

нятий. Проаналізована сутність феномена поліпарадигмальності. Обосновані позитивні концепти когнітивної, личностної, смислової парадигм освіти. Показані приклади їх співіснування в формі практико-орієнтованої системи контекстного навчання. Розглянута рефлексивна парадигма освіти (місія, зміст, ведучі методи і форми навчання, взаємовідносини викладача і студента, критерії, функції) як поліпарадигмальний синтез даних парадигм.

Ключові слова: парадигма, освітня парадигма; поліпарадигмальність; когнітивна, личностна, смислова, рефлексивна парадигми освіти.

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IMPLEMENTATION METHODOLOGY MULTIPARADIGMATIC IN MODERN HIGHER EDUCATION

Represented article justifies the necessity and expediency of implementing poli-paradigm methodology in modern higher education. Definition analysis of major concepts was researched and explained, mainly "paradigm", "educational paradigm." Basing on comparative analysis essence of the phenomenon poli-paradigm as research methodology is a conceptual synthesis of several existing educational paradigms. As a result of comparative analysis of cognitive, personal, semantic paradigms in education (in other words their comparison and explanation of similarities, differences, advantages and disadvantages), it was proved that each characterized paradigm has its positives and limitations. It was found positive concepts of cognitive, personal, semantic paradigms of education. The examples of co-existence in the form of practically-oriented system of contextual studying were overviewed. Considering reflective education paradigm (mission, content, best practice and studying forms, the relationship between teacher and student, criteria, function). It is proved that reflexively oriented education paradigm has a number of obvious advantages: it is based on the realization of subjects of education of profession activity semantic features; aimed on creating of individual self-actualization (the individual as a "subject" of his life) allows you to develop such skills as grounded, reasoned, logically correct thinking; forms the ability to think independently and critically. The article confirms that the reflexive paradigm is a poli-paradigm synthesis of cognitive, personal, semantic paradigms, which are the basis of modern higher education.

Key words: paradigm, educational paradigm; multiparadigmatic; cognitive, personal, meaningful, reflective paradigm of education.

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EUROPEAN HIGHER EDUCATION AREA DEVELOPMENT: RESULTS AND PROSPECTS

The article says about the current state of development of the European Higher Education Area (EHEA), namely about the analysis of the results of this process after the adoption of the Bologna Declaration and it identifies possible prospects. The study results allow to predict the future direction of development of the EHEA, where the primary can be further expansion of higher education systems.

Keywords: Bologna process; higher education; the European Higher Education Area; the national qualifications framework.

Introduction. The creation of the European Higher Education Area (EHEA) was launched at the decade of the Bologna process in March 2010 during the Budapest-Vienna Ministerial Conference. However, the main goal of the Bologna Process since its creation in 1999 was to provide a more comparable, compatible and coherent systems of higher education in Europe.

Statement of the Problem. Since the signing of the 30 countries of the 1999 Bologna Declaration on the strengthening of European higher education and

promotion European higher education system in the world, the main goal was to create a 'European educational space' for Higher and Vocational Education, where supply and demand can move freely. Convergence structures, recognition of qualifications obtained in other countries and the development of European qualifications frameworks should help EU citizens to improve their skills, which they have received in other member-states. Erasmus grants should increase student mobility and especially

promote the free students movement in higher education and adult education (European E&T Systems in the 2-nd Decennium of the Lisbon Strategy, 2008, p.17)

During 1999 – 2010 all efforts of the Bologna process members aimed at the establishment of the European Higher Education Area (EHEA), which became a reality with the Budapest-Vienna Declaration in March 2010. The next decade will be to consolidate the EHEA. The purpose of this article is to study and analyze the results of implementation of the EHEA, as well as directions for its future development.

Review of the Literature and Research. The basic material research is authentic independent reports for European Commission made by group of researchers: The Bologna Process: Its impact (on higher education development) in Europe and beyond, Focus on Higher Education in Europe 2010: the Impact of the Bologna Process, The Bologna Process 2020 and others.

