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The value of technology education at the present stage of Ukraine development is defined by objectives of transition into the European community of democratic and legal states with a developed market economy, which certainly suggests the necessity for young country to catch up global trends of economic and social development. Undoubtedly, the „change of policy and social priorities in education of independent Ukraine has formed a fundamentally new paradigm of education and training – the transition from education of citizen of country to the formation of citizen of the world; open. democratic and accountable personality who has education, culture and morality which meet the complexity of tasks of the globalized world” [Blyzniuk 2007].

However, it should be noted that not only economic well-being and living standards of country, but also the credibility of this country in the global community, the ability to integrate with other states depends on the process of sustainable development today. With great efforts, Ukraine step by step approaches the community of European nations, trying to take its rightful place among them, learns their best achievements as well as enriches them by its own intellectual and creative, spiritual and moral heritage. The new time brings new-challenges under which the system of training and education in our country must be changed. As rightly observes academician N. Nychkalo, „...the concept of global unity of the world became the impetus for the theory of lifelong learning according to which all the structural parts of human civilization is closely interconnected and interdependent” [Nychkalo 2000]. Therefore, should be recognized that continuous technological education in terms of Ukrainian civilization development should become a mandatory part of every citizens’ life.

Problems of lifelong education were in sight of scientists-educators both national (I. Zyazyun, V. Madzihon, Y. Marshavin L. Lukyanova, L. Sihayeva, N. Nychkalo, O. Ohiyenko, V. Onushkyn, S. Sysoiev, N. Toskina) and foreign (X. Hummel, R. Dawei, P. Lenhrand, M. Knowles, M.D. ICareyali, P. Coombs, G.A. Koptazh, E, Faure).

Purpose of the article – to analyze the basic principles and development trends of continuous technological education in domestic and foreign practice according to the conditions of European integration.

A well-known activist of UNESCO R. Dawei believed that „...continuous education is a process of personal social and professional development of the individual during his life, carried out in order to improve the quality of individual life as well as in society. This comprehensive and uniting idea, covering formal and informal study, carried out in order to achieve the fullest development of various aspects of life at various levels. It is connected both with the development of the individual and with social progress” [Dave 1976]. R. Dave has defined a list of characteristic features of lifelong learning:

- education coverage of all human life;
- understanding of the educational system as a whole that covers all kinds of learning from preschool;
- involvement in the education system, in addition to educational institutions and centers of additional training, formal, informal and non-institutional forms of education.

The main problems which hinder the development of continuous technological education in Ukraine and become apparent when studying the existing educational practices in all its levels can be summarized as follows:

- At present there is no real prerequisites to ensure continuity at the level of succession in technological education content, since a serious inconsistency in the transition from stage of general secondary to vocational or higher education is present;
- There is no relationship between the results of higher education and further training content;
- no established mechanisms of information accumulation about professional development of specialist at the administrative and methodological services.

Analysis of any sphere of public life indicates that human development becomes increasingly dynamic nature. Change of ideas knowledge, technology is occurring faster than changing of human generation. According to the academician V. Kramers, in the case of ordinary, traditional education to teach people for the whole life is impossible not only in a good school, but also in the best university. Because the acquired knowledge in school will not be necessarily relevant in life, and on the contrary, there will be new knowledge without mastering which a specialist will not be effective, and thus, will lose competitiveness [Kremen 2007].

To form vital technical and technological concepts in them, the knowledge and skills, instill diligence, the need for mastery of general and technological culture, provide the professional self-determination. The full identity formation is impossible without these qualities, its socialization, save and revival of the best traditions of folk culture and social progress of the country.

As it noted in the National Doctrine for Development the Education of Ukraine in the XXI century, the main objective of Ukrainian education – to create conditions for personal development and creative self-realization of every

citizen, to form a generation that is capable to learn during whole life; promote the integration of Ukraine into the European and world space as competitive and prosperous state [Nationalna 2001].

Modern methodological, theoretical and practical quests are carried out to bring education to the demands of time, providing solution of complex tasks of international coordination globalization processes with national interests and the needs of sector based on humanistic innovation paradigm. During such searches pedagogical traditions unite in an integrated system, as well as the educational achievements of reform and progressive teaching experience. Consequently, by reasonable remark of L. Kravchenko, „education becomes important factor of socio-economic, intellectual and spiritual development of society; one of its major essential features is a continuity as a logical relationship of all levels, including pre-university and post-graduate training as the norm of human development and self improvement for lifelong” [Kravchenko 2006: 4].

The role of the practical training the professional skills of specialists is the primary in this process, because technological culture begins with self-awareness of the individual who cares about the level of formation the technological culture in his students.

The modern technologies change life of society very rapidly, thereby it is important to timely focus the attention of technological education teachers on constant improving its own theoretical and practical training in accordance with the requirements of the time. Therefore, continuous technological education in these circumstances becomes not only a means of training for various fields of activity, but also the obligatory stage of personal development. A qualified specialist should respond quickly on conditions, determine effectiveness of best practices in the course of his professional activity, be able to work in a team, be highly professional and sociable person. Thus, professional competence plays an important role in professional development of a specialist. But there comes time when it is impossible to avoid renovation of knowledge base. Then the advanced training courses come to the rescue where specialists of different branches can enhance their knowledge, particularly in technological education.

