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## Multicultural vector of higher education of Ukraine in the European integration conditions

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Tekst jest udostępniony do wykorzystania w ramach dozwolonego użytku.

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### **Introduction**

The recent events in our country, the global support of its democratic initiatives and actions, signing with the European Union of the political component of the instrument of accession of Ukrainian state to the European Community is a recognition of Ukraine as a full member of the European continent. On the European continent some processes and transformations based on the integration which comprises all areas of personal, social, educational and professional life and cause deepening of globalization phenomena, formation of information society, improvement of the labour market mobility, strengthening of migration have been observing during the last decades. These changes affected the development of the national higher education system, which has been the official component of the Common European Space of Higher Education and Science since 2005. Under these conditions, there is a need to reinterpret the paradigm of formation of the future specialist's identity in the higher educational establishment, whose society has been extended and went beyond the traditional, state, national, ethnic or individual. Objectively, the need to "live together" has been arisen. Its implementation in the future will be inevitably associated with multiculturalism: the recognition of European political and cultural traditions, focused on the fundamental values of Western civilization and human virtues. In the territory of the European and global social space these values are the primary measure of worth of human's thoughts, views, actions and behaviour. These human values are the basis for further reforms in Ukraine.

In our opinion the process of identifying himself / herself with the European multicultural educational environment should occur on the basis of deep love, respect and understanding of the values of the state, its people, ethnic community. In other words, we can reach multiculturalism by means of the high level of national self-identity. These are the main principles to form a new generation of specialists in higher educational establishments which are involved into the multicultural European Educational Space.

**The aim of the paper** is to determine the peculiarities of the national system of higher education orientation in terms of the European integration.

**Topical issues.** Educational sector, in particular the area of the national aviation professional and technical education, is involved into the all-European

integration process, including the “Europe of Knowledge”. The basis of this substance is “lifelong education” – education during life. The students’ and teaching staff’s mobility which has been proclaimed by the Bologna Declaration is a key principle of the formation and becoming of the Common European Space of Higher Education and Science. At the same time, mobility contributes to meeting the national interest, not only in higher education but in many other areas of public life as well. Migration processes in the field of professional education is a natural and common phenomenon. It is a real indicator of the European Space of Higher Education existence, which brings together national educational systems of different levels and types. These educational systems are different in philosophical and cultural traditions, the level of the objective and tasks of their quality status. It is a formed integrated organism that can be characterized on the basis of representation in each of its components of some global trends and tendencies to preserve variability. During the period of its intense formation (the first decade of the XXI-st century) the number of foreign students in Europe as well as in the world, significantly increased (since 2000 their number has increased by 64,5%, and their part in the total number of students today is about 3%). In the world the major countries-respondents are the USA, UK, Germany, France, Australia, Canada [Чаррак, Гритчук 2012: 126–133].

Ukraine is among the top ten countries according to the number of international students. Currently in our country, more than 200 higher educational establishments are licensed to realize their professional training. This makes it possible to study more than 44 thousand students (the number compared to 2000 has been doubled) from 133 countries. It brings to the state budget on average 80 million annually. The geography of the countries of foreign citizens’ origin is represented by Russia, Africa and the Middle East. A large number of foreign students studies at higher educational establishments of Ukraine is from China (6,7 million), Russia (4,5 million), India (2,7 million), Jordan, Iran, Syria, Pakistan, Iran, Malaysia, Nigeria, Congo, Nigeria, Egypt.

According to the number of international students, the leaders are the major cities – Kharkiv and Kyiv (17 thousand foreign students in 69 universities). In Odessa 18 higher educational establishments and in Dnepropetrovsk 16 higher educational establishments have licenses to train foreign students. The most popular are the following specialties: medicine, engineering, economics and finance, social sciences, linguistics. The largest number of foreign students study in Lugansk, Donetsk, Vinnitsa Medical University, Kharkiv National University named after V. Karazin, at the National Aviation University. In particular, 1200 foreign students from 49 countries study at NAU.

