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Cultural and educational space of Pedagogical University as a project of occurrence added educational value in the work of its graduates in mountainous and remote schools

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Abstract. The article considers the emergence of educational added value due to stress cultural and educational space Pedagogical University, designing more efficient for teachers in mountainous and remote schools. In the context of future work graduates in mountainous areas, the added educational value should be higher, as is the important countervailing measure to form the educational potential of students who are pursuing secondary education in urban areas with developed infrastructure, high level of integration in the global information space, and in remote. Added educational value that appears in the generated Pedagogical University, primarily due to the existence of certain characteristics of its cultural and educational space. Among them, of particular importance is the creativity, dynamism, openness of information that are inherent in young cultures. However, the controversy associated with the space-time identification Pedagogical University, is that modern Ukrainian universities practicing appeal to the past (even Soviet) experience which may give examples of the emergence of value-added educational level of the educational system, but not at a particular institution. In addition, the necessity and feasibility of the process such identification is often questioned system management and teaching communication - oriented "medium" (student, student, university, school) that basically denies generate added educational value which often results from limited resources or opportunities included by "survival mechanism" in the culture. Another problem that weakens the strength of cultural and educational space Pedagogical University, this weakness and artificiality communications University and his graduate who, choosing a profession, not guided by relevant professional reasons, but the following professional activities not accept as a natural extension of university education. Added educational value that only included teaching vocabulary in fact already urgent issue for schools in mountainous and remote areas, the existence of which, in a number of economic reasons, is under threat. The emergence of such a measure in the near future may become the criterion of survival, especially in these schools. The mechanism of projection features of cultural and educational space Pedagogical University is similar to the mechanism of personal identification with the personality of the graduate as a carrier of values and mechanisms of cultural and educational environment of the University and schools through socialization. Thus, a specific designer added educational value of school is a cultural and educational space pedagogical universities that successfully will realize this role if have relevant content and dynamic characteristics.

Keywords: *Pedagogical University, cultural and educational space, added educational value*

Introduction. The problem of efficiency of educational institutions in Ukraine are connected primarily with the introduction of external evaluation (EIT), which, in part, may serve as a tool for its determination. Modern democratic and humanistic views on evaluating success based on the understanding that the absolute values of success (student, institution, national educational system, etc.) is not a reliable indicator of evaluating their success - more important indicators of success in education is the dynamics of these parameters learning process (value added that is acquired in the learning process). In other words, the most important for assessing the success of the student, the institution, the national educational system, etc. is to compute value added acquired by each student in the learning process. Moreover, the actual teaching practice showed that indices and added value also allow thoroughly reach conclusions on the success of training in school, and in this regard introduced more subtle indicators - contextual indices added value, but it is the other approaches and other technologies, and the information obtained on the basis of EIT is possible only at a very rough level.

Overview of research. In Ukraine themes forming the added educational value is relatively new, so a review of national publications on the topic is inappropriate. Feature that combines research with a minimum of direction, is their focus on schooling, while the highest is neglected authors. Among the authors who, nevertheless, turned to the topic is L. Hrynevych, I. Likarchuk, A. Mylianyk - people whose practical activities closely associated with the same external testing procedure for its implementation, and use of results in order to monitoring.

The goal of the article - to identify and make clear the relationship between the efficacy of cultural and educational space Pedagogical University and the emergence of educational added value both in its operations and in the future work of its graduates.

Results. The search of effective measures for the assessing the quality of education at its different levels led to involment the economic concept of added value into pedagogical terminology. Similarly, the added educational value can be explained as "increase education (knowledge) of pupils as a result of such educational process" (A. Mylianyk) [1] due to the school stage of education and the focusing of higher institute on student's formation position, the desire to enrich their personality because of intangible, such that is difficult to determine and calculate, but also one that is clear "added value" (K. Pawlowski) [2]. Thus, the added educational value [3] is characterized as the difference between the input and output levels of personal development (intellectual, moral, professional, etc), which is appeared as a result of action of internal factors of educational institution, which include cultural and educational community as an immaterial entity that combines its existence (university, college) "soul and body" in space and time. The difference is that there will be so much significant than the powerful potential is acted from the side of educational school, although, the increase of added educational value isn't excluded because of low input capacity of first-year students, and the breeding system must be prevented it, including outside examination, which guaranteeing free access to education, at the same time, it must be identified the quality of students contingent, spreading not only for subject knowledge and skills but also to measure their (students)

cognitive characteristics and learning ability. Another parameter of added educational value of higher schools, including Pedagogical Universities, which should be widely discussed – it is the possibility of arising the negative knowledge, that is impossible (come even from the name "added") in terms of leading educational systems, but probably in our realities.

