

СЕКЦІЯ ІV. ПЕДАГОГІКА ВИЩОЇ ШКОЛИ ТА ПЕДАГОГІЧНА МАЙСТЕРНІСТЬ ВИКЛАДАЧА

ASSESSMENT OF HIGHER EDUCATION QUALITY IN FRANCE: USING THE POSITIVE EXPERIENCE IN UKRAINE

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At the beginning of the XXI century, the progress of the world society is characterized by globalization and integration processes in the socio-economic, political, cultural and educational spheres. Modernization of control and assessment activities which began at the beginning of the 21st century, caused a number of innovations in the system of the national education. The French higher education has undergone numerous reforms, the main reason for which, according to L. Shapovalova, is the need to adapt university knowledge to the requirements of the labor market [6].

Ukraine is particularly interested in the experience of the countries that have already undergone reforms in the field of higher education, including the French Republic. The large-scale systemic modernization of French education, which began in the late 1960s, was an almost continuous process of reforms, the direction and content of which were determined by the pressing problems of the national education system at every stage of its development [3].

The French educational experience can be very useful for improving the Ukrainian system of quality assurance in higher education, since it is an example of successful solving of complex educational problems. However, in order to apply the French experience, it is important to understand the historical context, which explains why a simple transfer of European practices may not bring Ukraine the quick expected results: many of the historical driving processes in Europe and Ukraine are taking place in different directions. Thus, the Ukrainian system of quality assurance in higher education should take into account both global trends of the modern world and national characteristics caused by unique historical, social and cultural circumstances.

The French system of higher education quality assessment is characterized by specialization. The leading role in this sphere is performed by the High Council for the Evaluation of Research and Higher Education (Hcéres). The High Council is an independent administrative body [2, 4]. It is governed by a council of thirty members. The President, appointed from among the members of the Council, after consultations with the parliamentary committees, chairs the High Council and has authority over its staff [2, 4].

It is important to note that in this country the evaluation of higher education quality is also done by these institutions: Engineering Degree Commission, evaluating programs for the training of future engineers; the National Commission for the Evaluation of Training and Qualifications in Management; National Consultative Commission of IUT, CCN-IUT, providing external quality assurance for university technological institutes; General Inspectorate of the Administration of National Education and Research, which permanent mission is to monitor closely the functioning

of the education system to improve its functioning [1].

In this regard, we should note that for Ukraine it would be useful to study and use the experience of the independent agencies. According to O. Panych, the need for independent agencies is driven by the need to relieve the National Agency for Higher Education Quality Assurance, which will have to evaluate and accredit an extremely large number of programs over the next years. In addition, the work of independent agencies aims to deepen specialization in the assessment and quality assurance system of higher education. Each of the agencies gradually accumulate and generalize experience on the quality of programs of a certain type, as well as methods for improving them, typical for a particular industry [5].

At the same time, it should be noted that the direct transfer of the French experience in improving the quality of higher education into the Ukrainian system of professional education is impossible due to some organizational and pedagogical conditions like strengthening the practice-oriented focus of training future qualified personnel, intensification of all components of the educational process in domestic institutions of secondary vocational education and others.

Conclusions. The development of specialization would be relevant for the Ukrainian system of assessment of higher education quality. The use of the French experience can be efficient only when taking into account internal social, economic, educational, cultural characteristics and traditions, at the same time preserving the specifics of the Ukrainian education. The system of evaluation of higher education quality in Ukraine is at the formation stage and it will be the subject of further scientific research.

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