Until recently, the most foreign students have been studying in the capital. Today there is a tendency to choose the regional universities because of the lower cost of educational services, higher security level of foreign citizens [Чаррак, Гритчук 2012: 130]. Principal mechanisms of attractiveness of na-

tional higher educational system for foreign citizens is the power of research schools, providing of quality education that meets the international standards; the cost of education that is lower than in other European countries; optimal amount of living expenses. However, in our opinion, the main reason is the traditional Ukrainian hospitality, which is the leading feature of the Ukrainian nation's reputation as a tolerant nation.

Under conditions of deepening integration processes in higher education, enabling national students to develop their language skills of international cooperation during training is getting of special importance. The means of this improvement is the English-language project implementation. At the same time, migration causes increase of a number of foreign students who have chosen Ukraine as a destination for getting higher education, where the training under the English-language project facilitates the process of obtaining their profession. The choice of foreign language as a learning tool causes some changes in the methods of teaching, since the peculiarities of its organization in a multicultural and multinational environment; the different levels both knowledge and speech training; the peculiarities of objects' of study motivation as to career choices and the conditions of its obtaining must be taken into account [Барановський 2013: 14–15]. Systematic, purposeful work with the students of English-language project is focused on improving of oral and written English level, dosed complications of contextual and process loads, enabling confident public presentation of acquired academic performance in English promote high-quality professional training of the students and create comfortable conditions for their further study at universities abroad, participation in international students' societies and forums, and the most important thing is that it will help complete the personal and professional self-actualization.

Youth of Ukraine actively migrate to other countries primarily for mastering master programs, getting the scientific degree of PhD, internships, practical training. According to the survey of graduating students of the aviation university, the main motives of their mobility are: getting in European universities quality education which is demanded by the market of professional services; obtaining of additional diploma (diploma of European standard) to increase the competitiveness of employment in Ukraine and in other countries; mastering the new information, educational technologies and advanced production technologies; language and speech self actualization, knowledge of the culture and history of the country-destination.

Working with the students who become proficient in terms of Magistrate specialty, we have established the certain regularity. It largely contradicts the predictions of the initiators of the Common European Space of Higher Education and Science as to improving the attractiveness of European education. Master students – are people who have basic higher education. In accordance to the current Law of Ukraine “On Higher Education” and branch instructions, they are

entitled to implement their professional activity according to specialty in the primary positions. In our opinion the difficulties in entering the university (conditions to realise the school graduate's right as to the choice of future profession according to the "abilities, aptitudes and vocation" are not always available because of the limited opportunities of the training on public order or the lack of financial support for getting higher education by contract), no real job prospects after graduation which would contribute to the dynamics of personal and professional components of professional competence and prospects of qualified activity have caused the formation of the following students' volitional traits: purposefulness, persistence, patience, ability to overcome difficulties, deal with complex psychological and social problems, belief in the possibility of personal and professional plans implementation. At the same time, in recent years the process of finding some additional opportunities to enhance the capacity of employment: training courses, participation in trainings which are organized by the institutions, companies – potential employers; obtaining of the additional specialty along with the basic one in a system of post-graduate education; mastering several foreign languages.

There is no doubt that the student who is seriously concerned about his / her future, personal, professional, career, does not look for easy ways to obtain higher education abroad. He / she does not have any illusions about the reality of finding a promising job and complete satisfaction of the social needs in another country. Most students tend to live and work in Ukraine. In other systems of higher education the simplified conditions of enrollment at the educational institutions, the ease of the procedure of transfer results of educational achievements in higher educational establishments of the country-origin do not attract them. For further study they choose those systems which provide an extremely high quality of training and access to which is difficult.

## **Conclusion**

Ukraine as a full member of the European educational community, preserving its national self-identity, updates the human values in the professional training of different sectors. The human values are the foundation of multiculturalism. Its base principles are human centism, dynamism of contents, methods and forms of students' education; mobility, the priority of competence and contextual paradigms.

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**Abstract**

In the article the features of native system of higher education orientation in Evrointegration's conditions are defined. It operates on the base of European multicultural educational space principles.

**Key words:** national self-consciousness, multiculturalism, Common European Space of Higher Education and Science, mobility.