

STANDARDIZATION OF HIGHER EDUCATION AS A SCIENTIFIC AND PEDAGOGICAL ISSUE: THEORETICAL ANALYSIS

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Summary

The standardization of higher education as a scientific and pedagogical issue is theoretically justified in the article. It has been established that the basis for the development of higher education standards and their adaptation, taking into account the European experience, are legislative acts that ensure the functioning of the sector of higher education in Ukraine, didactic materials and scientific intelligence on the subject of the phenomenon under study. The idea of the relationship between the quality of educational services in the system of higher education of Ukraine and the acceleration of educational reforms is highlighted. The theoretical and terminological aspect of the standardization of higher education was analysed, and the issue of replacing basic educational concepts was identified, which as a result leads to misunderstanding of the processes both in the education system and in its individual branches. Possible directions (globalization, Europeanization and intercultural one) of the educational policy of Ukraine for the development of higher education standards and their specifics are revealed. It was determined that the standardization of higher education and ensuring its quality takes place in the conditions of a liberal model of educational policy, which simultaneously strengthens the ideas of academic freedom and social responsibility of educational institutions. Therefore, the state educational policy of Ukraine sees the standardization of higher education as a tool for socio-cultural and economic growth.

Key words: higher education, European integration, institutions of higher education, foreign experience, education, professional training, standard of education, standard of higher education, quality of education.

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1. Introduction

The relevance of research is that an integral component for the development of any, and especially the Ukrainian, system of higher education is the development of education standards. Educational standards are a kind of determinant that arose at the request of society and due to the interaction of various stakeholders in the field of higher education. The reaction of the system of education to the social order depends on the adaptation of the domestic educational policy to European requirements, principles and standards. Currently, Ukrainian higher education requires a student to master the necessary general and special competencies that will allow to be competitive on the labour market.

The absolute advantage of the Europeanization of the standards of higher education in Ukraine is the convergence of the European and Ukrainian educational systems, the cross-cultural exchange of national educational practices, the return of the Ukrainian historical-pedagogical narrative to its European beginnings, and the promotion of the formation of knowledge about

European values and culture among students of higher education. That is why the Ukrainian state educational policy must ensure the proper quality of higher education for its citizens and enter the European space of higher education as an autonomous unit that has preserved the national educational and political tradition and adapted to new requirements.

The main task is the theoretical justification of the standardization of higher education as a scientific and pedagogical issue in the national educational discourse.

The object of the study is higher education in Ukraine.

The subject of the research is a theoretical analysis of current issues of development and implementation of standards of higher education in Ukraine.

Research methods. The following methods were used to conduct the scientific research: analysis, expert method, interpretation, classification, problem-genetic, synthesis, systematization, terminological analysis and generalization.

The source base of the research consists of regulatory and legal acts that ensure the functioning of the sector of higher education in Ukraine, didactic materials, which are represented by programs, manuals, methodical recommendations, textbooks, educational, methodical literature and scientific works of Ukrainian and foreign researchers, which contain modern ideas, highlight innovative methods and standardization tools of higher education (V. Andrushchenko, V. Bobrytska, O. Bosak, L. Gayevska, O. Lyashenko, M. Piren, L. Ryzhak, A. Sbruyeva, G. Tovkanets, Ye. Khrykov, Yu. Yakymenko, etc.).

2. Theoretical and terminological aspect of standardization of higher education

The European integration of Ukraine is a completely logical evidence of Ukraine's acquired historical experience in the process of its political and socio-cultural formation. The process of European integration takes place in various directions, in particular in the field of higher education. In 2005, Ukraine joined the Bologna process and for the next almost 10 years its integration into the world educational and scientific space was suspended. However, since 2014, the development of the field of higher education and European integration processes have been revived and even accelerated.

One of the factors of socio-cultural development and a component for the development of the European community, which provides solutions to the problems and current challenges of today due to the competence approach, is the concept of "Europe of Knowledge" (*Andrushchenko, 2006*). Thus, this definition confirms the approved vector for development of education as one of the main social institutions and a priority direction for the development of humanity.

In our opinion, the terminology system of higher education and its integration with foreign approaches can be attributed to the main scientific and pedagogical issues of standardization of higher education, trends in introduction of standards and consideration of European experience in the development of standards of higher education.

First of all, it is important to note that the standardization of higher education is interconnected with the quality component of the educational process. On the one hand, the standards of higher education determine the list of competencies and program learning results that a student of higher education must achieve, and on the other hand, the provision of the backbone of higher education contributes to the development, implementation and modification of standards of higher education.

Thus, Yu. Yakymenko defines three main models of the quality of education – American model (combines the English and French models, and assumes that the educational institution

and the interested parties determine the level of quality of higher education in joint activities); English model (outlines the assessment of the quality of education at the institutional level, where the institution of higher education determines its strengths and weaknesses, prospects for further development through self-assessment); French model (provides an assessment of the activities of the higher educational institution, the quality of its provision of educational services from the outside, and also establishes the social responsibility of the educational institution to society for quality preparation for the further professional activities of its graduates). Additionally, according to the researcher, the American model was a prototype for the formation of the European system of quality assurance of higher education (*Yakymenko, 2004: 126*).

