

# Quality of Education – Ukrainian Experience

Prejeto 13.08.2019 / Sprejeto 10.02.2020

Znanstveni članek

UDK 37:005.336.3

**KLJUČNE BESEDE:** kakovostna izobrazba, poklicne kompetence, mednarodna merila kakovosti izobraževanja, kontinuiteta izobraževanja, izobraževalni sistem

**POVZETEK** – Članek obravnava problematiko kakovosti izobraževanja v kontekstu sodobne globalizacije in evropskih integracijskih procesov. Koncept kakovosti izobraževanja, analiziran na temelju različnih znanstvenih pristopov v pedagoški literaturi, je raziskan na naslednji način: kot kompleksna lastnost, ki odraža obseg in raven izobraževalnih storitev in izobraževalnega procesa; kot skupek lastnosti osebe z visokošolsko izobrazbo, ki je značilna za njene poklicne kompetence; kot sistemska kategorija, ki zajema pojma “kakovost izobraževanja” in “kakovost usposabljanja”; kot ocena stopnje znanja, veščin in sposobnosti, ki jih pridobijo študenti; kot eden glavnih kazalcev kakovosti življenja in gospodarske rasti v državi; kot človeški kapital. V okviru raziskave je bila izvedena pedagoška diagnostika za identifikacijo pomena dejavnikov, ki vplivajo na kakovost znanja v srednjih in visokih šolah.

Received 13.08.2019 / Accepted 10.02.2020

Scientific paper

UDC 37:005.336.3

**KEYWORDS:** qualitative education, professional competences, international criteria of quality of education; continuity of education; education system

**ABSTRACT** – The article deals with the problem of the quality of education in the context of modern globalization and European integration processes. The concept of “quality of education”, analyzed on the basis of various scientific approaches in pedagogical literature, is considered in the following ways: as a complex characteristic that reflects the range and level of educational services and the educational process; as a set of qualities of a person with a higher education characterizing his/her professional competences; as a system category that covers the concept of “quality of education” and “quality of training”; as an assessment of the level of knowledge, skills and abilities obtained by students; as one of the main indicators of a country's quality of life and economic growth; as human capital. In the course of the research, pedagogical diagnostics was implemented to determine the importance of the factors influencing the quality of knowledge in institutions of secondary and higher education.

## 1 Introduction

The spread of globalization and European integration processes to all areas of public life at the beginning of the 21st century has determined the need to reorient education as the 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 Ukraine as a balanced European educational choice, the scientific community faces problems concerning the development 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 state level, in Ukraine this educational trend is implemented in the Ukrainian acts “On Education” (2017), “On Higher Education” (2017), in the Concept of Pedagogical Education Development (2016), the Concept of Implementation of State Policy in the “New Ukrainian School” Reform of General Secondary Education for the period up to 2029 (2016), and in the professional standards, normative documents, etc.

Solving the problem of the quality of education is in the center of the 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 have put forward two main approaches to determining the phenomenon of the quality of education. Within the framework of the first (normative) approach, the essence of the quality of education is considered from the point of view of meeting educational needs and achieving certain educational norms, standards and goals (for individuals, society, the state), which have been normatively approved by relevant documents (M. Potashnik, V. Nuzhdin, V. Panayuk, K. Isikava, V. Kalnei, O. Lokshina, S. Shishov, N. Seleznev et al) (Education Quality Monitoring, 2005). The second (managerial) approach 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.). Quality of education as an object of managerial influence is considered from the standpoint of the quality of the educational system, the quality of the educational process (as a process of consumption of the provided educational services), and the quality of the personality of the graduate as a result of the education system’s performance in terms of its education and formation of socially significant values (Education Quality Monitoring, 2005).

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.) (Hanushek, Kimko, 2000). Interesting, topical and innovative experience is highlighted in the book *World Class: How to Build a 21<sup>st</sup>-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 education systems that have led countries from decline to being the best in the world. It also gives advice on how to implement educational reforms. The *Financial Times* states the following 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 (Hanushek & Woessmann, 2012; Hanushek & Kimko, 2000).

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

## **2 Methodology of Research**

Objectives of the study:

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

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 analyzing foreign-language sources being used to highlight the leading areas for improving the quality of education.

## **3 Results of Research**

The study of scientific literature has shown the existence of different approaches to the key concept (Kremen, 2008, p. 1016). The quality of higher education is considered 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 full-fledged, continuous education at appropriate levels in all its forms.

