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QUALITY OF EDUCATION AS A NECESSARY CONDITION FOR EFFECTIVE FUNCTIONING OF THE EDUCATIONAL SYSTEM AND THE DEVELOPMENT OF SOCIETY: UKRAINIAN EXPERIENCE

The spread of globalization and European integration processes to all areas of public life at the beginning of the 21st century determines the need to reorient the education as a leading social institution to the needs of the market for educational services and to organize it on the basis of continuous education. In the context of a balanced European educational choice of Ukraine, the scientific community faces the problems concerning the developing of the quality of education, stemming from basic European education documents. These documents include the World Declaration on Higher Education for the Twenty-First Century (1998), the Lisbon Recognition Convention (the Convention on the Recognition of Qualifications concerning Higher Education in the European Region) (1997), the Sorbonne (1998) and Bologna (1999) Declaration on harmonization of the architecture of the European higher education system, and the UNESCO Guidelines on Intercultural Education (2006). At the country level, in Ukraine this educational trend is implemented in the Laws of Ukraine "On Education" (2017), "On Higher Education" (2017), in the Concept of Pedagogical Education Development (2016), the Concept of Implementation of State Policy in the Reform of General Secondary Education "New Ukrainian School" for the period up to 2029 (2016), and the professional standards, normative documents etc. Solving the problem of quality of education is in the center of scientific activities of Ukrainian

scholars (A. Aleksyuk, V. Andrushchenko, I. Bekh, L. Grinevich. O. Dubasenyuk, G. Vasyanovich, S. Goncharenko, Yu. Zinkovsky, I. Zyazyun, M. Leshchenko, N. Nychkalo, V. Rybalki, V. Semichenko, G. Trotsko, L. Khomych et al) who put forward two main approaches to determining the phenomenon of quality of education. Within the framework of the first, normative, approach, the essence of quality of education is considered from the point of view of meeting educational needs and achieving certain educational norms, standards, goals (for individuals, society, state), which are normatively approved by relevant documents (M. Potashnik, V. Nuzhdin, V. Panayuk, K. Isikava, V. Kalnei, O. Lokshina, S. Shishov, N. Seleznev et al) [1]. The second approach, managerial one, considers this category from the standpoint of modern theory and practice of management (T. Volobueva, O. Kasyanova, V. Kachalov, T. Lukin, O. Lyashenko et al) [1]. Quality of education as an object of managerial influence is considered from the standpoint of the quality of educational system, the quality of educational process (as a process of consumption of provided educational services), and the quality of the personality of the graduate as a result of the educational system's performance in terms of its education and formation of socially significant values.

The foreign scholars have reached considerable results in studying the major aspects of education quality (R. L.Thomdike, E. A. Hanushek, L.Woessmann, D.D.Kimko, M. Roser, M. Nagdy, E.Ortiz-Ospina et al [2; 3; 4]). Interesting, topical, innovative experience is highlighted in the book "World Class: How to Build a 21st-Century School System" (2018) in which one of the most experienced educators in the world, Andreas Schleicher (Director for Education and Skills and Special Advisor on Education Policy to the Secretary-General, Organization for Economic Co-operation and Development), gives striking, but convincing data on current trends in education, analyzing the reasons for the success of the most effective educational systems that have led the countries from decline into the first place in the world, and giving advice on how to implement educational reforms. The Financial Times states in its review of the book, "Schleicher rightly stresses that PISA results should not be 'about copying prefabricated solutions from other countries,' but rather exploring good practices domestically and abroad. While the debate on reform is far from settled, his effort to bring figures and comparisons to the discussion is extremely useful." In this respect, the studies by Eric Hanushek of Stanford University and Ludger Woessmann of the German Institute for Economic Research have shown that the quality of school education helps to accurately predict how prosperous the country will be in the long run [2].

The purpose of the study is to differentiate and analyze the indicators and influential factors of quality of education in the institutions of secondary and higher education of Ukraine in the context of European integration changes.

Objectives of the study.

1. To analyze the essence of the concept of "quality of education" in scientific literature by revealing existing problems.
2. To carry out pedagogical diagnostics concerning the importance of the factors influencing the quality of knowledge in the institutions of secondary and higher education.
3. To differentiate strategic directions for improving the quality of education in educational institutions.

Methodology of Research.

The scientific search was carried out on the basis of the application of theoretical and empirical methods of scientific and pedagogical research, such as: the method of analysis and synthesis, the method of studying documentary and scientific and pedagogical sources, the method of interpreting educational facts, the comparative pedagogical methods, the method of analysis of foreign-language sources being used to highlight the leading areas for improving the quality of education.