We consider it expedient to consider such concepts as "quality of education" and "standard of education" within the scope of the research. Let's start with the definition of "quality of education", which Ye. Khrykov suggests to consider as a characteristic that determines compliance with the established state standards of education and accepted social norms (*Khrykov, 2017: 65*).

The international educational community in the conditions of modern globalization challenges considers the quality of higher education as a basis for economic growth and increasing the state's competitiveness (*Lyashenko, 2005: 6*).

We agree with European Centre of Higher Education, which consider a standard of education as "a defined level of requirements and conditions, according to which the quality of the activity of an educational institution is evaluated, and which are put forward to educational programs within the framework of accreditation" (*National Report, 2005*). In the Ukrainian legislative field, the standard of education determines the requirements for mandatory competencies and learning outcomes of a student of the appropriate level, as well as the total amount of educational workload of students and other components provided for by special laws (*Law of Ukraine, 2017*).

Standardization of higher education is actively taking place in European countries, which leads to the activation of scientific research by Ukrainian scientists, improvement of the theory and practice of higher education, and modernization of domestic legislation. Thus, in the opinion of V. Bobrytska "the strategy for ensuring the quality of the provision of educational services in the system of higher education of Ukraine is an important incentive for the acceleration of educational reforms, which led to an intensive search for mechanisms to bring the content platform of the national system of education closer to the standards developed by the world community during the historical evolution of education» (*Bobrytska, 2016: 18*).

At the same time, according to N. Remezovska, the standardization of education is a completely natural process as a response to the interaction of the philosophy of education and pedagogy in the conditions of globalization challenges of modern times for adaptation and development of modern Ukrainian education (*Remezovska, 2011: 269*).

At the same time, A. Sbruyeva came to the conclusion during scientific investigations that one of the leading tools for achieving educational reforms at the turn of the XX–XXI centuries is the improvement of quality of education, which became possible due to the implementation of educational standards (*Sbruyeva, 2004: 215*).

Unfortunately, the field of higher education in Ukraine, like many post-Soviet countries, has undergone severe politicization, ideologization and centralization. That is why, in the conditions of active reform of the field of higher education, there is a need to improve approaches to define the main and derived concepts of standardization of higher education and their clarification.

For a long time, a situation of replacing basic educational concepts has developed in the Ukrainian scientific discourse, which as a result leads to misunderstanding of the processes both

in the system of education and in its individual branches (*Lysokon, 2020: 409*). In our opinion, the theoretical and terminological aspect of the standardization of Ukrainian higher education should determine the vectors of development of certain fields of knowledge and specialties, compare the social order and regulate the professional formation of an individual in a certain scientific direction, standardize Ukrainian and European educational legislation.

3. Educational policy of Ukraine on the development of standards of higher education

The strategic development of Ukrainian society is closely interconnected with youth representatives, who are the hope and success of any state and system of education. Modern youth is the main bearer of social potential, becoming over time a subject and a provider of cultural, social, socio-political and socio-cultural changes, which play an important role in the process of development and European integration of Ukraine.

Historical, cultural and civilizational development of the society led to a new stage of development – digitalization (*Piren, 2017: 23*). Under such conditions, adaptation, education, integration, culture, science and socialization are the most important factors that contribute to the comprehensive development of an individual, his potential and the state in general. The standardization of higher education is not an exception under such conditions, since adaptation involves the professional and practical training of a student of higher education in the conditions similar to those of further work. Education is one of the categories of pedagogy and a purposeful process of supporting a student. Integration consists in the possibility of interdisciplinary interaction with the participation of the student, and socialization is the process of entry, adaptation and acquisition of the necessary experience by the student of higher education for further professional activity.

Today, Ukrainian educational policy is one of the leaders in the implementation of foreign values and standards. Modern higher education as an extensive, orderly and value-oriented system due to the approval and active implementation of foreign practices actually provides professional training of a person for further work and participation in the political life of the state, as one of the leading subjects of democratization.

Currently, the educational policy of Ukraine regarding the development, normalization and implementation of the standards of higher education can be divided into three main directions – globalization, Europeanization and intercultural one. Let's consider the theoretical analysis of each of the listed directions.

First of all, we will consider *the direction of globalization* of the implementation of the standards of higher education on the territory of Ukraine. Globalization itself is a process of unification of a certain socio-political, economic or cultural phenomenon. The vast majority of researchers believe that globalization is an objective factor that leads to the activation of social processes and the transformation of all social institutions. Given that education is one of the social institutions, it can be argued that the globalization process of bringing the standards of higher education into uniform conformity for the training of specialists in various fields and specialties is a necessary condition for the further development of humanity.

At the same time, L. Gayevska believes that globalization encourages economic development through the modernization of institutional management at various levels with the leading role of the state in solving socially important issues, and also ensures the establishment of ideas of social responsibility between the state and its citizens (*Gayevska, 2010*).

