



Copyright © 2016 by KAD International
All rights reserved.
Published in the Ghana

<http://kadint.net/our-journal.html>

RESEARCH ARTICLE



ISSN 2410-4981

Modernization of Education as a Condition for Development in Ukraine: A Position Statement

Iuliia Kuzmenko ^{a,*}

^a Kherson Academy of Continuing Education of Kherson Regional Council, Ukraine
Communal Higher Educational Establishment, Kherson

Abstract

In this article, the influence of the process of modernization of Ukraine's Education is exposed with respect to the development of human capital. Modernization of education is one of terms of development of economy of the state, and therefore requires changes and transformations according to the requirements of market, tastes of consumers, level of development of scientific and technical progress etc. It is certain that education is one of basic factors in nation building.

Keywords: Education, Educational Component of Human Capital, Modernization of Educational System, Ukraine.

Introduction

At present, the Ukrainian society is going through difficult and critical period of its development. Over the past twenty years, the economic and political system of Ukraine have radically been transformed. Cultural norms of society have changed. Currently, the ideological tenets that determined the development of the country for decades appear outdated, and therefore, Ukraine faces the challenge of a new orientation of social evolution, economic and political models and institutions that will meet the requirements of modernity. That is why this paper pays attention on modernization concept as one of the most popular among the modern doctrines of social progress.

Modernization should bring our country to new horizons of development that involves the transition from industrial to postindustrial development of the society. The end of such transition is an information society. The basis of an information society is the building up of a potentially inexhaustible intellectual human resource. These processes involve the development, establishment and implementation of human capital, particularly its educational component. This affects the development of the economic potential of the country. Perhaps, this is a reason why all countries coming out of crisis are trying to develop their human capital upon realizing its value and importance. At the same time, it should be noted that a person is not only the Creator of material and spiritual values, but also the Supreme value of the modern world. So, as you can see today the production and transfer of knowledge to the person come at the forefront. That is, the development of his intellect; the capacity of human capital at the individual level.

Therefore, the modernization of the educational system with the main objectives to ensure the quality, availability and efficiency, is an acute and urgent problem of our time. The purpose of

* Corresponding author

E-mail address: geoekonomika@mail.ru (I. Kuzmenko)

this study is to determine the influence of the process of education modernization in Ukraine on the development of the educational component of human capital.

The Role of Education in Economic Development

One of the main subjects of strategic management of human resources, including education, supports education and science. Therefore, the question of developing educational and research strategy in the context of European integration is a necessary condition for innovative development of our state.

In Ukraine, just as any part of the world, the role of education in economic development increases the implementation of socio-economic transformation. This is why so many scientists consider human capital as the most valuable resource of the postindustrial society. That is more valuable than natural or accumulated wealth.

In the XXI century, under the conditions of strengthening the processes of globalization and integration social-economic development, the future of each country is mostly governed by the presence and usage of humans' capital in the country. That is why the implementation of humans' capital theory in different spheres of science, designed by T. Schultz and T. Becker in 1960 sixties (Schultz, 1993; Schultz, 1961; Becker, 1962) is so actively acknowledged.

Implications of the Theory of Human Capital on Education

The theory of human capital already acquired finality of scientific teachings, and in some places has become a powerful ideology of public and private investment in the economy of man, the economic basis of the global concept of human development. Nowadays humans' capital is distinguished as already formed in the result of investment of mental vocabulary, skills, competences, motivation, and health. This is purposely used in different spheres of social processing, thus, encouraging the growth of labor productivity and as a result influences the increase of profit (people's earnings).

However, Ukraine's education is now failing to be perceived as a branch of non-productive consumption. Rather, it is treated as investment in the educational component of human capital. A lot of scientists devoted their researches to this actual problem. For example the perspectives of humans' capital reproduction were analyzed by S. Klymko, V. Lych, L. Lynch, N. Ushenko. The projects of V. Bazylevich, D. Bohynya, N. Verhoglyadova, N. Golikova, Z. Griliches, O. Grishnova, I. V. Kuzmenko, B. Danylyshin, S. Dyatlov, N. Tyuhtenko, L. Shaulska and others are devoted to scientific-practical fundamentals of humans' capital formation on personal level (Lynch, 1989; Griliches, 1996; Grishnova, 2001; Kuzmenko, 2009).