Analysis of the implementation of the EHEA process will be made on the following criteria:

- 1) The expansion of higher education.
- 2) The Bologna three-cycle structure of the higher education.
- 3) European credit transfer and accumulation system and the Diploma Supplement.
- 4) The National Qualifications Framework.
- 5) Student mobility.
- 6) Trends in higher education.

The expansion of higher education. Since the Bologna Process the EHEA has increased dramatically. Although the trend towards mass higher education began even before the Bologna process, the speed of transition, of course, was accelerated during the last decade. The amount of students in Armenia, Lithuania, Montenegro and Romania has increased almost twice. In the other 20 national systems student participation has increased by over 20%. Overall, the picture across Europe fits in recognizing mass global trends in higher education – the rapid pace of change in the demographics of the EHEA is currently higher than in other regions of the world. Demographic changes relate to most countries, some are faced with a rather large increase in the number of students in the coming years, while other countries will experience a decline in numbers. Since the number of students is very different. Students in Russia, Turkey, Ukraine, Germany and the UK account for over 50% of the total number of students EHEA.

An increasing number of students forced the majority of the increase in the number of Higher education institutions (HEIs). In Armenia, the Czech Republic, Macedonia, Italy, Malta, Montenegro and Slovenia the number of universities has increased by over 100%. Most of this growth has focused on vocational and professional programs of higher education in this sector continue to grow private and state-recognized universities (Crosier D., Parveva T., 2013, p. 31-32).

In 2008-2009 the focus shifted to other priorities of the Bologna issues, including quality assurance and the development of national qualification mechanisms. The issue of mobility, access, participation and funding are consistently important over time for all countries participating in the Bologna process.

The Bologna three-cycle structure of the higher education. The structure of the three cycles of study (bachelor-master-doctor) was fully implemented in most institutions and programs in the countries participating in the Bologna process. The proportion of students enrolled in programs relevant Bologna three cycles system is more than 90% in just over half of the countries, and between 70 and 89% in another quarter of the countries. However, most countries still have a long program of 5-6 years on specific subjects that are not relevant to the typical structure of the Bologna cycle. This applies mostly to medicine, dentistry, pharmacy, architecture, veterinary medicine, and to a lesser extent, engineering, law, theology, psychology and teacher training (Crosier D., Parveva T., 2013, p. 32-33)

Statistical data for 2008 indicate that only in 10 of 34 systems of higher education students are enrolled in the program of the Bologna three-cycle structure. In four countries: Austria (47%), Germany (36%), Slovenia (31%), Spain (4%) less than half of the students were taught according to the program in the structure of the Bologna Process. More than three-quarters of countries have somewhat long programs covering the first two cycles. Percentage of students enrolled in this type of program in Poland ranged from 1% in Finland and Moldova to 19% (Crosier D., Parveva T., 2013, p.34)

Despite the differences from country to country, the researchers believe that the introduction of the three-cycle structure had the most significant impact on higher education in Central and Eastern Europe. The result of these fundamental reforms at this stage can be considered a commonality between the systems of higher education related to the workload and duration of most programs for the bachelor's and master's. Most countries have a combination of 180 ECTS and 240 ECTS programs in the first cycle. Most countries have a combination of 180 ECTS and 240 ECTS programs in the first cycle. In Belgium, France, Italy, Liechtenstein and Switzerland is a model 180 ECTS for bachelor's degree. Model 180 ECTS also dominates more than 75% in 14 higher education systems. In the second cycle model 120 ECTS is by far the most common in the 42 higher education systems. This model exists in Albania, Armenia, Azerbaijan, France, Georgia, Liechtenstein and Luxembourg. The third cycle officially lasts for three or four years, although in most countries is indicated that, in fact, doctorate usually takes much more time to complete education. Thus, at present there is no single model for the first or second cycle programs in European higher education: in the first cycle, in most countries there is a combination

of 180 ECTS and 240 ECTS and / or other duration (Crosier D., Parveva T., 2013, p.36)

European credit transfer and accumulation system (ECTS) and Diploma Supplement – two elements of the Bologna tools have been developed to facilitate the transfer of credits in the Erasmus program, to facilitate student mobility. At this stage in 34 countries ECTS is used in most applications. Researchers say that in general, the implementation of ECTS as a system of transfer and accumulation of credits is almost complete. Although in 7-countries (Andorra, Austria, France, Germany, Greece, Holy See and Turkey) ECTS credits are used for transfer and accumulation by only 50-74% of the programs, so work here is still far from complete. The use of ECTS for accumulation makes the program more transparent and supports the use of learning outcomes earned in another institution in the country or abroad, because the implementation of ECTS requires further efforts.

