ELEKTRYKA 2015
Zeszyt 4 (236) Rok LXI

Serhii SERHIIENKO, Andrii GLADYR, Maya DERNOVA
KrNU – Kremenchuk Mykhailo Ostrohradskyi National University

POSTGRADUATE PROFESSIONAL EDUCATION DEVELOPMENT IN UKRAINE

Summary. The paper analyzes the current state of modern lifelong education in Ukraine and the ways of its reformation. Current issues in adult education were considered and analyzed. Structured presentation and classification of varieties of lifelong professional education are given. Main paths for professional education upgrading are determined. An integrated approach for the modern educational service system implementation based on lifelong learning is proposed. The principles of cooperation between local authorities, State Employment Service, employers, training centers for providing educational services are explained. Ways of implementation of the information system for postgraduate education quality assessment and career adaptation providing are proposed. Personal and group assessment criteria of higher professional education efficiency on the basis of graduates career monitoring are given.

Keywords: postgraduate education, lifelong learning, andragogy, adults learning, assessment criteria

ROZWÓJ WYKSZTAŁCENIA PODYPLOMOWEGO NA UKRAINIE

Streszczenie. W artykule przeanalizowano aktualny stan współczesnego kształcenia na Ukrainie i sposoby jego zmian. Przedstawiono bieżące kwestie edukacji dorosłych w zakresie kształcenia zawodowego. Zaproponowano przyjęcie zintegrowanego podejścia do wdrożenia systemu nowoczesnych usług edukacyjnych poprzez ciągłe szkolenia. Omówiono zasady współdziałania władz lokalnych, publicznych służb zatrudnienia, pracodawców, centrów szkoleniowych. Autorzy sugerują sposoby wdrożenia systemu informacji dla oceny jakości kształcenia podyplomowego. Omówiono też kryteria skuteczności szkolnictwa wyższego oparte na monitoringu dalszych losów zawodowych absolwentów.

Słowa kluczowe: kształcenie podyplomowe, kształcenie ustawiczne, andragogika, kształcenie dorosłych, kryteria oceny

1. INTRODUCTION

In the military and political conflicts and economic crisis Ukraine has faced the real threat and challenges in political, social and economic sectors when most enterprises are

forced to reduce production resulting in staff cutting. At the same time the significant part of population with high-level professional education, which met the requirement of advanced industrial community in the past, is getting less competitive. This is a result of weak readiness for rapid changes in national economic, information technologies and post-industrial transformation of the society. The Ukrainian labor market meets such problems as structural disproportion and job placement for socio-economically disadvantaged population (youth, university graduates, unemployed, persons with disabilities), hereupon there is a problem of ensuring readiness of all the population to social, professional and workplace adaptation by means of higher education level and better competitiveness [1].

Now the lifelong learning plays an important role for solving the existing problems and teaches how to avoid them and to use new opportunities in the new circumstances. The professional development and carrier have to adapt to new realities.

2. RESEARCH MATERIALS

This article analyses the modern state of the postgraduate education and determines the way of its reforming in Ukraine.

The problem of the postgraduate education is the core question of many Ukrainian researches. The general aspects of the postgraduate education (T. Desiatov, L. Tarusova) as well as specific issues of postgraduate professional training are studied. Among them is: a postgraduate pedagogical education (O. Glusman, N. Protasova, A. Kuzminskii, L. Danylenko), civil servants postgraduate education (V. Zhuravskii), Ukraine security service staff refresher training (G. Artiushyn).

The system of postgraduate education in Ukraine is determined both as an outcomes-oriented, organized and controlled integral system for lifelong development of personal social experience and objective requirement for society development according to individual social needs. The postgraduate education is also considered as an integral part of lifelong professional education (S. Honcharenko, I. Ziaziun, N. Nychkalo, V. Oliinyk etc.).

