higher education instead of the object of training, as a process of a person education, three cycles (means) of specialists training were defined – humanitarian and socio-economical training, mathematical and natural sciences education, professional and practical training, that can be relatively correlated with training

technology of the main European competences of bachelor training and humanistic values, and the process of patriotic, spiritual, environmental education at the system level is absent at all or given for periodic needs for numerous parties with ideology that is far from noospheric thinking.

Taking into account the main educational Eurocompetences the main thing for higher school reformation should be training the “universal” for most of the specialties bachelor, who could be competently able in natural, social, language and communication, culturological issues, and professional, and vocational training of a student could be defined by subjects which can be chosen by a student. As the majority of students continue education at master degree, simultaneously could be solved problematic question of conscious choice of specialty by students not on subjectively defined direction, but based on preference, skills, social inquiry.

And again arises a very important question: what prevents in present conditions, that are defined by law on higher education, to prepare from one point a qualified professional, and from another point self-conscious professional?

The main reason of possible failure at this stage can be in excessive centralization of education process, when not complete understanding of the aim leads to corrupted results, and the lack of choice of mechanisms, methods, approaches of goal reaching leads to receiving standardized production without “quality mark”.

When educational establishment demonstrates quality brand, it means that it should have its own training technology the content of which may differ significantly from the standards of the Ministry, but at the end will satisfy correspondence of the professional quality to the criteria of the same Ministry. If today chain degree educational system is introduced – secondary education – Junior Bachelor – Bachelor – master - PhD - Doctor of Science, the movement in this direction should have signs of conscious choice, according to the level of professional ability, according to the level of knowledge and skills that means competence. It is not enough to use only tests and exams in this case. Such educational system is based on historically verified principles: basic knowledge from educator to a student, conscious choice of students’ way of professional level according to skills, social encouragement of human professional growth.