

CZU: 378

DOI: 10.36120/2587-3636.v17i3.26-31

TRENDS OF HIGHER PEDAGOGICAL EDUCATION IN THE 21ST CENTURY (REVIEW OF THE AUTHOR'S RESEARCH RESULTS)

Nataliia TEREŃTIEVA, doctor of pedagogical science, professor
Pedagogy, Psychology and Methodic of Physical Education Department
T.H. Shevchenko National University "Chernihiv Collegium"
ORCID 0000-0002-3238-1608, researcher ID P-7024-2019

Abstract. This scientific research represents the results of the study of vector directions for the development of university education as a segment of higher education in the context of changes in the Second Academic Revolution. The paper presents the main trends associated with so-called human factor inherent in higher education during the Second Academic Revolution. Been defined and characterized the changing lecture role, the specific teaching of this period. Author presents the positive and negative aspects of teaching, including the diversification and specialization of activity due to changes in student population, reducing the quality of the learning and teaching activities, migration, increased responsibility and accountability of teachers, etc.

Keywords: Second Academic Revolution, trends, higher education, teaching activity.

TENDINȚELE ÎNVĂȚĂMÂNTULUI PEDAGOGIC SUPERIOR ÎN SECOLUL XXI (REVIZUIREA REZULTATELOR CERCETĂRII AUTORULUI)

Abstract. Această cercetare științifică reprezintă rezultatele studiului direcțiilor vectoriale de dezvoltare a învățământului universitar ca un segment al învățământului superior în contextul schimbărilor din a doua revoluție academică. Lucrarea prezintă principalele tendințe asociate cu așa-numitul factor uman inerent în învățământul superior în timpul celei de-a doua revoluții academice. A fost definit și caracterizat schimbarea rolului profesorului, predarea specifică din această perioadă. Autorul prezintă aspectele pozitive și negative ale predării, inclusiv diversificarea și specializarea activității din cauza schimbărilor în populația studenților, reducerea calității activităților de învățare și predare, migrație, responsabilitate sporită și contabilizarea cadrelor didactice, etc.

Cuvinte cheie: a doua revoluție academică, tendințe, învățământ superior, activitate didactică.

Civilization challenges of the XXI century which are worth emphasizing by national scientists in the field of high education are ongoing globalization that comprises all areas of society and not only mutually enriches and interdepends the mankind but also intensifies the competition between countries, peoples, individuals in the process of their interaction and geographic and economic mobility; – variability that progresses in any field of work and is based on the innovative type of development; – democratization and humanization of modern societies while strengthening of the requirements to personal competence and human self-sufficiency; – the new civilization phenomenon formation – network society through the innovative ICT development (V. Kremen, 2014). The network society as a new social system that forms globally is characterized and determined by the structure and configuration of the information flows (M. Kastels, 1996-1998), which form the basis of the information economy where competitiveness depends on the ability to generate, manage and effectively use information based on knowledge [1]. Information society especially the knowledge society requires

professionals who are sound in this society and can create innovate product (new knowledge product), which can improve the credibility of a country in the world rankings, producing new technologies as the basis of production in the information society, based on studies that trigger new product production.

The Second academic revolution (the period of the second part XX – the beginning XXI century), as a process in the higher education sphere, is so dimensioned, versatile and dynamic that needs the investigation and prognostication not only some separate phenomena and facts, but tendencies as integrated vectorial descriptions. Those vectorial descriptions are peculiar not only to an exact country or its educational section, but have continental and transcontinental extending and developing. Under the academic revolution, large-scale, varied and dynamic changes taking place in the system of European higher education in the second half of the 20th – the beginning of the 21st century are understood.

The Second academic revolution is characterized by some tendencies, challenges, and problems of higher education development. We would like to note those problems, which connected with the human factor directly (we use definitions as they were given in the mentioned documents):

- the educational programs development and intensification of their direction on the labor-market;
- the explosive way of massivisation;
- the conflict between common and private good;
- students and curriculums;
- constructive activities of positive discrimination;
- quotas and city's backup programs;
- teaching and different student's contingent support;
- mobility management;
- educational institutions for definite students' categories – elite, half-elite institutions of higher education;
- faculty qualification decrease;
- increase the number of teachers, who work part-time;
- bureaucratize of professorial stuff;
- the global academic market;
- the students' diversity;
- approaches to students' studying on the base of educational results;
- investigation and teacher profession;
- the model “studying – job”;
- managing stuff and professional development;
- the successes of studying: from entering to graduating etc. [2].