The Diploma Supplement is the second important tool Bologna process, whereby since 2005, all graduates must automatically and free of charge to receive the Diploma Supplement. Since 2011, the Diploma Supplement has been automatically issued only by 25 higher education systems. The other 22 systems issue the Diploma Supplement only upon request. In Bosnia and Herzegovina, Serbia and Turkey the Diploma Supplement is issued for a fee. Researchers have noted the tendency of increasing use of the Diploma Supplement, but are concerned about the lack of national monitoring its effectiveness (Crosier D., Parveva T., 2013, p.36-37)

National Qualifications Framework. In Bergen in 2005 was adopted the general qualifications of the European Higher Education Area (FQ-EHEA) and initiated the development of national qualifications frameworks (NQF). National Qualifications Framework should include the three-cycle structure and the use of common descriptors based on learning outcomes, competences and credits for the first and second cycles.

According to our analysis, all countries are at different levels of NQFs implementations – 80% (28 countries) are developing or have developed comprehensive NQFs, 40% (14 countries) have formally adopted NQFs, 74% (26 countries) have proposed an 8-level framework with sub-levels. This difference depends on national structure of higher education in member states. But in spite of the differences and complications of this process the work on the development and implementation of the NQFs continues. Crosier D., Parveva T. showed that Bulgaria, Greece, Kazakhstan and Ukraine are in the early stages of implementation and will even draw and agree proposals to form the structure of the National Qualifications Framework (NQF) (Crosier D., Parveva T., 2013, c.40)

Student mobility was the main aim of the Bologna Process, which later gave new impetus to establish goals for countries (EHEA): In 2020 at least 20% of the graduates of the EHEA should study or have a period of study abroad (The Bologna Process, 2009, p.4)

Some countries have identified mobility as a part of their strategy. For example, Belgium, France, Malta and Switzerland joined the 20% benchmark set by the EHEA by 2020. Some countries have established metrics for their national systems that go beyond the 20% (EHEA): Netherlands set a 25% mobility in 2013, Austria and Germany plan to encourage 50% of its students spend at least one semester abroad in 2020. Other countries have a lower level of ambition. Estonia seeks to 4-5% participation in mobility programs by 2015, and Finland to 6-8% of outgoing mobility. Ireland, Poland and the UK are not intended to outgoing mobility, but set quantitative indicators for incoming mobility (Focus on Higher Education in Europe 2010., 2010, p.41-42).

Although European programs (Erasmus and Erasmus Mundus, which promote and finance student mobility) still have a very strong influence on national policy, the researchers concluded that in some countries national policy does not apply to the implementation of specific European mobility programs. They are concerned about the small efforts of countries applied to the analysis of national policies and measures to encourage the mobility of students and the lack of reliable statistics. Only Erasmus data are currently the only reliable guide to the scale of credit mobility (Crosier D., Parveva T., 2013, p.47; Focus on Higher Education in Europe 2010., 2010, p.38)

Trends in higher education. As a general indicator specified in the “European Strategy 2020” graduating population of 30-34-year-olds is 40%. However, in addition to the EU general rate, most European countries have established their own national figures for 2020 in their National Reform Programmes, with the exception of the UK (whose rate was – 43% in 2010). Across Europe, national figures vary dramatically and may not be anywhere close to the EU ones, ranging from 60% in Ireland to 26.7% in Romania (Spatial Indicators for a ‘Europe 2020 Strategy’ Territorial Analysis, 2012, p. 44).

