

and respect for the culture of other peoples. The best teacher of a citizen of Ukraine is own true history, culture, traditions of the nation“, says O. Zaharenko. [4, p.48 - 49]

Summing up, it should be said that to be a master of pedagogical work it means to possess the methodology, technology of realization of the initial position in the pedagogical process. The more motivated teachers there are in the school, the more we can expect motivated pupils who will be competitive and demanded in the labor market not only in Ukraine, but also in Europe.

Being a master of pedagogical work it means constantly looking for ways of fuller, more successful, deep, accurate, and sometimes sophisticated and skillful resolution of the problems of upbringing and education, organization of the life of children, problems with working with parents and society.

Being a master of pedagogical work it means to be able to foresee possible complications in the pedagogical process and to prevent them in a timely manner, to be able to immediately and correctly solve difficult pedagogical situations, to have a pedagogical feeling, to be able to manage a pedagogical process without coercion, with ease, to be simple, ordinary, but necessary and a favorite for children, putting joy in them, caring, confidence and optimism.

The master of pedagogical work is a person who has a broad outlook, sensitive, benevolent, principled. One is struggling for the new and against the old-fashioned pedagogical work, closely watching the development of pedagogical and related sciences, with promising experience.

Consequently, we can conclude that modern educators need to study throughout life to continuously replenish their scientific knowledge through books, periodicals, the Internet.

According to V. Sukhomlynsky, “The more deeply your pupils are in love with the subject you teach, the better you are a teacher, the more educator and teacher your person joins. The problem of upbringing abilities, inclinations, vocations can not be solved without the direct influence of the teacher’s personality on the personality of the pupils. Abilities are cultivated only by abilities, inclinations - by inclinations, vocations - by vocations.

Good teachers start at the school desk. The light of the love to the teacher’s profession such person is able to ignite which loves children, has the greatest pedagogical wisdom - constantly awakens in the young heart the desire to be good, the desire to become better today than yesterday [5, 185 p].

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CHALLENGES IN TRAINING ACADEMIC AND PEDAGOGICAL STAFF IN UKRAINE

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The article deals with the state of the current system of training and retraining of qualified academic and pedagogical staff with consideration to the society’s requirements to the scientific ‘elite’ and based on a holistic scientific approach that is in turn based on development of effective technologies and understanding of modern and future conditions of Ukrainian science.

Keywords: *academic and pedagogical staff, system of training and retraining of qualified academic and pedagogical staff, doctoral and postdoctoral studies.*

State policy should be oriented towards ensuring the interests of individuals, quality and accessibility, competitiveness, integration into European and global educational and research networks, regular national and international monitoring and comprehensive analysis of the development of education, stable and sufficient provision of financial and intellectual resources.

Analysis of the real conditions of educational, pedagogical and psychological sciences proves the need to develop their organizational, human, financial and resource provision according to societal demands and modern challenges as well as the need to develop in line with European and global tendencies in the development of educational and research environments. It is necessary to realize the importance of education, pedagogy and psychology in establishing a new type of civilization - a knowledge society that is dominated by research and innovation.

Efficiency of modern specialists in current labor market conditions is largely dependent on their personal characteristics and competitiveness. This is especially important for academic and pedagogical staff (hereinafter APS), who are mandated with training the next generations of professionals, capable of working under competitive market conditions. APS also have to serve as an example of such professionalism and competitiveness they are trying to instill in their students through training programs.

Adoption of the Law of Ukraine on “Scientific and research and development activities” in 2015 was an important step towards the integration of Ukraine into the European research space.

Currently, Ukraine prepares APS of higher qualification in 25 various scientific domains and in over 600 specializations. The country has a network of specialized academic councils that are responsible for awarding Candidate of Sciences and Doctor of Sciences academic degrees in a number of areas. As of today, just the institutions attached to the National Academy of Pedagogical Sciences have 1066 academic researchers, which is 22.2 % more than in 2015. 17 specialized academic councils in 10 scientific institutions facilitated the defense of 206 theses: 49 doctoral and 157 candidate of sciences.

At the same time, one should admit that the prestige of being an academic is decreasing in Ukraine. This is also coupled with the desire of many high-ranking officials to obtain academic credentials through “informal” channels, which obviously devalues such credentials and diplomas. We should stress that APS are a key social group responsible for such publicly important tasks as preservation and multiplication of cultural and social assets; socialization of individuals through education and professional training.

Increase in funding allocations by the NAPS of Ukraine for training of researchers, masters, doctors of philosophy and sciences as well as for improving the qualifications of management staff in education, pedagogy and psychology is an urgent need for today.