The trends are observed during the Second Academic Revolution in the context of creating a new market for educational services through open access to higher education, when organizational and corporate business values are replaced by classical academic, and universities must adapt their activities to the requirements of socio-cultural development. These changes are directly related to the specifics of the K (knowledge)–society (knowledge-based society), including the specifics of the new K-economy, or the innovation economy [4].

Let's emphasize some trends that are related to the development of university education, which somehow have been reflected in the scientific research of Ukrainian researchers of the XXI century: – tendencies of accumulation of knowledge; – tendencies of self-government development; – trends in the development of scientific communication; – trends in the protection of intellectual property rights; – trends in gender policy; – tendencies of humanitarian knowledge; – tendencies of scientific and technological development and scientific activity; – trends in the use of available resources; – trends in the development of cross-border cooperation; – trends in the development of the Institute of Human Rights; – trends in the development of educational discourses; – trends in the development of paradigms; – trends in the development of the global ICT market; – trends in the relationship between the labor market and the provision of educational services; – tendencies of educational process in modern higher educational institutions; – trends in the influence of the media and communications; – trends in the regulation of employment; – trends in the formation of geopolitics and geostrategy; – tendencies of ethno-national processes; – trends in using IT to improve the quality of education in universities; – media trends of globalization; – tendencies of development of technocratic and humanistic approaches; – trends in the development of the current socio-cultural situation in society; – trends in changing the basic social proportions; – trends in the world labor market; – tendencies of innovation and investment activity; – trends in the development of public administration in higher education; – trends in the educational sphere; – tendencies of the evolution of scientific ideas and inventions; – trends of the development of university organizations; – trends of transformation of the university into the institution of production of applied knowledge; – tendencies of fundamentalization of university education, etc. These trends are inherent in each country, but they have their manifestations depending on the geopolitical, socio-economic, legal and administrative situation [4].

We have to say, that universities as principal institutions of higher education are rather susceptible in their activity to the world tendencies. The changing of academic culture value take place (R. Merton) : universalism form the convictions about the truth of statements concerning the objective reality independently of authorship transforms into the local problems solving; generality as accessibility to knowledge into multisubject; disinterestedness as personal benefits absence for scientist into combination

of commercial, political and social interests; the responsibility for the work quality into organized skepticism and aspiration for competition; individualism in scientific activity into the team work. More two items were added (B. Barber): rationality and emotional neutrality.

The given items cardinaly change the university teacher role as far as the changing of society, academic values and educational priority influences his activity. The investigative, teaching, innovation, entrepreneurial components change the correlation, but unfortunately not to the increasing of teaching quality or making fundamental researches; applied researches become commercialized; innovation activity is adaptive. The changing in the teaching process because of educational program transformation, particularly decrease (in percent correlation) the quality of basic subjects of standard cycle and professional programs increase of variant components. This changing gives students the possibility to form their own direction of studying and professional formation. But to the faculty this changing are not loyal because requires to work out the great number of curriculums (increasing expenditure of time, mind and emotional resources) and don't guarantee those curriculums would be chosen by students. In Ukraine it is firstly regards the subjects of HSE (subjects at the students' opinion of the humanitarian and social-economical cycle), which are chosen by student form the general list of subjects [3].

To some all over the world demographic changes, the scientists affirm that the number of students in the higher education system will increase, the students' contingent will be various because of the students' number increasing, students of the third-age group, and those who study part time because of different forms of studying. The access to the higher education system extends because of the variety of the educational programs, the policy changing of giving and getting the inclusive education and education of so called vulnerable population. So, the profession of teacher becomes the international-oriented and mobile. It requires not only the professional training, but speaking the foreign languages and mastering the skills of special subjects teaching in foreign language.