Identified trends in higher education among 30-34-year old age group over time is a useful way to assess progress towards the European Region of the European index of 40% and their national targets. Overall, the percentage of people with higher education in Europe has been increasing since 2008 and in the European Union (EU-27) as a whole – from 31.1% in 2008 to 33.6% in 2010 in the vast majority of European countries (Spatial Indicators for a ‘Europe 2020 Strategy’ Territorial Analysis, 2012, p.51)

The study of the data presented in “SIESTA Spatial Indicators for a ‘Europe 2020 Strategy’ Territorial Analysis” points to uneven opportunities for gaining higher education. Thus, the EU urban areas compared to rural areas have much stronger position, so they will be easier to achieve European and national targets. Urban areas are better able to attract and retain highly skilled 30 and 34 year old males, suggesting occupation corresponding to their qualification.

This unevenness is also observed among regions with different levels of economic development. Turkish achievement in 2008-2010 is impressive, when it appeared in the top ten, along with the Netherlands, Poland, Italy and Greece. On the other side of the country with high levels of higher education 30 and 34-year age group (the Netherlands, Austria, Britain, Germany, France, Bulgaria and Spain) experienced a decreasing of higher education receiving between 16.16% and 30.26%. The reasons may be either improvement / deterioration of its higher education system, or ability / inability to attract and retain highly skilled young people (Spatial Indicators for a 'Europe 2020 Strategy' Territorial Analysis, 2012, p. 54 -55).

Conclusions. Thus, the study and analysis of scientific authentic materials on the results of implementation of the European Higher Education Area makes it possible to predict the development of this process in the following areas:

1. The growing proportion of people with higher education in Europe and the EU, as well as trends in higher education by the 30-34-year age group can lead to expansion as national systems of higher education and to individual universities; the creation of new programmes and the emergence of disciplines, especially for adult students.

2. Established standard of student mobility – 20% for the European Higher Education Area by 2020 could force EU member states and European countries to resolve issues related with the Bologna three-cycle structure and ECTS, to ensure the implementation of European mobility programs.

3. Countries that are in the early stages of implementation of the National Qualifications Framework (NQF) will agree on proposals for national qualifications structure and improve higher education in order to remain full members of the European Higher Education Area.

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Н. В. Мосьпан

СТВОРЕННЯ ЄВРОПЕЙСЬКОГО ОСВІТНЬОГО ПРОСТОРУ: РЕЗУЛЬТАТИ ТА ПЕРСПЕКТИВИ

У статті йдеться про сучасний стан розвитку Європейського простору вищої освіти (ЄПВО), а саме аналіз результатів цього процесу після прийняття Болонської декларації та визначаються можливі перспективи розвитку. Основним матеріалом дослідження є автентичні джерела – незалежні звіти Європейської Комісії. Аналіз результатів процесу реалізації ЄПВО здійснено за наступними критеріями: розширення системи вищої освіти; Болонська трициклічна структура навчання; Європейська Кредитна система переносу та накопичення балів та Додаток до диплома; національна рамка кваліфікацій; студентська мобільність та тенденції отримання вищої освіти. Зазначається, що з початку Болонського процесу системи Європейської вищої освіти значно вирости. Кількість студентів у 20 національних системах зросла більш ніж на 20%. Зростаюча кількість студентів змусила більшість країн збільшити кількість вищих навчальних закладів. Більшість країн все ще мають довгі програми 5-6 років з конкретних дисциплін, які не відповідні до Болонського типової структури трьох циклів. На даному етапі в 34 країнах ECTS використовується в переважній більшості програм. У цілому, реалізація ECTS як системи перенесення та накопичення кредитів майже завершена. Деякі країни визначили мобільність студентів як частину своєї стратегії. Так, Бельгія, Франція, Мальта та Швейцарія приєдналися до 20% встановлених еталоном для Європейського простору вищої освіти до 2020 року. Згідно із загальним показником, зазначеним ЄС отримання вищої освіти населенням 30-ти-34х-річного віку має становити 40% до 2020 року. Вивчення результатів дало змогу прогнозувати подальший напрям розвитку ЄПВО, де основним може бути подальше розширення систем вищої освіти, вирішення проблемних питань, пов'язаних з три-цикловою структурою навчання та ECTS та впровадження Національних рамок кваліфікацій деякими країнами.

Ключові слова: Болонський процес; вища освіта; національні рамки кваліфікацій; Європейський простір вищої освіти.