The promotion of the ideas of the knowledge economy, the leading role in the socio-economic development of the state, the digitalization of the educational space, the strengthening of

interdepartmental interaction of higher educational institutions, the implementation of liberal ideas of academic freedom, the search for new opportunities for funding and development of educational services are the main characteristics for development of the global educational environment in modern conditions (*Kalenyuk, Gonta and oth., 2011*).

Having considered the direction of globalization in the implementation of the standards of higher education, let's move on to **Europeanization**. The logical direction of the development of higher education in Ukraine and its standards is Europeanization due to Ukraine's mental proximity to the values, approaches and system of higher education of the states of the European Union. In general, the direction of Europeanization in the standardization of Ukrainian higher education became possible due to active economic and political European integration. The introduction of European standards of higher education in Ukraine is based not only on current trends prevailing in foreign or domestic educational practice, but also on axiological approaches.

Thus, L. Ryzhak believes the Europeanization of education for Ukraine consists in a harmonious combination of the ideas of national and European educational policies and can be one of the "principles of humanistic Western civilization" (*Ryzhak, 2005*).

We believe Europeanization as a potential direction of standardization of higher education in Ukraine is possible provided that the need for mutual coordination of previous historical and pedagogical experience and building an intercultural dialogue aimed at the formation of common ideas and values of education is taken into account. Under such conditions, the Ukrainian sector of higher education will preserve the national features of its system and at the same time adapt European practices. In Ukraine, the process of general Europeanization continues, particularly in education. Therefore, the fact of the possibility of improving educational services and building a qualitatively new model of higher education in Ukrainian universities with the professional training of students of higher education due to the introduction of European standards is undeniable.

Next, we will consider the last of the possible directions of standardization of Ukrainian higher education – **intercultural** one. This direction is somewhat broader than the previously defined, as it is implemented simultaneously in educational, philosophical and socio-cultural discourses. Therefore, we can claim that the intercultural direction aims to implement liberal ideas of educational policy.

"The peculiarity of liberal views on the system of education is its innovative activity, apoliticism and anticipatory character. In fact, politics here is not considered as mechanisms of management, but as a common cause and freedom of choice. Therefore, the role of horizontal interconnections of various educational institutes, which appear as a mechanism for realizing liberal relations in society as a whole, is growing" (*Lysokon, 2022: 126*). However, liberalism in the educational environment realizes academic freedom, and the intercultural direction ensures the implementation of integration processes of functioning and management of the educational environment.

According to G. Tovkanets, the cross-cultural direction of standardization of education will allow to implement various educational programs using educational and information technologies of distance learning for the purpose of developing education and its subjects (*Tovkanets, 2013*). While O. Bosak believes that interculturality is a factor in the formation of a positive international image of an educational institution and the construction of a competitive educational environment among universities under the conditions of a market economy due to the ability to provide professional training of specialists for various spheres of human life (*Bosak, 2008: 225*).

In the end, interculturality makes it possible to determine the future vectors of the development of the field of higher education and to establish new academic connections, which allows the integration of the standards of other states into the educational space of Ukraine.

In our opinion, the domestic system of higher education is in a transition stage regarding standardization. A positive trend of this stage can be considered the awareness of the need to bring the existing approved standards of higher education in line with European or world requirements, taking into account the globalization challenges of modern times and trends in the development of the labour market. Currently, the development of Ukraine is considered in the context of European integration with a focus on established values and approaches of Western culture.

4. Conclusions

The obtained results indicate that the development of the Ukrainian sector of higher education is at the stage of democratization and adaptation to European educational requirements. Active reforming of higher education is being implemented due to the timely accession of Ukraine to the Bologna process (2005). Therefore, appropriate educational and political conditions are currently being laid for the development and implementation of new standards of higher education. In general, such conditions will be decisive in the future to achieve the European level of professional training.

Therefore, the analysed possible directions of standardization of higher education in Ukraine only contribute to the process of European integration and solve a large list of current issues of educational organizations (entering the European educational space, participation in international programs and projects, improving the quality of professional training of students of higher education, implementing tools for institutional audit of educational services, development of local programs or concepts for quality assurance of higher education or implementation of approved standards of higher education, etc.).

Based on the results of the research, it can be stated that the standardization of higher education and bringing it into line with European requirements and values is a kind of interpretation of philosophical and socio-cultural ideas that find their place in higher education. Therefore, the main categories of standards of higher education should include quality, implementation of an individual educational trajectory, and professional training of specialists capable of competing on domestic and foreign labour markets. Under such conditions, the development, integration or implementation of any educational standards is interconnected with the social order, regional specificity and the level of development of science and innovation.

Summarizing, we note that standardization of higher education as a scientific-pedagogical issue is an ongoing process, which aims at finding a universal mechanism for implementation of educational activities in order to establish the social responsibility of the institution of higher education to stakeholders for the results of training students of higher education for further professional activities.

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