It becomes obvious that the content of pedagogical and scientific education should include such harmonized key components as: technology (mastering effective ways of learning), psychology (ability to interact with the individuals and understand various aspects of their individuality), culture (understanding of current and future contexts of civilizational development) and subject knowledge (mastery of the subject taught). This especially relates to the teachers in preschool and primary educational institutions as they have to interact with children who will live in a very different country from today. It is worth mentioning that the percentage of dissertations in the specialization 13.00.08 – preschool pedagogy - is the smallest (0,8%) and has decreased by 0,4% compared to previous years.

Doctoral and post-doctoral studies are among the key forms of training APS. Ukraine has 490 doctoral and 283 post-doctoral training programs which train 28.5 thousand potential Candidates of Sciences and 1.8 thousand potential Doctors of Sciences. Most of these students (86 % of doctoral and 81 % of post-doctoral) are attached to higher educational institutions. With regard to such programs, the problem is that too often they are attached to higher educational institutions that have no academic tradition, lack necessary organizational, research, and technical capacity [1, p. 120].

There is an increasing need in the development of new approaches to management in education, which is moving towards a more democratic, pluralist and open model.

The national classification of scientific occupations has in 2006 been updated with the occupation 13.00.06 – theory and methodology of management in education. This is an area of pedagogical science which studies the methodological, theoretical and practical aspects of functioning and development of all levels of management in education [3].

Since the establishment of this specialization, 21 doctoral dissertations have been defended encompassing a number of issues in educational management and the following key aspects:

- management in secondary educational institutions (4 dissertations – L. Kalinina, 2008; O. Bodnar, 2013; V. Prykhodko, 2014; G. Tymoshko, 2015);
- management of TVET institutions (1 dissertation – L. Sergeyeva, 2013);
- management of higher educational institutions вищою освітою (11 dissertations – O. Halus, 2009; S. Kalazhnikov, 2011; T. Borova, 2012; A. Kharkivska, 2012; A. Prokopenko, 2012; I. Druch, 2013; L. Petrychenko, 2014; V. Gladkova, 2014; V. Stepashko, 2014; O. Slusarenko, 2015; Y. Malykhina, 2015);
- postgraduate education (2 dissertations – N. Klokar, 2011; Z. Ryabova, 2013);
- regional and national education systems (4 dissertations – S. Nikolayenko, 2009; O. Kasyanova, 2012; O. Pastovenskyi, 2015);
- application of qualimetric methods in management of education and training (1 dissertation – V. Kamyshyn, 2014).

This analysis demonstrates that the attention of most researchers is directed towards management of education. Despite the fact that higher educational institutions are moving towards new market-oriented models in management and funding, there is lack of current research related to training of APS.

Higher educational institutions of III and IV level of accreditation (further referred to as HEI) have 46 % candidates of science, 9,3 % doctors of sciences, 31 % associate professors and 8,2 % of professors within their staff. However, considering the large number of students, this is not sufficient. Besides this, most APS do not have a sufficient level of English, which limits opportunities for professional development as they are unable to access many international publications, research and academic mobility programs.

Regional differences in the availability of candidates of sciences and associate professors are most twofold, doctors of sciences - fourfold, and professors - threefold. As to various levels of educational institutions, this difference is much bigger. Higher educational institutions have 72 % of candidates of sciences and 78 % of doctors of sciences working in Ukraine. Analysis demonstrates that in 2015/16 academic year per every 100 students in higher educational institutions there were 6,5 candidates of sciences, 4,5 associate professors, 1,5 doctors of sciences and one professor.

Traditionally, within the education system, individuals holding a Doctor of Sciences Degree and a professorship have been regarded as the most qualified. Taking away from the managers of higher educational institutions the ability to allocate additional remuneration to staff for holding academic degrees and for additional/extracurricular work substantially reduces the size of salaries for the most qualified staff and puts them within the same pay bracket as the less qualified staff who are just starting to work. It also reduces the motivation for academic and research work thus leading to the overall reduction in the quality of research and education in Ukraine.

The National report on the conditions and perspective of the development of education in Ukraine clearly states that one of the negative effects of economic mobility of young researchers is the aging of APS, even though there is a sufficient number of available vacancies [1]. Among the barriers to professional development of APS one can note such things as lack of knowledge of innovative educational technologies, no knowledge of foreign languages, low level of ICT skills and a range of stereotypical approaches to education.

Watching the higher education sector the problem is that too often doctoral and postdoctoral programs are established in institutions that do not have relevant academic/research infrastructure, laboratories and equipment. For instance, in 2014 p., 277 higher educational institutions had 158 scientific/research departments, while having - 225 (234 in 2015) doctoral and 162 (177 in 2015) postdoctoral programs.

The level of salaries for APS also does not facilitate their career advancement. Out of the 23 economic sectors that the National Statistic Service of Ukraine tracks data for average salary levels, education on the 17th place.