It should be noted that the Ukrainian postgraduate education within the higher school system includes the following activities: second higher education, adult learners retraining with appropriate qualification awards; long-term refresher training for the specialists in economics, scientific and pedagogical staff, and unemployed; short-term refresher training; internship (fig. 1)

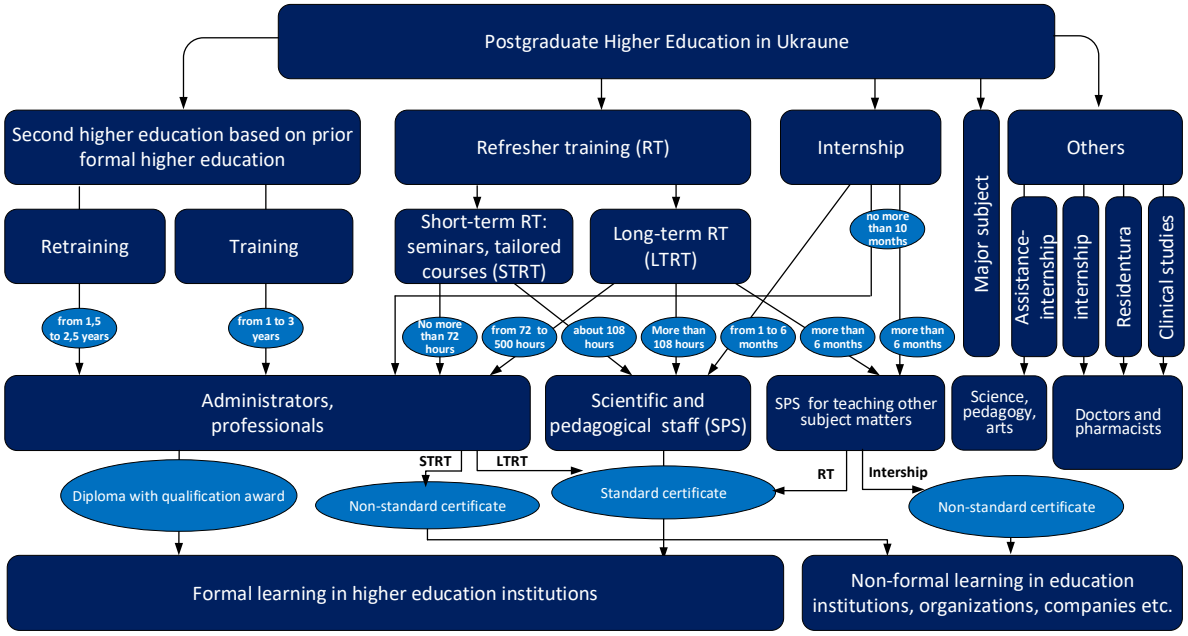

Fig. 1. Postgraduate Higher Education System in Ukraine
Rys. 1. System podyplomowego kształcenia na poziomie wyższym na Ukrainie

The postgraduate adult education model has its own features arising from the general characteristics of a target group. The effectiveness of adult training depends on a number of factors – motivation, qualification level, and wish to study and enhance professional level. Therefore it requires different approaches in achieving the training outcomes. Generally adults strive to study if learning is a real need, and learning outcomes will be applied to improve proper activity. Adult learners actively participate in study program investing personal experience, values, and attitudes. They try to correlate or subordinate the training process to personal tasks and objectives [3].

The adult learner's physiological, psychological and social maturity as well as a level of self-actualization gives the possibility to assume that they will be mindful of their study e.g. they will have mature attitude to study. Particularly adults decide to continue their study as they feel strong needs. Thus, M. Knowles notes that adult learners study to solve important problems and achieve specific outcomes and they expect to use knowledge, abilities and skills gained in the course of study immediately [4]. Since the adults personally organize their own life and make the decisions, they interpret the learning process as a self-directed activity, in which they participate on their proper will. For adult person the external motivators (grades, encouragements, penalties, etc.) play a minor role and the internal motivation becomes a key factor as it is based on realizing of the importance of subject matter being mastered. The essential benefit of the adult is his/her experience, which may be used as an important source of study as M. Knowles says. The adult's experience is rather multiple-aspect. The dependence of context and orientation on the person's experience, interests, attitudes to life, values, knowledge is known as apperception (J. Herbart) [5]. The apperception sense in