The quality of higher education is understood as a person's set of qualities, characterizing his/her professional competence, value orientation and social attitudes, thus determining the ability to satisfy both personal/spiritual and material needs, as well as the needs of society.

At the same time, the quality of higher education in the framework of the Ukrainian education system is understood as a complex category that covers the concept of “quality of education” and “quality of professional training”. The first one is multi-component, as it involves a certain level of teachers' qualifications, as well as the state of the material and laboratory foundation, the quality and quantity of scientific and methodological literature, the modern curricula, and the quality of students' internship. The quality of professional training represents the students' ability to meet the requirements of a certain branch of the national economy. The quality of education reflects the need to summarize the effectiveness of the educational process, the possibility of diagnosing the graduate's professional competences, and therefore his/her readiness as a specialist to undertake production activities without long-term adaptation.

Thus, the quality of education, as an 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 the specific level of knowledge and skills, mental, physical and moral development being achieved by graduates in accordance with the planned goals of education or professional training (Sauh, 2011, pp. 10–17).

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 of economic growth of any state. In the development of the information society, social intellect and the education 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 standard of living and of a person's professional competences that would meet the needs of the person's development, and the needs of society and state (Education Quality Monitoring, 2005).

Consequently, the quality of education as a system phenomenon can be viewed in the form of a multidimensional model of social norms and requirements placed on persons and the educational environment in which a person's development is realized. The quality of education is estimated, firstly, as the social ideal of human education; secondly, as a result of its educational activities; and thirdly, as a criterion for the effective functioning of the education 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, the Educational Indicators of the International Consultative Forum on Education for All, and the UNESCO Educational Indicators (Kremen, 2008, p. 1048).

Globalization and European integration trends in modern Ukrainian society and new socio-economic conditions necessitate the improvement of the system of higher teacher education in 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 a decreasing interest in education among the youth and their world-view conformism, from the loss of educational values, and from the rapid aging of the educational staff.

For example, let us identify the trends that can be traced in teacher education in Ukraine due to changes in the structure and content of higher education (Sauh, 2011, p. 13). These include: a reduction in the number of class hours by several times compared with previous years, especially lecture hours in the main pedagogical disciplines; admission of people with non-pedagogical education to a master's program since during the 1.5 years of master's studies, the prospective masters are, in fact, 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 also for the practical classes in pedagogical disciplines, in which the experienced, creative teachers' classes are attended and discussed by prospective teachers, and in

which the case methods are actively implemented. Laboratory classes are also needed which actively form students' practical skills, abilities and creative thinking. In Ukrainian universities there is another problem concerning the lack of innovative forms, methods and technologies that develop creative thinking in the students in accordance with the provisions of the Concept of Pedagogical Education Development of Ukraine. 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, evident from the fact that in recent decades the number of educational disciplines has increased and educational pedagogical disciplines have been diversified, which is related to the 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, do not feel responsible for the future of the country, and do not show a strong desire for continuous lifelong learning. However, there are also positive trends: after students who study under an individual program complete online courses in accordance with the requirements of the concept "New Ukrainian School", work according to a new program for elementary schools in Zhytomyr and the Zhytomyr region using updated educational aids, thus combining theoretical training with the practical one (Dubaseniuk, 2014, p. 25).

*Table 1. Factors influencing the quality of education (the result of experimental studies)*

<i>Education quality is provided by</i>	<i>f%</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 %

Another problem is connected with the fact that written examinations do not reveal the level of development of the creative potential in prospective teachers. Furthermore, during the short period of master's studies it is difficult to form in the students' an autonomy of thinking, a creative approach to pedagogical activity, and 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 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 in the Zhytomyr region, which are part of the educational-scientific-production complex “Polissya” containing the Ivan Franko Zhytomyr State University as its leading center approved by the Ministry of Education of Ukraine in 2003 (Dubaseniuk, 2017, pp. 162–163). The experiment provided three main directions of research.

These factors were supplemented with the revealed educational indicators affecting the quality of education. For this purpose, the activities of the institutions of the educational-scientific-production complex “Polissya” were studied over the course of 15 years, taking into account the result of the analysis of the essence of the “quality of education” concept, enabling us to determine the basic categorical features that were presented in the questionnaire. Based on this, a survey was conducted among the heads of the educational institutions in the higher and secondary education complex (78 persons). This made it possible to distinguish the factors influencing the quality of education in the above-mentioned educational institutions (Table 1).