In 2014 average salaries in education were at 79 % of national average (in 1990 - 72 %) and at 69 % of average in industry (1990 - 63 %), which is a clear violation of the law of Ukraine «On education». The last time salaries in education were higher than the national average was in 1965, and they have been steadily decreasing ever since.

The key trends in professional education in the XXI century are globalization, increased competition among specialists, technological and information revolution, globalization of information exchange, rapid expansion of knowledge base.

Lately, in Ukrainian pedagogical science there has been an increase in the number of research aimed at looking for various approaches, mechanisms and aspects of competitiveness in education, including those related to the competitiveness of graduates at the labour market and, as a result of this - establishment of a competitive advantage of an educational institution and forming quality pedagogical and APS teams.

This is a sector where an especially responsible and elite cohort of specialists should be nurtured as it has to have the capacity to implement important state, cultural and educational objectives. The very livelihood of a teacher is connected to that of the nation, which has no future without young people [2, p. 88].

Constant improvement of the system of training and retraining of APS is justified by the change in the role of an individual in the modern world, the new requirements to the quality of the human capital that take into consideration cultural, spiritual, societal, economic, and technological transformations as well as numerous local, regional, national, and global challenges.

Functions of postgraduate pedagogical education are being expanded and it is being transformed into postdoctoral education under the pressures from the market and information and technological progress. This is very much in line with the modern trends of lifelong learning.

Administrations of higher educational institutions specializing in economic, legal, agricultural and medical studies do not provide incentives for research in the areas of pedagogical sciences, specifically in specializations 13.00.04 and 13.00.02. To work in such institutions and be a candidate or doctor of pedagogical sciences is not prestigious and does not open any perspectives for career advancement. At the same time, positions responsible for teaching methodology, program and curriculum development in such institutions are often occupied by people without relevant academic backgrounds in pedagogy [4].

Instead of generating new breakthrough ideas, researches often have to spend their efforts on development of already existing fields of knowledge. Although this creates an illusion of development and may produce some results, it essentially leads the science and, therefore, the whole country, into a dead end.

There is a clear lack of conditions needed to raise the prestige and social status of APSs, their occupational and cultural growth. Targeted training of researchers and academics can become the basis for such professional growth. This can be done through various professional upgrading programs, internships, innovative training programs, participation in international projects and exchanges.

State policy in the area of APS training is targeted towards improved professional selection and training of youth, creating necessary preconditions for a conscious selection of the pedagogical occupation and an establishment of a system for occupational selection of youth to higher pedagogical training institutions.

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QUALITY MANAGEMENT OF VOCATIONAL TRAINING OF COMPETITIVE EXPERTS TAKING INTO ACCOUNT EXPERIENCE OF THE POST-SOVIET COUNTRIES

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The urgent problem of quality management of training of competitive experts in professional educational institutions is considered in the article. The historical analysis of formation and development of vocational training system of specialists and its influence on quality of training from the beginning of creation by present time is carried out. Advantages and disadvantages of historically existing system of vocational training of specialists are revealed. The elements of a modern running system of quality of vocational training of specialists in the Post-Soviet countries are considered. It is revealed the main directions of reforming of a modern running system of quality of vocational training of specialists in Ukraine taking into account the experience of the Post-Soviet countries.

Keywords: quality managements, vocational training of the specialists, vocational college.

The main core in quality management remains the traditional Post-Soviet system at the present stage of development of professional education in Ukraine it was in general positive results, but it is not answer for modern European recommendations for a long time.

Generally accepted is the fact that its future depends on quality of vocational training in Ukraine. The system of vocational training forms the most important richness of the state - its human potential. The statement will be fair that improvement of quality of vocational training has to become a strategic national priority of each state as noted process is directly connected with development of economy and society.

Traditionally, quality of vocational training connected to a content and a form of an educational process, besides the content of the educational process was based only on qualification and experience of pedagogical workers. However today there is necessity of revision of views of the noted problem.

Considering a competition aggravation in the education market, the most important is the problem of survival of professional educational institutions in competitive fight in providing educational services. It is necessary to reconsider the relation to the concept of quality of vocational training it is clear that the contents and a form of educational process have to be variable all the time.

The national system of vocational training has the long created traditions and standards. The carried-out analysis of vocational training of specialists since appearing of the first professional educational institutions (the XVIII c.) and by the present time allowed us to draw a conclusion that the due attention was not always paid to vocational training and its quality. Incidental formation and development of different branches of production according to social, economic, political changes which happened in society in the XVIII c. up to now was the main criteria of development of vocational training:

- the first period (1709-1745) - is begun school vocational training which promoted training of technicians;
- the second period (1746-1887) - insufficient financing of professional educational institutions. Decline of development of vocational training. Lack of coherent system of training;