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СОЗДАНИЕ ЕВРОПЕЙСКОГО ОБРАЗОВАТЕЛЬНОГО ПРОСТРАНСТВА: РЕЗУЛЬТАТЫ И ПЕРСПЕКТИВЫ

В статье говорится о современном состоянии развития Европейского пространства высшего образования (ЕПВО), а именно анализ результатов этого процесса после принятия Болонской декларации и определяются возможные перспективы развития. Основным материалом исследования являются независимые отчеты Европейской Комиссии. Анализ результатов процесса реализации ЕПВО осуществлен по нескольким критериям. Изучение результатов позволило прогнозировать дальнейшее направление развития ЕПВО, где основным может быть дальнейшее расширение систем высшего образования, решения проблемных вопросов, связанных с три-цикловой структурой обучения и ECTS.

Ключевые слова: Болонский процесс; высшее образование; Европейское пространство высшего образования; национальные рамки квалификаций.

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ПРОБЛЕМА ВИРОБНИЧОГО НАВЧАННЯ МАЙБУТНІХ ФАХІВЦІВ АГРАРНО-ІНЖЕНЕРНОГО НАПРЯМУ У ПЕДАГОГІЧНІЙ ТЕОРІЇ

У статті охарактеризовано поняття «виробниче навчання» і «професійно-практична (виробнича) підготовка фахівця». Досліджено роль виробничого навчання у підготовці майбутніх фахівців аграрно-інженерного напрямку. Розглянуто різні види практичної роботи студентів аграрно-інженерного напрямку. Проаналізовано освітню діяльність ВНЗ, що дало змогу виявити суперечності між традиційною системою виробничого навчання у ВНЗ і запитами роботодавців до професійно важливих якостей особистості фахівця високої кваліфікації; змістом і станом організації виробничої практики у ВНЗ і фактичними вимогами до професійно-практичної готовності фахівців; об'єктивними потребами навчальних закладів у нових формах організації виробничої практики.

Ключові слова: виробниче навчання; виробнича підготовка; виробнича практика; практична робота.

Вступ. Світові тенденції ринку праці, соціально-економічні перетворення, які відбуваються в суспільстві та перспективи розвитку економіки України зумовлюють зростання потреби у фахівцях для обслуговування високотехнологічних виробництв, зміну їхніх функцій, підвищення вимог до компетентності, професійної майстерності, технологічної культури та продуктивності праці. Перед науковцями й освітянами постає завдання зробити професійну підготовку фахівців аграрно-інженерного напрямку гнучкою, адаптованою до потреб роботодавців, що в свою чергу вимагає внесення адекватних змін в освіту і науку.

Важливе значення для дослідження теорії і практики виробничого навчання майбутніх фахівців аграрно-інженерного напрямку мають праці з філософії освіти В. П. Андрущенко, Б. С. Гершунського, І. А. Зязюна, В. Г. Кременя, В. О. Кудіна, М. В. Кузьміна, Ф. Г. Кумбса, В. С. Лутая, А. Ж. Марковича, М. І. Михальченка.

Загальні концептуальні питання удосконалення теорії і практики професійної освіти фахівців та виробничого навчання відображені у наукових дослідженнях таких відомих вчених як С. У. Гончаренко, Г. Є. Гребенюк, Т. М. Десятов, Н. Г. Ничкало, С. І. Ожегов, В. А. Поліщук, С. О. Сисоева, І. В. Соколова, Л. П. Сушенко, О. А. Таребрін, М. Н. Чобітько, М. О. Шведов.

Проте, теорія і практика виробничого навчання майбутніх фахівців аграрно-інженерного напрямку, напрями її оптимізації і переорієнтації на сучасну парадигму підготовки таких фахівців, створення прозорої, доступної наскрізної схеми практичної підготовки, яка дозволить врахувати специфіку виробничого навчання для фахівців кожного освітньо-кваліфікаційного рівня – «молодшого спеціаліста», «бакалавра», «спеціаліста», «магістра», ще недостатньо вивчена в теоретичному та методичному аспектах.

Роль виробничого навчання у підготовці майбутніх фахівців аграрно-інженерного на-