The accentuation of consideration on the peculiarity of building up social and personal capital in the spheres of human's productive activity is dictated by the real-world effects, where the apprehension that his/her professional activity is a key to dynamic development and marketability of the country. The level of formation of specialists' humans' capital educational component is one of the basic criteria of line personnel's professional promptness for labor activity in the context of market environment. As noted in the White book of Ukrainian National Education, nowadays it is not enough when the result of study are knowledge, proficiency and skills, *"this list is supplied by the number of competences, that are factually characterized by the diverse, greatly wider realization quality of person"* (Aleksyeyenko, Anishhenko, & Ball., 2010: 244).

Accordingly, Ukrainian society's attention increased to the educational system as the basis of production capacity. Educational potential is the independent object of innovation. In effect, its capacity should be one of the priority objectives of the implementation transition on innovative model of market economy.

At the same time, higher education in Ukraine does not affect on the growth of individuals' personal incomes. The reasons for this situation lie in the fact that education in Ukrainian universities is not competitive. Unfortunately, the level of education of graduates of Ukrainian Higher Educational institutions is low and not competitive on both the domestic and external labor markets. According to the ranking of the top universities in the world; *"QS World University Rankings® 2015/16"* [the British company - Quacquarelli Symonds], among the top 500 are only two Ukrainian universities: Kyiv National University. Shevchenko [421-430 point] and Karazin Kharkiv National University [491-500 point] (Quacquarelli Symonds, 2015).

Need for Modernization and Ukraine's Present Education

Due to the low quality training of specialists, the reputation of our universities is not at a satisfactory level, and hence the attractiveness of our education to foreign and domestic entrants in the vast majority of pedagogical universities is quite low. In the modern world, the modernization of education is one of the conditions of economic development of the state. As a result, all developed countries are following this path.

These developed countries have been able to change the system of education in accordance with market demands, consumer tastes, the level of development of scientific-technical progress, etc. Most post-Soviet countries are in the stage of reforming the educational system according to the planned dimensions. Unfortunately, this process is not effective enough.

Educational reform should be aimed not only at a fundamental change of the existing educational system, but to update the principles, content, and approaches to education especially with respect to the enhancement of educational and vocational training. In essence, it is the process of modernization of the educational space that must help to solve problems in social and economic spheres in Ukraine.

Factors affecting the objective transformation of the Institute of Education in the modernization of the Ukrainian state are: (i) a high level of development of current social institutions in Soviet times; (ii) the high inertia of the educational system; (iii) the limited modernistic resources that meet the requirements of the post-industrial revolution; (iv) the important role of education in building human capital of the state; and (v) the growth of social mobility and youth activities, inclusion in various educational spheres.

I believe that the basis of changes in the educational environment should be based on a 'principle (– less), but a better perspective'; that is, a new but practical system of education. In Ukraine, specialists working to improve the quality of the education should ensure their effective use, the accessibility of education for different social groups and territorial groups of population. They should also look at the expanding the freedom of choice in the way of education and its content, ensure high quality educational services, guarantee the continuity of the process of education and professional development, and also aid the transition to the open educational system.

From some studies, a segment of Ukrainians, who have higher education still may be at risk of failing to match the job market. Given this and other factors, the modernization of education should be aimed to the basic principles of a market economy, the transformation of education into an important resource for personal, community and national development. Modernization of education should also aim at the implementation of important resource for citizens, society and state values. Education must also be socially and economically efficient. The common interest of the country, production and workers is to ensure adequate quality of human capital. This interest is best achieved through the modernization of the educational system (Aleksyeyenko et al., 2010).

Throughout the years of Independence, the Ukrainian society is still in the state of 'general system transit – transfer to new qualitative level' in all spheres of life activity. The process of system modernization of policy, economics, education and civic life of Ukraine foresees consolidation of state, society and resources around common values, aims, actions and ideas. One of the main priorities of Ukraine, in the sphere of external policy is the realization of the state strategy for European integration which is based on the declaration by the Ukrainian people. This is the real place of our state in the system of international relations and world educational space, carrying out Ukrainian European integration plans in accordance with new realia.