People's ability to learn and desire to continue their education on their own is extremely important. The personal motivation to study and availability of various educational resources are the key factors of lifelong learning.

Life-long education bases on six priorities identified by the European Commission Memorandum in 2000 [Estonian 2005]:

- 1) Recognition of the value of knowledge (understanding the importance of education, especially informal and spontaneous);
- 2) Information, professional guidance and counseling (system of continuous access to quality information about learning opportunities throughout life);
- 3) Investment in education (a significant increase in the level of investment in human resources to develop the most valuable capital – the population of Europe);

- 4) Approaching learning opportunities to learners (development of distance learning);
- 5) Basic skills (guarantee for acquisition and constant updating of skills, needed for stable participation in life of society based on knowledge);
- 6) Innovative pedagogy (developing the effective teaching methods for lifelong learning and comprehensive education, which covers formal, nonformal and informal (spontaneous) education).

So, one of the priorities of lifelong learning is the formation of stable individual needs and ability for self-learning, self-improvement. The desire for self-improvement, for development of own intellectual abilities, technological culture to self-education is one of the requirements for the teaching profession. The functions of lifelong education in Ukraine conditionally include:

- compensatory – filling the gaps in basic education;
- adaptive – operational training and re-training in a rapidly changing industrial and social situation;
- training (acmeological) – to meet the spiritual needs of the individual needs of creative growth.

The special attention is paid to non-traditional areas of lifelong learning: education of disabled persons: education of women working in the manufacturing sector; leisure education of pensioners[Arnautov 2001: 4]. It is known that every modern teacher must continuously improve acquired knowledge, to be able to set the problem, solve it, work with initiative and not only be a performer.

The current system of technological education in Ukraine aims to develop practical knowledge and skills of students from defined areas of their professional direction, acquiring a profound knowledge takes place in universities. Therefore, teachers the educational sector „Technology” have not a simple task; to teach students to logically solve technical problems, but they should be able to form a technological culture in their students, interests in news in the world of modern technology, the ability to be creative in design and technological activities.

Today national enterprises and organizations integrate into the economic, political, educational and cultural life of Europe and therefore exactly a continuous technological education is the key to increasing the growth of intellectual potential of the nation. The new time brings new challenges under which the system of training and education in our country must also be changed. Continuous technological education becomes obligatory part of every human life, because on the example of most developed countries in the world it can be seen that the higher level of technological culture and knowledge in the country, the higher standard of living is.

Ukraine’s transition from an industrial to a postindustrial (information) society is accompanied by increasing levels of environmental uncertainty, the growth the dynamism of processes, increase of information flow. All these

changes necessitate the formation of personality that is able to live in conditions of uncertainty; creative, responsible and stress resistant personality that is capable to take constructive and competent decisions in various forms of life activity. It became clear that to get higher education is not enough for successful professional activity. There is a need to supplement their knowledge. The result of this phenomenon is the urgency and relevance of the continuous technological education concept.

Conclusions

Continuous professional education is a systematic, purposeful activity for acquisition and improvement of knowledge and skills in all types of general and special schools as well as through self-education. Systematic of continuous professional education built on a level basis provides the possibility to respond flexibly and quickly to the changing needs of society, social groups and individuals. In such a system priority of higher education is obvious, that actually determines the objectives and content of all other units.

According to the idea of lifelong education, everyone has the right for education in any period of his life, and the government should offer to everyone the various forms of training, support and care. The trends for improving of continuous technological education in Ukraine include:

- concept lifelong education implies implementation of European standards relevant to the theory and practice of national continuous technological education, equal distribution the periods of study and production activities throughout life, as well as providing people opportunities to acquire necessary skills and knowledge when it occurs need in this;
- professional competency component of continuous technological education that, bases on deepening of qualifications, promotes the development of creative technical thinking and demands constant improvement.

Accordingly, the system of continuous technological education must become the flexible subsystem of lifelong learning and therefore it must, respond quickly to the requirements and demands of society, constantly offering the growth of professional competence. Subject to the above prospects, the education system, that is operating in Ukraine, will provide not only a transition of specialist to a new level of professional activities (improvement of skills), but also a substantial development of his capabilities, the ability to carry out efficiently the new activities.

Thus, continuous technological education is a priority and system-formative educational area that ensures the formation of professional and competence qualities of future teachers' personality, that is able independently and creatively solve professional tasks, be aware of the personal and social significance of educational activities and be responsible for its results.

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Abstract

The paper examines, on the basis of modern domestic and foreign scientific sources, the state and trends in the sphere of life long education in Ukraine, followed by the prospect of joining the European educational space.

Keywords: life long education, technological education system, European integration, practical knowledge and skills, technological culture.