mature age is much higher than in childhood, thus in the process of new material mastering the adult learner compares it with previously gained knowledge and needs of his practice. Alongside with this process the analysis of new material is occurred: to what extent it is useful and essential for the social and professional activity. Therefore the way the adult learners estimate the learning context is more critical and independent particularly in familiar fields of knowledge.

The next factor distinguishing the adult learners is their social roles which also influences the organization of their learning process. The adult person, as a rule, combines learning and job. Besides, he or she normally has certain family and social obligations. Thus, the learning activity of the adult learners is mostly determined by professional, social, family and time factors. Therefore the adult students have particular features that must be taken into consideration while organizing their study.

Among them are the following (according to M. Knowles):

1. The necessity to know what to study and why.
2. Self-actualization – as the person becomes adult, he or she strives to be recognized as self-directed, autonomous personality.
3. Experience – as the person becomes adult, he/she owns the growing experience which becomes the source of study.
4. Readiness to study – as the person matures, his/her readiness to study becomes more oriented to the development of proper social status.
5. Orientation to study – as the person becomes mature, his/her time perspective for knowledge use is changed, e. g. knowledge should be used immediately.
6. Motivation to study – as the person matures, the motivation to study becomes internal [6].

One of the key requirements is significant changes in education, establishment of new priorities in training and personality education in the lifelong perspective which favors the process of forming the specialist's readiness to conscious and life long updating the professional level. The main problems to be solved in Ukrainian postgraduate education system are: matching the scope and the context of retraining and refresher training with current and perspective needs of Ukraine; forming the educational context in terms of its outcomes, specialists functions, prior degree, job experience, individual interests and needs; implementing modern educational technologies for diversification, personalization, distance and part-time learning, retraining and refresher training; introduction of andragogic approach to adult training within the system of postgraduate education.

From our point of view the successful reforming of the postgraduate education in Ukraine might be provided under the condition of integrated approach to government policy in education and employment by means of joint efforts of local authorities, territorial employment services, employers and educational institutions network which provide professional training for adult learners.

Such interaction makes it possible to solve the following tasks:

– harmonization of demand and supply of labor force;

– enhancement of residential population adaptability to labor market requirements;

– professional adaptability of wide strata of population to rapid changes at regional labor market, the main task is to stimulate the population for employment within local region rather than outside it;

– extension of the population awareness in modern educational opportunities and offers;

– widening employment possibilities for population in changing environment.

To our mind **the modernized normative legal framework** should become the foundation of these reforms. Currently the public discussion of the draft Regulation on postgraduate education in higher education in Ukraine designed by the Ministry of Education and Science of Ukraine is completed. This long-expected document should contribute to reaching settlement in social relations in postgraduate education, establishing legal, economic, organizational and other principles for the postgraduate education system, creating conditions for effective system of lifelong learning to provide professional and personal development throughout the life and meet the needs of nation and community in qualified staff [7].

At present the legal status of postgraduate education is defined by the laws of Ukraine "On Education", "On Higher Education" as follows: "The Postgraduate education is a special-purpose upgrading of person's education and professional training by means of deepening, widening and updating professional knowledge, skills and habits or another profession learning based on prior learning and working experience" [8].

The top priority changes in the system of postgraduate education in Ukraine are presented in fig. 2.

