

## HIGHER SCHOOL IN UKRAINE AS ADAPTIVE INFORMATIONAL AND EDUCATIONAL ENVIRONMENT OF SPECIALISTS' TRAINING

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**Abstract.** The authors of the article describe the essence of the basic research concepts, particularly “higher school” and “educational process of higher education establishments”, as well as substantiate the efficiency of performance of higher school as a highly constructive adaptive informational and educational environment of a higher education establishment by determining the correlation relations to the Law of Ukraine “On Higher Education”.

**Key words:** Higher School, Educational Process of a Higher Education Establishment, Informational and Educational Environment, Adaptive Management

**Introduction.** In the study of higher school pedagogics, the important stage is to understand the ontology of its fundamental concepts. The analytical investigations of the scientific-pedagogical, informational, terminological and other sources have provided the possibility to draw a vector of the current diversity of ideas, to consolidate and make personal conclusions in the studied sphere of knowledge. It is clear that before determining peculiarities of any phenomenon, it is necessary to make its characterizing definitions. In the current research, it deals with the structural and semantic presentation of the category of “peculiarities of higher school educational process”. It is logical, that semantics of that structure is represented by the construct of “higher school ↔ educational process ↔ peculiarities”. Determination of the structural-semantic relations of the basic concepts of the present research will provide immediate identifying of the peculiarities of educational process of higher school and particular representing the higher school as a specific phenomenon.

**Main material.** Creation of the national Ukrainian higher school was closely related with the national educational movement. In Ukraine, there is a powerful scientific potential, large number of scientific-research institutes, academies, higher education establishment... Higher education, its scientific-pedagogical staff is of the principal importance for the society development. While training specialists, being capable to work in the new social-economic conditions, higher school also conducts a great amount of scientific researches, serving as a base for solution of educational tasks [9, p. 54, 223].

What does the concept of “higher school” mean? In the research, the authors follow the most general interpretation, which in the modern scientific space sounds in the following way, i.e. higher school is a higher education establishment (hereafter – HEE), which trains specialists of higher qualification for practical, pedagogical or research activity in different branches of industry, construction, transport, communication, agriculture, healthcare, culture, science and others on the basis of complete secondary (general or specialized) education. Therefore, higher school includes universities, polytechnic and sectoral (engineering, agricultural, economic, medical, juridical, pedagogical, art and others), education institutes, academies, higher specialized schools, secondary schools, colleges, etc.

In the great modern encyclopedia “Pedagogics”, “higher school is a complex of education establishments, training specialists of higher qualification for different branches of the country’s

economy, culture and state management, which includes academies, universities, institutes, colleges” [5, p. 90]. According to the UNESCO definition, any institution of higher learning which prepares specialists on the basis of a complete secondary education, regardless of the volume of knowledge or level of qualification it gives its students, is considered a higher school. Therefore, in some countries, higher school includes not only HEEs (like Soviet HEEs and foreign universities), but also education establishments, which prepare specialists at the level of Soviet specialized schools and other secondary specialized education establishments [1].

Referring to the regulations of the Law of Ukraine “On higher education” (article 1, paragraph 7), HEE is a specific kind of institution, which is a legal entity of private or public ownership and operates by the license on educational activity at specified levels of higher education, conducts research, scientific-technical, innovative and/or methodic activity, provides organization of the educational process and higher education for students, post-graduate education with consideration of students’ wishes, interests and abilities [2]. Therefore, there is some adaptive interaction of all subjects of educational activity in the HEE environment.

Thus, the principal aspect of higher school (HEE) activity suggests educational services for obtaining higher education by the students. “Higher school” is a complex of systemized knowledge, practical skills, ways of thinking, professional, ideological and public qualities, moral and ethical values, other competences, mastered at higher education establishment (scientific institution) in the appropriate branch of knowledge by the qualification at the higher education levels, which are more complicated and higher as compared to the level of complete secondary education” – is mentioned in the Law of Ukraine “On higher education” (article 1, paragraph 5) [2]. That context determines development of the informational-educational environment of HEE concerning training of future specialists for any branch of the country’s economy both to make professional growth and in terms of their personal cultural and educational improvement as personalities in the educational and social community. It is worth noting that the current legislation of Ukraine sets the main tasks for HEEs, which are described in the article 26 [2]. The effective solution of those tasks secures a high level of formation and development of the professional competence of students, refinement of the value potential of each personality by means of educating. Thus, the intellectual and labor potential of the country increases. It is necessary to point that nowadays, the current legislation notes that entities of higher education are first represented by students and it is declared that “higher education students are people, who study at a higher education establishment at a definite level of higher education to get the appropriate degree and qualification” (article 1, paragraph 11) [2].