The Problem of Reforming Education

Concerning the problem of reforming the educational branch, in the context of united European educational space, it is necessary to mark that Ukraine has positive experience of the realization of Bologna process on international, national and institutional levels. At the same time there are still a lot of problem questions. These questions focus on areas such as; (i) the recognition of Ukrainian specialists on international level, (ii) the close contacts with educators and scientists of European countries, (iii) the achievements of European level of higher education appreciations to some quantity and quality indicators, (iv) realization of educational tasks from positions of new paradigm of Ukrainian education, (v) the search of optimum conformity between Ukrainian traditions and modernization of educational system in the context of Bologna process, and (vi) the

preservation and grafting of the best traditions and experience of native pedagogues in educational environment and so on.

All the mentioned processes demand the political figures to work out the possibility of making the legislation of Ukraine's educational sphere a European one. Also, it must foster the creation of effective legal system which corresponds to general recognized rules of system of the European Union. To our minds, integration of Ukraine-European community opens new possibilities for its development, under condition of inculcation of new non-traditional ways of solving of sharp problems of modernization of all spheres of civic existence, education.

Merits of Education in the Scope of Modernization

As global record shows, investments in education always influence effectively the social and economic development of a country. Today, the determinant factors concerning the rate of economic growth are:

1. speed and scales of development of priority directions for the development of science and technology;
2. level of training for workers of all levels;
3. grade of progress as a means scientific and manufacturing work.

Results from researches showed that there was strict connection between getting of higher education by citizens and their participation in civic life and other socially significant activities. However, social and cultural benefits of higher education favoured not only social situation but they had concrete economic effect. The social role of education and its positive influence on growth of economics affect wide circles of scientists of different directions: economists, sociologists, pedagogues, historians, doctors, specialists of technical sciences and so on.

Nowadays, *"intelligence is not in volume of kept in memory knowledge of different disciplines, but is in mastering of general system of orientation in ocean of information, in creation of tough individual "filters", strict means, of choice of valuable (first of all for personality) information. The main is – to know how to find need knowledge"* (Kremen, & Ilyin, 2012: 7-8). It is high time to mark the fact that changes of political, civic, state, economic and other demands to leavers of higher educational establishments. There should be reorientation of approaches in the process of forming educational space of higher educational establishments with the different historical times.

It is possible to explain changes in teaching plans, methods of teaching, and so on by taking into account the realities. O. Grishnova points out that the *"level of education (knowledge), professional training (habits, skills, experience of work, professional conformity and professional adaptation), level of health, economically significant information motivation, and mobility of worker are components of human capital"* (Grishnova, 2001). In the XXI-st century modernization of Ukrainian educational space takes into account conception of synergy.

Need for Synergy in the Modernization of Ukraine's Educational Space

Synergy can be considered as a universal scientific approach. Concerning the problem of using the ideals of synergy in pedagogy, it is important to emphasize that the main phenomena, where it focused its attention of pedagogy (individuality, man, freedom, development, education, creativity) were synergetic according to their essence.

Synergetic methodology brings new guidelines in pedagogical theory. Synergy essentially reinforces the positions of those scientists who receive and interpret the world in dialectical way. Moreover, synergy as interdisciplinary branch of knowledge helps to realize a lot of problems. Thus, as systematic and synergetic notions, it is possible to determine teaching and upbringing process, management by teaching establishment, system of continuing education, individuality and so on. So, for example, giving description of personality of a pupil, a student or a pedagogue as systematic and synergetic formations, it is high time to mark that personality is a complicated system – every man is complicated and unique; open system – ability to change information in a free way; decisive system – possibility to exist as well as physically and spiritually only under condition of change of information in environment; system of different importance – existence of processes of change between essential forces in the structure of individuality; non-linear system – ability to self-activity, self-development, self-upbringing. Consequently, pedagogical synergy is the

branch of pedagogical knowledge which is reflected in theory, principles and conformities to the natural laws of self-organization within pedagogical systems.

An important way of transforming the national educational space is by organizing the system of education. This will be possible through the reconstruction of system of training competent specialists at teaching establishments of Ukraine. Consequently, this has been one of the main reasons why Ukrainian scientists carry out a lot of researches, learning world experience and experience of historical development of Ukrainian system of education.

Developing Human Capital in Ukraine's Educational Space

To develop the human capital, the following themes ought to be looked at: (i) changes of principles and strategies for developing the education of Ukraine in the context of theory of human capital; (ii) the influence of social, economic and financial aspects on development of human capital in the system of professional teaching of specialists; (iii) the content, forms and methods of forming of educational component of human capital; (iv) the problems and ways of reconstructing the educational system of Ukraine vis-à-vis the integration in European educational space; (v) the contemporary state and perspectives of professional teaching of specialists to appreciate the theory of human capital.