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

*Table 2. Factors influencing the mobility of teachers and students (the result of experimental studies)*

<i>Factors influencing the mobility of teachers and students</i>	<i>f%</i>
Exchange of pupils and students with foreign general education and higher education institutions	70 %
International cooperation with educational institutions and higher education 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 %
Ukrainian students studying in foreign educational institutions	50 %
Receiving grants	35 %
Signing international agreements	20 %

## 4 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 consider the following factors positive: 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 has been made clear how well the trained teachers of secondary and higher education institutions implement the pedagogical process in accordance with the requirements of the Bologna Declaration. The opinions of respondents were distributed as follows: 35% of the teachers have received a high level of training, 30% – an adequate level, 20% – an average level, 15% – were uncertain.

It is possible to agree with the opinion of the heads of educational institutions, teachers and lecturers that the level of professional competences and pedagogical skills of teachers is a priority, taking into account the decisive role of human capital in the 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 teachers 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 the teacher's role in the development of society is evidenced by the results of the research conducted within the framework of the scientific theme of the Zhytomyr Ivan Franko State University (Ukraine) "Formation of Professional Competences in the Prospective Future Teacher in the Context of European Integration", aimed at the professional training of competent, competitive teachers (Dubaseniuk, 2014, p. 54).

The importance of the professional training of teachers, their qualifications and constant self-improvement is stated in the above-mentioned book by A. Schleicher, where it is emphasized that the effective education systems of highly developed countries very carefully select 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 how to reach the higher levels of the career ladder (Schleicher, 2018, p. 128). This means that in the successful countries (Canada, Finland, USA) the emphasis is placed on the teaching quality, since the teaching profession is very prestigious and respected there, and teachers have a high social status. Furthermore, there is great competition in the pedagogical sector, with only one candidate out of ten being chosen for a pedagogical career. This profession is not reserved 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 (Schleicher, 2018, p. 136).

Let us note the positive role of international cooperation, the weight of which grows with each passing year, resulting in the development of various forms of cooperation, as has been proved by our research. However, let's also emphasize the fact that every year the number of young Ukrainians studying abroad is increasing for various reasons, e.g. because in Western European countries there is affordable financing of educational services and quality education, the possibility of suitable employment, and the provision of adequate living conditions. The latter contributes to the massive outflow of the most highly trained and talented youth from Ukraine to the rest of Europe. Therefore,

in the near future, it is extremely necessary to develop a program in Ukraine at the state level with the aim of identifying the strategic directions for changing this situation; that is, to create proper conditions for the study and employment of graduates, presupposing fair financing and a decent salary, as well as provide the youth with jobs that suit their specialty.

The strategic directions for improving the quality of education in Ukraine should be the following:

1. Recognition of education as the most important indicator of the quality of life in society, an instrument of social and cultural harmony and economic growth, and the foundation of social life, which involves serious changes to the strategy of the Ukrainian socio-economic policy (A. Schleicher), since scientists have proved the following: 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 that these depend on the quality of education. So, if education is a priority for the country, it has an incentive to build a top-notch education system and a thriving economy.

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

3. Training highly skilled teachers is an important indicator of effective education 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 graduates of educational institutions should be involved in 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 the leading university centers of Ukraine. The effectiveness of this approach has been proved by the international experience of the USA, Japan, Finland and other countries of the world, where the professional development of teachers takes place throughout their 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 education systems. Another important requirement is connected with creating the necessary conditions for implementing the achievements of pedagogical science into practice, since a large number of dissertations on education are defended annually in Ukraine, also before the specialized scientific council of the Zhytomyr Ivan Franko State University.

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

5. Increasing the role of continuous education, teachers' aspirations for constant self-improvement, self-development and self-education. In most high-tech countries, almost 50% of the adult population is involved in a continuous education process. Therefore, one of the main resources of innovation development in Ukraine should be the creation of an up-to-date mechanism for the functioning of the system of professional development and, in general, for meeting the educational needs of a person throughout his/her life.

Only under such conditions can Ukrainian education reach the required quality and become competitive in the European and world educational sphere. By taking these and other steps towards reforming education, in the coming years Ukrainian society will have the chance to ensure the introduction of innovative information technologies and get closer to achieving the standards of living of the developed countries.