Results of Research.

Study of scientific literature has shown the existence of different approaches to the key concept. The quality of higher education is considered as a complex characteristic that reflects the range and level of educational services provided by education systems in accordance with the interests of the individual, society and state. Thus, qualitative education should enable every individual to acquire a fullfledged, continuing education in appropriate levels in all its forms. The quality of higher education is understood as person's set of qualities, characterizing his professional competence, value orientation, social attitudes thus determining the ability to satisfy both personality-spiritual and material needs, as well as the needs of society. At the same time, quality of higher education in the framework of Ukrainian educational system is understood as a complex category that covers the concept of "quality of education" and "quality of professional training".

The first one is multicomponent, it involves a certain level of teachers' qualifications, as well as the state of material and laboratory basis, the quality and quantity of scientific and methodological literature, modern curricula, the quality of students' internship. The quality of professional training represents the students' ability to meet the requirements of certain branch of national economy. Quality of education reflects the need to summarize the effectiveness of the educational process, the possibility of diagnosing the graduate' professional competences, and therefore his readiness as a specialist to start a production activities without long-term adaptation.

Thus, quality of education, as assessment of the level of students' knowledge, skills, and abilities, is a complex of characteristics of the educational process, determining the consistent and practically effective formation of the competences and professional consciousness in prospective specialists. It is also a certain level of knowledge and skills, mental, physical and moral development, being achieved by graduates in accordance with the planned goals of education, professional training. The European system for assessing knowledge (based on the ESTS units) can be compared with the system existing in Ukraine. According to many scholars, qualitative education is considered today as one of the main indicators of quality of life, a tool of social and cultural harmony and economic growth of any state. In the development of the information society, social intellect and educational system are decisive factors in the progress of humanity.

Therefore, in a high-tech information society, the quality of education is a key argument in providing a level of life and person's professional competences that would meet the needs of person's development, as well as the needs of society and state. Consequently, quality of education as a system phenomenon can be viewed in the form of a multidimensional model of social norms and requirements put to persons and educational environment, where person's development is realized. The quality of education is estimated, firstly, as the social ideal of human education; and secondly, as a result of its educational activities; and thirdly, as a criterion for the effective functioning of educational system. Most research on the quality of education is carried out within the framework of pedagogical science. Often, the subject of this research is the quality of knowledge, the quality of educational achievements and the results of educational activities. In this context the quality of education can be assessed by certain indicators. Among them are the Educational Indicators of the EU Council of Education, as the Educational Indicators of the International Consultative Forum on Education for All, the UNESCO Educational Indicators. Globalization and European integration trends in modern Ukrainian society and new socio-economic conditions necessitate the improvement of the system of higher pedagogical education of Ukraine, stimulate the search for new approaches to the organization of prospective teachers' professional training and the improvement of the skills of working teachers and lecturers. In recent years, there has been a certain tendency to decrease the quality of education in the world. This stems from the loss of social optimism in educators, from falling interest in education among the youth and their world-view conformism, from the loss of educational values and rapid aging of educational staff. For example, let us identify the trends that can be traced in pedagogical education in Ukraine due to changes in the structure and content of higher education. These include: reducing in the number of class hours several times

compared with previous years, especially lecture hours on the main pedagogical disciplines; admission to magistracy of people with non-pedagogical education since during 1,5 years of studying in the magistracy, the prospective masters, in fact, are being only acquainted with the basics of pedagogical knowledge. Such training needs to deepen the quality of pedagogical education; it is necessary to strengthen the practice-oriented approach to teacher training, as well as to increase the number of hours not only for the seminars, but for practical classes in pedagogical disciplines, in which the experienced creative teachers' classes are attended and discussed by the prospective teachers, as well as the case methods are actively implemented.

The laboratory classes are also needed where active formation of students' practical skills, abilities, creative thinking is provided. In Ukrainian universities there are another problem concerning the lack of innovative forms, methods, technologies that develop creative thinking in the students in accordance with the provisions of the Concept of Ukrainian Pedagogical Education Development. The content, forms and methods of pedagogical internship also require significant updating and strengthening of pedagogical and methodological support. On the other hand, there is a positive trend, lying in the fact that in recent decades the number of educational disciplines has increased, educational pedagogical disciplines have been diversified, which are related to lecturers' scientific interests.

Another problem of prospective teachers' professional training is connected with a rather low level of their professional motivation, since some students do not think about the essence of the pedagogical profession, and do not feel responsible for the future of the country, do not show a strong desire for continuous lifelong learning. However, there are also positive trends: students who work on an individual program, after the completion of online courses in accordance with the requirements of the concept "New Ukrainian School", are working according a new program for primary schools in Zhytomyr and Zhytomyr region, using updated educational aids thus combining theoretical training with the practical one.