In substance, the term “competence” outlines the conditions, not only for already existing labour power, but directly appeals to the way of training of future specialists in different fields. That is why it is clear that, speaking about the building up of educational component pedagogical cadres within the human capital frame, it is impossible to ignore the professional competence of a teacher. It is one of the qualifying factor of the given process in the system of continuous education. A recent study had shown the direct concern of providing and enhancing the system of teachers' training to focus on building specialized professionals (Sarfo, & Adusei, 2015).

As it can be observed from previously cited evidence that the development of educational processes within the context of professional competences require the specific ability of the specialist to perform definite activities in specific fields (Sarfo, & Adusei, 2015). Consequently, the formation of the ‘pedagogic humans' capital educational component’ is one of the needed decisions to raise the quality of labour specialists' training. It is clear that, professional training as a gradual system of training must provide labour market with qualified specialists.

The intensive development of new scientific standards sets new and more difficult requirements for qualified specialist in terms of modern education. On the basis of theoretical analysis of scientists' researches, I made a conclusion that the term “competence” is wider than “qualification” as it comprises not only of professional knowledge, skills and experience in some specialty. Rather, it also comprises of the motivation to a deal creatively and effectively in the usage of knowledge and skills, the holistic personal qualities needed for achieving result, and the real ability to achieve the aim at a certain working place.

Professional competence is characterized by such elements of activity such as: (i) the analysis of working results and technological processes; (ii) the analysis of professional situations and problems; (iii) the analysis of technical documentation of activity aims; (iv) the organization of work; (v) the fulfillment of technical and technological conditions of execution; (vi) the coordination of ways of professional activity; (vii) creating of professionally efficient information about the object of activity; (viii) projection of typical and outstanding productive situations; (ix) providing of safe working conditions; (x) the acquirement of supplementary qualifications and professions; (xi) providing of high level working culture; (xii) the fulfillment of the rules of exploitation of field facility; (xiii) the absence of rejection; (xiv) well-timed elimination of technical and technological failures; and (xv) the fulfillment of recommendations, norms and demands of physiological, psychosocial, economic, ecological and ergonomic factors.

Integrating the two notions (“competence” and “qualified specialist”), a teacher should have high level of human capital development that is characterized by the ability to solve the tasks in different spheres of life on the basis of theoretical knowledge, practical skills and experience.

Summing up, it must be stressed that education today should be considered as the basis of modernizing the society, nation and state. At the same time in, countries such as Ukraine should continue to perceive education as one of the spheres of the national economy. In reality, although modernization of the society is based on the educational system, the education of the society itself needs modernization and substantial and structural updating in order to carry out this mission.

References:

- Aleksyeyenko, T. F., Anishhenko, V. M., & Ball. G. O. (2010). *White Book of National Education of Ukraine*. Kiev: Inform. System.
- Becker, G. (1962). Investments in human capital: A theoretical analysis. *Journal of Political Economy*, 70, 9-44.
- Griliches, Z. (1996). Education, human capital, and growth: a personal perspective. NBER Working Paper 5426.
- Grishnova, O. A. (2001). Human capital: formation of the system of education and professional pedagogy. Kiev: KOO.
- Kremen, V. G., & Ilyin, V. V. (2012). *Synergetics in Education: oncentration Humanocentrism*: monograph. Kiev: Pedagogical thought.
- Kuzmenko, I. V. (2009). *Work Culture as a factor increasing human capital*. Kherson.
- Lynch, L. (1989). Private sector training and its impacts on the earnings of young workers. NBER Working Paper Series, WP no. 2872.
- Quacquarelli Symonds (2015). *QS World University Rankings® 2015/16*. Retrieved from: <http://www.topuniversities.com/university-rankings/world-university-rankings/2015> on 03-02-106.
- Sarfo, J. O., & Adusei, H. (2015). Is “one-teacher-to-all-subjects” enough? Ghana’s public primary school system on a slippery slope. *Journal of Advocacy, Research and Education*, 3(2), 146-155.
- Schultz, T. (1961). The concept of human capital: reply. In M. Blaug (Ed), *Economics of Education*, 1, 58-64.
- Schultz, T. (1993). The economic importance of human capital in modernization. *Education Economics*, 1(1), 13-19.