## 5 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 the professional and pedagogical training of 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 secondary and higher education institutions should acquire a new systemic quality of education in the context of lifelong learning, which they must integrate into a system of continuous education.

*Dr. Olexandra Dubaseniuk, dr. Alexander Voznyuk, dr. Oksana Samoilenko*

### **Kakovost izobraževanja – ukrajinske izkušnje**

*Širjenje procesov globalizacije in evropskih integracij na vsa področja javnega življenja na začetku 21. stoletja je pokazalo potrebo po preusmeritvi in prilagoditvi izobraževanja kot vodilne družbene institucije potrebam trga po izobraževalnih storitvah in na tej osnovi po organiziranem vseživljenjskem izobraževanju.*

*V Ukrajini se znanstvena skupnost sooča s težavami v razvoju kakovosti izobraževanja, ki izhajajo iz osnovnih evropskih izobraževalnih dokumentov. Ti dokumenti vključujejo Svetovno deklaracijo o visokem šolstvu za enaindvajseto stoletje (World Declaration on Higher Education for the Twenty-First Century, 1998), Lizbonsko konvencijo o priznavanju kvalifikacij v visokem šolstvu v evropski regiji (Convention on the Recognition of Qualifications concerning Higher Education in the European Region, 1997), Sorbonsko (1998) in Bolonjsko (1999) deklaracijo o harmonizaciji postavitve evropskega sistema visokega šolstva (Declaration on Harmonization of the Architecture of the European Higher Education System) in Unescove smernice za medkulturno izobraževanje (UNESCO Guidelines on Intercultural Education, 2006).*

Na državni ravni se je v Ukrajini ta izobraževalni trend implementiral v Zakonu o izobraževanju (2017), Zakonu o visokem šolstvu (2017), Konceptu razvoja pedagoškega izobraževanja (2016), Konceptu izvajanja državne reforme splošne srednješolske izobrazbe "Nova ukrajinska šola" v obdobju do leta 2029 (2016) ter v strokovnih standardih, normativnih dokumentih itd.

Reševanje problema kakovosti izobraževanja je v središču znanstvenih dejavnosti ukrajinskih znanstvenikov (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. Semičenko, G. Trotsko, L. Khomych idr.), ki so predstavili dva glavna pristopa k identifikaciji kakovosti izobraževanja.

V okviru prvega (normativnega) pristopa je bistvo kakovosti izobraževanja obravnavano z vidika zadovoljevanja izobraževalnih potreb in doseganja določenih vzgojnih norm, standardov in ciljev (za posameznike, družbo, državo), kar je bilo normativno potrjeno z ustreznimi dokumenti (M. Potašnik, V. Nuzhdin, V. Panayuk, K. Isikava, V. Kalnei, O. Lokshina, S. Shishov, N. Seleznev idr.) (Monitoring Quality Education, 2005). Drugi (menedžerski) pristop obravnava to kategorijo s stališča sodobne teorije in prakse upravljanja (T. Volobujeva, O. Kasjanova, V. Kačalov, T. Lukin, O. Ljašenko idr.). Kakovost izobraževanja kot predmet upravljanja je obravnavan z vidika kakovosti izobraževalnega sistema, kakovosti izobraževalnega procesa (kot procesa porabe opravljenih izobraževalnih storitev) in kakovosti osebnosti diplomanta (kot rezultat uspešnosti izobraževalnega sistema v smislu njegove izobrazbe in oblikovanja družbeno pomembnih vrednot).

Tuji znanstveniki so dosegli znatne rezultate pri proučevanju glavnih vidikov kakovosti izobraževanja (R. L. Thomdike, E. A. Hanushek, L. Woessmann, D. D. Kimko, M. Roser, M. Nagdy, E. Ortiz-Ospina idr.) (Hanushek in Kimko, 2000). Zanimiva, aktualna in inovativna izkušnja je izpostavljena v knjigi Svetovni razred: Kako zgraditi šolski sistem 21. stoletja (2018), v kateri eden najbolj vplivnih učiteljev na svetu, Andreas Schleicher (direktor za izobraževanje in spretnosti ter posebni svetovalec za izobraževalno politiko generalnega sekretarja Organizacije za gospodarsko sodelovanje in razvoj), daje presenetljive, a prepričljive podatke o trenutnih trendih v izobraževanju in analizira vzroke za uspeh najbolj učinkovitih izobraževalnih sistemov, ki so države privedli do svetovnega uspeha. Prav tako daje nasvete, kako izvesti izobraževalne reforme.

