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GLOBAL CHALLENGES IN HIGHER EDUCATION

Introduction. Education is a very important aspect of people's life. Efficient educational system is a guarantee of economic and social success of any nation. Starting from school, young citizens think about future profession and what university to choose. Many students dream of studying in well-known colleges and universities to get skilled in top popular professions. Unfortunately, only a few Ukrainian Higher Education Institutions might be represented in a top-ranked universities list. This fact is conditioned by educational system issues that we are going to discuss below.

The purpose of the paper is to highlight global challenges in higher education in Ukraine and overseas.

Results. According to the US Business Insider, in the list of high demand occupations in the world we can find doctors, medical staff and pharmacists, engineers, programmers, builders, cooks, and drivers. To compare, the list of the most popular professions in Ukraine looks as follows: programmers, engineers, architects, designers, managers of hotels and tourist industry, accountants and auditors, lawyers.

It is known, that an uncertainty is a typical feature of a modern world. Therefore, creating a modern, highly efficient education system in Ukraine is one of the most important conditions for the country's competitiveness in the European market. Work planning of higher education institutions through a prism of modern trends in educational and information technologies determines the prospects of higher education in Ukraine in general.

Analysis of current research papers helps to focus on the key trends in the sphere of higher education [1, p.46]:

1. a further improvement of technical and methodological support of universities which is tightly connected with the impact of information and communicative technologies;
2. social partners' involvement to develop state educational standards;
3. a transformation of teaching and learning approaches, introduction of advanced educational technologies and variable curricular;
4. a choice of certification mechanisms for the quality of education and the integration of national quality schemes at the international level;
5. harmonizing the role of universities as cultural institutions;
6. coordination of local needs and priorities, taking into account standards, practices and expectations at the national and international levels;
7. a quick response in the face of uncertainty to make managerial and strategic decisions;
8. human resources promotion policy;
9. some approbation of new solutions for blended learning, a culture of innovation, a redevelopment of learning spaces, open educational resources;
10. a further development of internal and external mobility, etc.

State educational standards are aimed at creating a minimum of graduates' compulsory competencies. The latter should become the basis for the educational programs and be supplemented with new content taking into account modern and prospective employers' demands, the competitiveness of higher education institutions in the national and European labor market. It is quite obvious, that the updated state educational standards should be focused on learning outcomes, compliance of professional functions and competences to employers' requirements, and competency-based training programs should be developed using a modular technology. The authority and responsibility for compiling of educational programs would rather transfer to regional scientific and methodological centers and directly to higher education institutions of the relevant area.

We should also remember about conducting an independent assessment of the graduates' competences and other citizens who have acquired them in the course of employment or through non-formal education. Many countries of the European Union have already implemented this practice with positive results (for example, Spain, Denmark, the Netherlands). Thus, the employees are interested in constant improvement of their skills. We need to create independent institutions to certify qualifications to implement them in Ukraine.

Conclusion. Thus, the key to confronting global challenges in the higher education lies in training skilled competitive professionals, modernizing learning content and innovative pedagogical technologies, European and world integration. All these factors might lead to a successful reforming of national systems of education.

REFERENCES

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