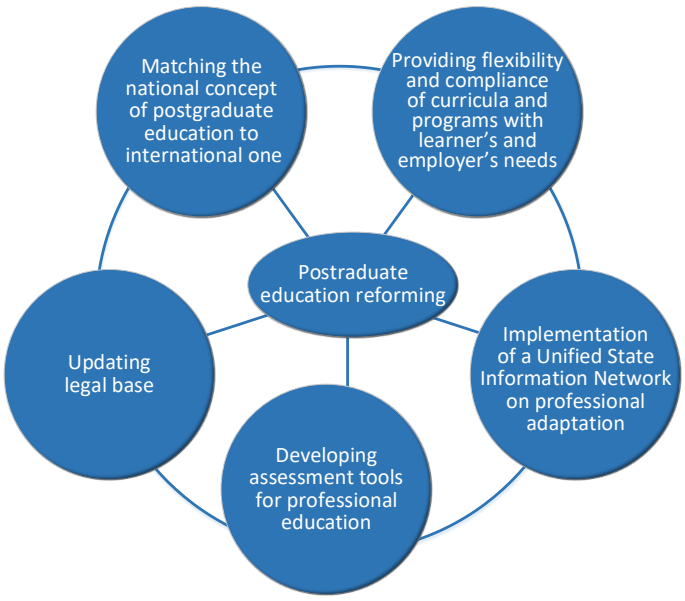

Fig. 2. Main directions of postgraduate education reforming
Rys. 2. Główne kierunki reformy kształcenia podyplomowego

Matching the national concept of postgraduate education to the international one

The globalization processes of world economic and education, international unification and standardization of the professional training system have led to certain conflicts in Ukrainian legislation concerning the national concept of the postgraduate education. As it is known, the postgraduate or post-university education in the European, North-American and some other countries is related particularly to MA and PhD degrees learning. At present the unification of the post-university education system is still in progress in Ukraine. But it is worth to state the fact that the whole range of existing forms of professional training (short-term and long-term refresher training, internship, major subject, retraining) should be defined at the legislative level by common terminology according to international education glossaries.

Providing the flexibility and compliance of curricula and postgraduate training programs with the learner's and employer's requirements

To make the organization of the lifelong professional education more effective, it is necessary a detailed identification of all potential student groups and their personal abilities and needs for successful job placement. All curricula and professional learning programs should be designed according to the learner's specific needs.

Among adults requiring the professional adaptation and professional training or additional professional education may be following:

– unemployed graduates;

– adults who have changed their career trajectory and require another qualification;

– employed adults requiring knowledge skills updating and upgrading within their job;

– adults employed after graduation but they failed in workplace adaptation and lost their job because of weak professional and/or psychological readiness for interaction in workplace;

– adults who have lost their job because of cutback in production and cuts in staff or forced migration;

– students who want to acquire extra competences, knowledge and skills within the major subject (additional trainings, seminars, practice);

– students who want to study in two specialties simultaneously.

Implementation of a Unified State Information Network on professional adaptation of population

Undoubtedly the application of information and communication technologies have positive impact on person's opportunities growing in realization of the right to take part in any form of lifelong education which facilitates the job placement adaptation that increases employability of adults.

We consider that the effective interaction of authorities, State Employment Service and educational institutions should be based on application of modern information and

communication technologies, particularly on development of a unified state information network on professional adaptation of population.

The idea of development and implementation of the unified information network including the existing databases of the state authorities, educational institutions and employers should be realized immediately taking into consideration the dynamic changes of political, economic, social, demographic, scientific and technical aspects of Ukrainian society.

The proposed approach provides an automated coordination and interaction between:

1) regional, municipal, and district subdivisions of the State Employment Service and other central executive power authorities;

2) regional network of educational institutions;

3) employers;

4) local authorities;

5) population including socially disadvantaged strata of society requiring assistance in job search, additional education, job placement and, at last, successful adaptation.

The offered information scheme envisages the development of specified software and effective application of web resources to work with new and existing databases of the State Employment Service, with the Single State Electronic Educational Database, etc. The system significantly reinforces the potential of population in their employment under the changing conditions and enables:

– to analyze the labor market demand, quantitative and qualitative indicators of the job-placement process of the persons with the first or second level of higher education;

– to monitor and assess the effectiveness of postgraduate education system and automated control of professional adaptation of relevant strata of population; and

– to grow the population's awareness in current educational opportunities and offers according to existing state of the labor market and employers demand and requirements.