Financial Times v svojem pregledu knjige navaja naslednje: "Schleicher pravilno poudarja, da rezultati PISA ne bi smeli spodbuditi kopiranja rešitev drugih držav, temveč raziskovanje dobrih praks doma in v tujini. Medtem ko razprava o reformi še zdaleč ni uveljavljena, je njegovo prizadevanje, da bi spodbudil razpravo na podlagi številki in primerjav, izjemno koristno." V zvezi s tem so študije Erica Hanushecka z Univerze Stanford in Ludgerja Woessmanna z Nemškega inštituta za ekonomska raziskovanja pokazale, da kakovost šolske izobrazbe pomaga natančno napovedati, kako uspešna bo država na dolgi rok (Hanushek in Kimko, 2000).

Namen te študije je analizirati kazalnike in dejavnike vplivanja na kakovost izobraževanja v institucijah srednjega in visokega šolstva v Ukrajini v okviru sprememb evropske integracije.

Cilji študije so:

- analizirati koncept "kakovosti izobraževanja" v znanstveni literaturi z razkrivanjem obstoječih problemov,
- izvesti pedagoško diagnostiko o pomembnosti dejavnikov, ki vplivajo na kakovost znanja v srednješolskih in visokošolskih zavodih,
- oblikovati strateške usmeritve za izboljšanje kakovosti izobraževanja v izobraževalnih ustanovah.

Raziskava je bila izvedena na podlagi uporabe teoretičnih in empiričnih metod znanstvenega in pedagoškega raziskovanja, kot so: metoda analize in sinteze, preučevanje dokumentov in znanstveno-pedagoških virov, razlaga učnih dejstev, primerjalna pedagoška metoda, metoda analize tujih jezikov, ki se uporablja za poudarjanje vodilnih področij za izboljšanje kakovosti izobraževanja.

Rezultati so pokazali, da imata pomembno vlogo pri povečanju kakovosti izobraževanja izmenjava ukrajinskih študentov s tujimi izobraževalnimi ustanovami (70 %) in izmenjava učiteljev in znanstvenikov s tujimi partnerji (65 %). Eden izmed aktualnih dejavnikov je usposabljanje ukrajinskih študentov v tujih izobraževalnih ustanovah (50 %). Anketiranci menijo, da naslednji dejavniki pozitivno vplivajo na kakovost izobraževanja: mednarodno sodelovanje s srednjimi in visokimi šolami (65 %), razvoj skupnih mednarodnih projektov (65 %), dostop ukrajinskih državljanov do državnih štipendij (50 %), prejem nepovratnih sredstev (35 %), podpisovanje mednarodnih sporazumov (20 %) in drugo. Poleg tega smo ugotavljali, kako učitelji srednješolskih in visokošolskih zavodov izvajajo pedagoški postopek v skladu z zahtevami Bolonjske deklaracije. Mnenja anketirancev so bila razdeljena na naslednji način: 35 % učiteljev je dejalo, da se je izobraževalo na visokokakovostni ravni, 30 % na primerni, 20 % na povprečni in 15 % na nezadostni ravni.

Strinjamo se z mnenjem vodij izobraževalnih ustanov, učiteljev in predavateljev, da je raven poklicnih kompetenc in pedagoških spretnosti učiteljev prednostna naloga ob upoštevanju odločilne vloge človeškega kapitala v družbeno-ekonomskem, znanstvenem oz. tehničnem in kulturnem razvoju družbe in države. To je poudarjeno v Konceptu razvoja pedagoškega izobraževanja v Ukrajini (2018), saj učitelji šolo ustvarjajo kot socialno institucijo. Samo visoko strokovni učitelj lahko usposobi mlade za delo v visokotehnološki informacijski družbi. O pomembnosti učiteljeve vloge v razvoju družbe pričajo tudi rezultati raziskave, izvedene v okviru znanstvene teme Državne univerze Zhytomyr Ivan Franko (Ukrajina) Oblikovanje strokovnih kompetenc pri bodočem učitelju v kontekstu evropske integracije, namenjen strokovnemu usposabljanju kompetentnih in tekmovalnih učiteljev.