One should stress that in the scientific-pedagogical literature and pedagogical practice, the concepts of “educational process”, “learning process”, “studying” often make a synonymous line [4, p. 9]. However, in the scientific works by such scientists as S. Arkhanhelskyi, Yu. Babanskyi, V. Zahviazynskyi, V. Kraievskyi, V. Lednirov, I. Lerner, V. Lozova, P. Pidkasystyi, V. Pikelna, P. Shevchenko, O. Savchenko, V. Slastionin, M. Skatkin and others, there are argued examples of the contradictories between those concepts.

Considering the semantics, the notion of “educational process” refers to the construct of “education ↔ process”. However, there is also the notion construct of “learning process”. As it has been mentioned above, sometimes, the concepts of “educational process”, “learning process”, “studying” are mixed. However, those concepts should not be interpreted in the same way.

The driving forces of the educational process include its contradictories, particularly between the increasing social requirements to the process of training and the general conditions of that process, which need permanent improvement; between the achieved educational level of knowledge and skills and the competences and skills, necessary to solve the set new problems; between the frontal presentation of the material and individual character of its comprehension; between understanding of the studied material by the teacher and by the students; between the theoretical knowledge and the ability of their practical application, etc. The art of being a teacher is to find out and use the contradictories to activate the educational activity of the students having different educational levels [7].

Yu. Zinkovskyi considers that “... learning serves the educational activity and plays a

principal role in development of the world outlook...” He also stresses that the essence of the modern definition of “educational process” in pedagogics as a science is defined as one of its constituents, i.e. learning, along with another one, i.e. educating. In the pedagogics, those processes stay in integrity [3, p. 541]. Therefore, the authors of the research assume that it would be more correct to say learning–educating process”, which can distinguish the characteristic of that category from interpretation of the concept of “learning process”. Nevertheless, considering the modern challenges, studying at higher school should be primarily focused on the process of development of the professional competence of future specialists by developing its key components, and it should be defined as the educational process at higher school, being systematically provided by HEEs.

It is necessary to stress that educational process at higher school is shaped by external (objective) and internal (subjective) factors. The internal factors include personal features of students, their psychological peculiarities – temperament, character, way of thinking, memory, cognitive capabilities, motivation to study, previous experience, level of knowledge, style of educational activities. The external factors involve the content and methods of teaching, level of teachers’ professional skills, conditions of studying at higher education establishment, social surrounding of the students [6]. In that context, one should remember about the efficiency of the competence approach, particularly that the teacher’ expertise is reflected in the students’ competences, i.e. it defines quality of the educational process.

Therefore, educational process at HEEs is a complex system with independently performing subsystems, and it has its specific logics [7] and peculiarities. Its composition is primarily determined by the general targets of higher education and professional training of specialists of the appropriate level.

Thus, the system of educational process at HEEs is a subsystem, a hierarchically subordinated system of education of the society and, in its turn, it stays in direct and indirect relations with the sectoral science, partial methodologies. Those relations identify the principal measures, forms, and means of the educational process organization [4]. Moreover, the key features of the educational process at higher school include students’ adaptation at the HEE, age peculiarities of students, socialization of the students in groups, as well as departments’ participation in the educational process management and their responsibilities for the results of studying [8].

**Conclusions.** Thus, consolidating the above-presented information, higher school is a highly constructive adaptive informational environment of the cultural and professional development of future specialists on the fundamentals of national moral and educational traditions. Moreover, in the time of global transformations, it aims at the accelerated development of education on the ground of the competence and transdisciplinary approaches, contributing to formation of critical thinking, moral and educational refinement of students.

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