Assessment of the professional education system

An objective assessment of the professional education system in a whole and the postgraduate education system in particular is possible with monitoring the graduates' professional career of a certain educational institution.

The assessment criteria of the professional education effectiveness of any educational institution includes the following cumulative (group) indicators:

– share of graduates who were unemployed after finishing university;

– share of graduates who changed their career trajectory;

– share of graduates who applied for additional education being employed; and

– share of graduates who participated in parallel training.

Besides, the following individual indicators of specialist training effectiveness and his/her personal abilities should be taken into consideration:

– time spared for seeking the first or next job after graduation;

– employment period at a workplace;
– realization of successful career opportunities; and
– profession change in a short term.

The important indicator of the professional education effectiveness is the graduate's self-assessment of his/her knowledge and work placement opportunities.

3. CONCLUSIONS

The main task of the postgraduate education is an efficient and full-blast satisfaction of both the individual needs of the citizens of Ukraine in professional development and national needs in economic and social development.

To meet these tasks it is required to:

– adjust the Ukrainian system of postgraduate education in accordance with the international legislation;
– develop the relevant legal support;
– provide the flexible and differentiated approach to the training for all the strata of population requiring additional education;
– provide an effective application of andragogic approach, modern information and communication technologies, implementation of the unified state information network for adults support, graduates professional career monitoring, community urgent needs accounting and information analytical processing.

BIBLIOGRAPHY

1. Lisohor L.S.: Employment of graduates during the economic crisis. "Demohrafiya ta sotsialna ekonomika" 2009, no. 2, p. 58-67. [in Ukrainian].
2. Gladyr A.I., Hordiyenko M.H., Abduramanov D.A.: Improving the quality of training engineers, electrical engineers in terms of the internationalization of the labor market. Visnyk Kremenchutskoho derzhavnoho universytetu imeni Mykhayla Ostrohradskoho, 2010. Vol. 4, no. 63, p. 193-197. [in Ukrainian].
3. Luk'yanova, L.B.: Methodological aspects of adult education, Informatsiyno-telekomunikatsiyni tekhnolohiyi v suchasniy osviti: dosvid, problemy, perspektyvy / Collection of scientific papers under edition M.M. Kozyar, N.H. Nychkalo, 2009, part 2, p. 15-18. [in Ukrainian].
4. Knowles M.S.: The Adult Learner. A neglected species, Houston: Gulf Publishing, 1990, 292 p.

5. Kovalev A.N.: Psychology: study book for the pedagogical institutes. under edition A.N. Kovalev, A.A. Stepanov, S.N. Shabalyn. Prosveshchenie, Moscow 1966, p. 451. [in Russian].
6. Hordiyenko M.G.: Characteristics of Adults Learningin Higher Education, Osvita doroslyh yak factor rozvytku dorosloyi ljudyny v umovah suchasnyh socialnyh zmin. International Scientific Conference - Cherkassy, 2012, p. 50-53. [in Ukrainian].
7. Draft Regulation on the postgraduate education of Ukraine, available at: http://old.mon.gov.ua/ua/pr-viddil/1312/1421144886/1428566485/. [in Ukrainian].
8. Law of Ukraine "On Higher Education", available at http://zakon4.rada.gov.ua/laws/show/1556-18. [in Ukrainian].

Vise-rector, docent, Ph.D, Serhii SERHIIENKO
Head of the center for postgraduate training, docent, Ph.D, Andrii GLADYR
Docent, Ph.D, Maya DERNOVA
Kremenchuk Mykhailo Ostrohradskyi National University
vul. Pershotravneva 20
39600 Kremenchuk, Ukraine
e-mail: a_gladyr@ukr.net