Still another problem is connected with the fact that written examinations do not allow to reveal the level of development of creative potential in the prospective teachers. Furthermore, it is difficult during a short period of magistracy to form in the students' the autonomy of thinking, creative approach to pedagogical activity, to develop a proper level of speech culture, since test assignments orient students towards reproductive thinking. The outlined trends do not contribute to improving the quality of knowledge in the prospective professionals in the sphere of education. That is why we conducted a diagnostic experiment whose purpose was to identify the factors influencing the quality of education in the leading institutions of secondary and higher education of Zhytomyr region, which are part

of the educational-scientific-production complex "Polissya" containing Ivan Franko Zhytomyr State University as its leading center (approved by Ministry of Education of Ukraine in 2003).

The experiment provided three main directions of research. These factors were supplemented with the revealing the educational indicators affecting the quality of education. For this purpose, the activities of the institutions of educational-scientific-production complex "Polissya" for 15 years were studied taking into account the result of the analysis of the essence of the concept of "quality of education" enabling to determine the basic categorical features that were presented in the questionnaire. On this base a survey of the heads of educational institutions of higher and secondary education complex (78 persons) was conducted. This made it possible to distinguish the factors influencing the quality of education in the above mentioned educational institutions (table 1).

Table 1. Factors influencing the quality of education

<i>Education quality is provided by</i>	<i>%</i>
Increasing the level of professional competences and the level of teachers' creative skills	95%
Using new information and communication technologies	85%
Cooperating with various educational institutions	80%
Availability of the appropriate material and technical aids	80%
Developing up-to-date teaching and methodological aids	75%
Creating a supportive psychological climate in the pedagogical team	65%
Establishment of appropriate relations with students on the principles of partnership pedagogy	60%
Taking into account international criteria for the quality of knowledge in accordance with the requirements of the Bologna Process	45%
Independent external testing of graduates of secondary education institutions	40 %
International cooperation	30%
Taking into account the peculiarities of the multicultural educational environment	25%
Ensuring conditions for professional career growth	25%

During the process of research the factors influencing the mobility of teachers and students in accordance with the balanced European educational choice of Ukraine were identified (table 2). Table

2. Factors influencing the mobility of teachers and students

<i>Factors influencing the mobility of teachers, students and students</i>	<i>%</i>
Interchange of pupils, students with foreign general education and higher educational institutions	70%
International cooperation with educational institutions and higher educational establishments	65%
Developing joint international projects	65%
Exchange of teachers and scholars with foreign partners	65%
Access of Ukrainian citizens to national grants, scholarships	50%
Studying Ukrainian students in foreign educational institutions	50 %
Receiving grants	35 %
Signing international agreements	20 %

Discussion.

It has been proved that the exchange of Ukrainian students with foreign educational establishments (70%) and the exchange of teachers and scientists with foreign partners (65%) play an important role in the process of increasing the quality of education. One of the topical factors is the training of Ukrainian students in foreign educational establishments (50%). Respondents considers the positive factors: international cooperation with institutions of secondary and higher education (65%), development of joint international projects (65%), access of Ukrainian citizens to national grants, scholarships (50%), receiving grants (35%), signing international agreements (20%) and others. Furthermore, it is cleared up how well the trained teachers of secondary and higher educational institutions qualitatively provide the pedagogical process in accordance with the requirements of the Bologna Declaration. The opinions of respondents were distributed as follows: 35% of the teachers are trained at a high level, 30% – at an adequate level, 20% – on average, 15% – expressed an uncertain opinion. It is possible to agree with the opinion of the heads of educational institutions, teachers and lectures on the priority of the level of professional competences and pedagogical skills of teachers, taking into account the decisive role of human capital in socio-economic, scientific, technical and cultural development of society and the state. This is

emphasized in the Concept of Pedagogical Education Development of Ukraine (2018) since school teacher create the school as a social institution.

Only a highly professional teacher is able to train young people for work in a high-tech information society. Furthermore, the importance of teacher's role in society development is evidenced by the results of the research conducted within the framework of the scientific theme of Zhytomyr Ivan Franko \State University (Ukraine) "Formation of Professional Competences in the Prospective Future Teacher in the Context of European Integration" aimed at professional training of competent, competitive teachers. The importance of professional training of the teacher, his qualifications and constant self-improvement is stated in the mentioned book of A. Schleicher where it is emphasized that effective educational systems of highly developed countries very carefully select and the teachers and educational leaders; when deciding where to invest, they give priority to teacher qualifications, rather than the size of the class thus showing teachers the way to higher levels of the career ladder. This means that in successful countries (Canada, Finland, USA) the emphasis is laid on teaching quality, since teaching profession is very prestigious and respected there, and teachers have a high social status. Furthermore, for the pedagogical specialty is a large competition when only one candidate out of ten is chosen for pedagogical career.