These changing cause the diversification of teaching activity and extend its specialization. The mobility of the faculty takes place in such directions – transnational and physical, structural and individual, migration for the exact period and wishes to come back to the native land. If there is an implementation of any faculty mobile direction, the English part will increase as a base of scientific communication. Some observers even make the parallel between the Latin usage as a language of scientific communication in the medieval Europe and the English usage as a language of international communication in educational and scientific sphere at the beginning XXI century. Informational and communication technologies gave the possibility to create the all-purpose means of communication for increasing the effectiveness of scientific communications. To use the

information base you need to speak the language so the linguistic competence becomes the base not only for students and young professionals, but for the all generations of faculty. Mastering the foreign languages becomes the important problem for teachers, as far as the XX century doesn't suppose the foreign language speaking for mass. The same problem (what about mastering and reasonable usage in the educational process of the higher education institution) is ICT (informational-communicational technologies. The absence of fluent mastering of these both aspects considerably decrease the possibility of the faculty mobility even on condition their high professional competence and pedagogical skills [3].

Intensification of activity, limited budgetary funds, heightened responsibility and accountability made adverse conditions for teacher profession. It develops a certain contradiction: the university isn't able to provide necessary conditions for the effective efficient activity of teachers and at the same time the university can't be effective and prestigious as a training institution without experienced, devoted teacher.

The teacher can't be substituted for technique and technologies whatever expensive, effective and innovative they could be. The excellent repair won't indemnify the consequences of minimally-skilled teacher. It is observed the tendency to aging of skilled faculty, which is professional. Meanwhile the youth aspires to be employed in the higher education institutions, but immediately to be taught at postgraduate course or to have a position, that doesn't correspond to their competence. The great numbers of skilled teachers, who are not able to be implemented in the higher education institutions, try to fulfill themselves in other spheres.

So, we confirm the problem of insufficient number of skilled teachers. May be we should increase the number of students who master the professional pedagogical education through the studying according the different curriculums of different forms with new technologies and approaches providing. It would give the possibility to the university graduates to teach others in high-level way. Although, the increasing of students' contingent won't guarantee their employment according the received specialization and won't guarantee the implementation of their professional functions. It is necessary to provide the professional guidance, explanatory and motivation work among the students' contingent. The governmental policy has to support the academic initiative, not decrease the academic freedom [3].

The teaching activity becomes differentiated and metamerized according to chief activity, level of institution where the teacher works, possibility of making a career, realization of scientific researches and methodological work, quantitative characteristic of studying and other kinds of workload, extra assignments, getting some awards, prizes, circumstances of work etc. We don't set as an object to compare the teaching differentiation and metamerization in different higher institutions, but have to define the most important problems of up-to-date condition of the teacher profession such as: the

qualification decrease; not enough stimulation (moral and finance); bureaucratic professorate, connected with autonomy lose and increase of administrative arrangement subordination; global academic market; decrease the status of profession. Though exactly the profession of teacher is the basic component of higher education success, training the skilled students, increase of institutions prestige, and exchange of value forming into universal; increase of life level. The renewing the teacher profession prestige will contribute the involving skilled scientists and teachers to the higher education system, training own personnel with possibility to make a career.

Bibliography

1. Terentieva N. Higher Education and Culture: Global Challenges. In: Science and education a new dimension: Pedagogy and Psychology, III (36). Issue: 74, 2015 / Dr. Vamos Xenia (editor-i-chief). Budapest, 2015. p. 11–14.
2. Terentieva N. The teaching activity in the second part of XX – at the beginning XXI century: vectorial directions. In: Vyznam ľudskeho potencialu v regio-nalnom rozvoji. 3.rocnik / Zbornik vedeckych prac z medzinarodnej vedeckej konferencie 22-23.11.2013. Podhajska, Slovensko. s. 158-165.
3. Terentieva N. Vectorial directions of the teaching activity in the period of Second Academical Revolution. In: Edukacja – Technika – Informatyka (Education – Technology – Computer Science). Kwartalnik Naukowy (Quarterly Journal) 1/15/2016. Rzeszów: Wydawnictwo Uniwersytetu Rzeszowskiego, 2016. s. 62–67.
4. Terentieva N. Word-class trends in the context of the Second Academic Revolution: university education. In: European vector of contemporary psychology, pedagogy and social sciences: the experience of Ukraine and the Republic of Poland: Collective monograph. Volume 1. Sandomierz: Izdevnieciba “Baltija Publishing”, 2018. 512 p. pp. 442-464.