Pomen strokovnega usposabljanja učiteljev, njihova usposobljenost in nenehno izboljševanje je navedeno v prej omenjeni knjigi A. Schleicherja, kjer je poudarjeno, da učinkoviti izobraževalni sistemi visoko razvitih držav zelo skrbno izbirajo učitelje in vodje izobraževanja; pri odločanju, kam vlagati, dajejo prednost kvalifikacijam učiteljev, ne pa velikosti razreda. To pomeni, da je v uspešnih državah (Kanada, Finska in ZDA) poudarek na kakovosti poučevanja, saj ima učiteljski poklic tam prestiž in spoštovanje, učitelji pa imajo visok družbeni status. Poleg tega je v pedagoškem sektorju velika konkurenca, saj je za pedagoško kariero izbran le en kandidat od desetih. Ta poklic ni rezerviran samo za diplomante pedagoških univerz, ampak tudi za tiste, ki so

končali druge magistrske programe. Te države veliko naredijo, da bi v šole privabile najbolj nadarjene diplomante. Učitelji imajo zaupanje in visoko stopnjo samostojnosti.

Raziskava je pokazala pozitivno vlogo mednarodnega sodelovanja, katerega teža z vsakim letom raste, kar ima za posledico razvoj različnih oblik sodelovanja. Vendar naj poudarimo tudi dejstvo, da se vsako leto število mladih Ukrajincev, ki študirajo v tujini, iz različnih razlogov povečuje, npr. ker je v zahodnoevropskih državah dostopno financiranje izobraževalnih storitev in kakovostno izobraževanje in možnost primerne zaposlitve ter so zagotovljeni ustrezni življenjski pogoji. Slednje prispeva k množičnemu odlivu najbolj izobražene in nadarjene mladine iz Ukrajine v preostalo Evropo.

Strateške usmeritve za izboljšanje kakovosti izobraževanja v Ukrajini bi morale biti naslednje:

- Priznavanje izobraževanja kot najpomembnejšega kazalnika kakovosti življenja v družbi.
- Upoštevanje mednarodnih, zlasti evropskih izkušenj za izboljšanje kakovosti izobraževanja v Ukrajini.
- Usposabljanje visoko izobraženih učiteljev je pomemben pokazatelj učinkovitih izobraževalnih sistemov v svetu. Posebno pozornost je treba nameniti izbiri, usposabljanju in zaposlovanju učiteljev.
- Nenehno posodabljanje vsebin izobraževanja, ki se jih posreduje prek državnih standardov, učnih načrtov, učbenikov in drugih učnih virov.
- Povečanje vloge vseživljenjskega izobraževanja, učiteljeve težnje po nenehnem izboljševanju, samorazvoju in samoizobraževanju.

Zaključimo lahko, da ukrajinski strokovnjaki in učitelji uspešno sledijo strategijam in metodam za izboljšanje kakovosti izobraževanja, vendar ta problem zahteva nadaljnje proučevanje. Znanstvene raziskave pozitivno vplivajo na strokovno in pedagoško usposabljanje bodočih učiteljev in spodbujajo razvoj šole kot družbene institucije. Analiza trenutnih socialno-kulturnih razmer v Ukrajini kaže, da bi morale srednješolske in visokošolske ustanove v okviru vseživljenjskega učenja pridobiti novo sistemsko kakovost izobraževanja, ki jo morajo vključiti v sistem stalnega izobraževanja.

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*Oleksandra Dubaseniuk, PhD (1945), Professor at Zhytomyr Ivan Franko State University, Ukraine.  
Address: Velyka Berdychivska street 40, 10008 Zhytomyr, Ukraine; Telephone: (+380) 967 338 165  
E-mail: dubasenyuk@ukr.net*

*Alexander Voznyuk, PhD (1958), Professor at Zhytomyr Ivan Franko State University, Ukraine.  
Address: Velyka Berdychivska street 40, 10008 Zhytomyr, Ukraine; Telephone: (+380) 967 002 903  
E-mail: alexvox@ukr.net*

*Oksana Samoilenko, PhD (1975), Deputy for Scientific Work of the Director at Institute of Vocational Education and Training of the National Academy of Pedagogical Sciences of Ukraine.  
Address: Vito-Litovsky Lane 98A, 03045 Kiev, Ukraine; Telephone: (+380) 966 816 255  
E-mail: samoilencokooxana@gmail.com*