This profession is not only for graduates of pedagogical universities, but also for those who have completed other master's programs. Everything is done in order to attract the most talented graduates to schools. Teachers are trusted and have a high level of autonomy. Let us note the positive role of international cooperation, the weight of which grows with each passing year, resulting in developing various forms of cooperation, as if had been proved by our research. However, let's also emphasize the fact that every year the number of Ukrainian young people studying abroad is increasing for various reasons, since in Western European countries there are affordable financing of educational services and qualitative education, the possibility of appropriate employment, and the provision of adequate living conditions. The latter contributes to massive outflow of most trained and talented youth from Ukraine to Europe. Therefore, in Ukraine at the state level, it is extremely necessary to develop a program in the near future with the aim to identify the strategic directions of changing this situation, that is, to create proper conditions for studying and employment of graduates, presupposing fair financing, decent salary, as well as provision of the youth with work in accordance with the received specialty.

The strategic directions of improving the quality of education in Ukraine should be considered such.

1. Recognition of education the most important indicator of the quality of life in society, an instrument of social and cultural harmony and economic growth, the fundamental basis of social life, which involves serious changes in the strategy of Ukrainian socio-economic policy (A. Schleicher), since scientists have proved: in countries with a small amount of natural resources (good examples are Finland, Japan and Singapore) the citizens understand that their country must rely on reason, knowledge and skills, and the latter depend on the quality of education. So, if education is a priority for the country, so it has an incentive to build a top-notch educational system and a thriving economy.

2. Consideration of international, in particular European, experience for improving the quality of education in Ukraine, the widespread introduction of the latest information and communication technologies, the creation of a proper information and educational material base, and corresponding technological updating of educational process aimed at training competitive specialists, as well as national elite (A. Schleicher).

3. Training highly skilled teachers is an important indicator characteristic of effective educational systems in the world. Particular attention should be paid to the selection, training and employment of first-class teachers. This means that the most talented, motivated educational institutions graduates should be involved for the teaching profession. It is necessary to develop a National Support Program for Gifted Children and Youth, which would provide at the state level clear mechanisms for their selection, financial support and training at leading university centers of Ukraine. The effectiveness of this approach is proved by international experience of the USA, Japan, Finland and other countries of the world, where professional development of teachers takes place throughout the career. So, for Ukraine it is important to Increase the efficiency of research in the field of pedagogy, taking into account the experience of advanced educational systems. Another important requirement is connected with creating necessary conditions for implementing the achievements of pedagogical science into practice, since a large number of dissertation in education are defended annually in Ukraine, including in the specialized scientific council of Zhytomyr Ivan Franko State University.

4. Constant updating the content of education, being implemented in state standards, curricula, textbooks and other teaching resources. The new modernized model of education should be based on two levels: normative (national) – on state (obligatory) and regional (optional) standards of education. According to Ukrainian scholars, the national component of the content of education, which should provide a common level of fundamental education, should not exceed 70%, and the variations should be about 30%. Only such a model can provide the use of the acquired knowledge for practical life (both professional and public), being

mobile and open to educational change. 5. Increasing the role of continuing education, teachers' aspiration for constant self-improvement, self-development, self-education. In most high-tech countries, almost 50 % of adult population is involved in continuing education process. Therefore, one of the main resources of innovation development in Ukraine should be the creation of a up-to-date mechanism for the functioning of the system of professional development and, in general, for meeting the educational needs of a man throughout his life. Only under such provisions Ukrainian education may become of the necessary quality, become competitive in the European and world educational space. By taking these and other steps towards transforming reforming education, Ukrainian society has a chance in the coming years to ensure the introduction of innovative information technologies and get closer to the level of life standards of developed countries.

Conclusions.

Thus, Ukrainian scholars and teachers are successfully pursuing strategies and methods for improving the quality of education, but this problem requires further study. Scientific research has a positive effect on professional and pedagogical training of the prospective teachers and promotes the development of the school as a social institution. An analysis of the current socio-cultural situation in Ukraine leads to the conclusion that higher and secondary schools should acquire a new systemic quality of education in the context of lifelong learning, they must integrate into a system of continuous education.

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