Tension (dynamic measurement) of cultural and educational space, which creates the potential for generating of added educational value, appears because of students association and university staff, is found out as a dialogue between the institute and the students, they felt as a atmosphere in which those who are strived for knowledge and are considered as desirable partners (K. Pawlowski). The practice of valuation of added educational value of *direct* (comparing of students knowledge and skills in the beginning and ending points of study or the expected and the obtained results), *indirect* (establishing the dependence between behavior, student activity and its success in the wide sense), *applied* (by the general results of professional, business or other activity of university graduates in the real conditions) methods (N. Sukhova) [4] in the specific for ukrainian style is already happening. To tell the truth, the features of these methods, despite the present similarity with western standards have clearly defined cultural characteristics inherent in our educational system. In particular, the direct method, used at the beginning (properly, at introduction), was quite subjectivised thanks to system of entrance examinations, which was existed until recently and is still active for admission to institutes of first and second levels of accreditation into magistracy, and the comparison of the initial and final stages of education and is now impossible due to different modification of this method – the State Examination Commissions assess according to the criteria "expected – achieved results" correlated with existing demands of position papers due to the content of education, but not "start – end" knowledge and students skills. Indirect method, which had existed only in the context of compliance with performance criteria charging tuition scholarships, that act since 1994, can not take into account any other indicators, except academic achievement, therefore the university attempts to introduce influential rating of students activity, and hence indirect method using will be still unsuccessful. The applied method has also a special action, as Universities themselves select that contingent of graduates whose achievements in the cultural and educational sphere are mythologised and deliberately spread beyond it (scientists, professors, prominent public and political figures, laureates of state or international level etc.), however, the real effectiveness of this method of studying the added educational value has the opposite direction: outside – inside.

The problem of appearing the added educational value according general educational schools is investigated better, than higher educational schools, as it appears because of the necessity to study the effectiveness just school as cultural and educational centre, that acts in definite centre. Thus, for example, D. Hawker [5] defines such features of distinctly functional educational systems: drawing into teaching the necessary people, because the quality of the educational system cannot exceed the teachers'; the development of pedagogical skills of teach-

ers; ensuring of conditions, for which all pupils can use the high pedagogical skills of teachers etc.

Due to the Ukrainian situations, yesterday's graduates don't have a powerful pedagogical potential because of before characterised difficulties of appearing and studying the added educational value of Pedagogical Universities, including because of low dynamic characteristics of their cultural and educational space. Moreover, in the process of job placement such minimal indices of added educational value, that are appeared, aren't put in, because better graduates have no advantages. But, the most powerful factor, that makes impossible employer's perspectiveness of schools in mountain and faraway regions, is the existing situation caused by social and economical by which local schools with high ration are priority place of work. Reality paradox is that, the highest indices of added educational value can appear thanks to the work of the best graduates of Pedagogical Universities at schools, they works by the principles of territorial integrity, which, at the same time, are the least personable due to the job placement. This situation is also deepened because of the same reason of social and economical character, "non-perspective" schools are closed more often, first of all in small populated area, and local inhabitants accomplish active, but not effective resistance, low effectiveness of which is caused, first of all, by the low level of income makes people stand up before the choice of priority satisfaction due to material or educational and cultural needs, where the last look like obviously weaker. Therefore, added educational value due to schools of general education may be based, first of all, on pedagogical teachers potential, because the other sources of its rise in mountain and faraway regions are too weaker.

The intricacy of mutuality transformation of added educational value of Pedagogical Universities into this indices due to schools of general education and in return order, it consists in peculiar closed circle that is occurred where the low efficiency of school work is agreed upon low added value that Pedagogical Universities form it, and on the contrary. To have an influence on such state of affairs we can only thanks of the consolidation of society and state efforts in the area of formation of corresponding social and economical circumstances – the rise prestige of teacher profession, state support of schools as culture and education centres at a large part of the territory of Ukraine. One more from the variants of the influence on the situation that had appeared – it is the transformation in the perception of character changes in cultural and educational space of universities which have to reorientate the pedagogical education from the method of approach of mass production (it doesn't mean the quantity of graduates) on the individual training with the help of activation of students subjectivity, the increase of their achievement ponderability; the transparence of universities purposes, their independence. High competition in the students, teachers, higher schools surroundings, that is arised thanks to these changes, will have an influence on force characteristics of cultural and educational space of pedagogical education on the whole and especially universities, increasing its tenseness, and thus strengthening their potential. According to these changes, they cannot be any "up-down" or in the opposite direction, only the teachers of Pedagogical Universities may be the only

source, in fact, their moral purpose (M. Fullan) [6], the focus in an effort to transform the institution into an learning organization (B.J. Braham) [7]. The means of these changes is to create educational consortia, that will rally around Pedagogical Universities, while they won't be formal, will form the collective thinking, the only space values and meanings. This consortium may be involved as teacher unions and public organizations, which takes education beyond the walls of schools or universities, eliminates mediators in their interactions.

Summary. Thus, the added educational value, arising as a result of cultural and educational space of universities, corresponds to its power characteristics (speed, power, intensity – as the work with specific groups of students, who exhibit an especial educational effectiveness) and can have different meanings, the emerge of which is difficult due to cultural specificity of the education system in Ukraine, and the influence is mediated by a number of facts, and isn't directly connected with education.

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Смолинская О.Е. Добавочная образовательная стоимость как проявление действия культурно-образовательного пространства педагогического университета

Аннотация. В статье рассмотрен вопрос возникновения добавочной образовательной стоимости вследствие напряжения культурно-образовательного пространства педагогического университета, проектирующего высшую эффективность труда учителей. В контексте профессионального будущего выпускников в горных и отдалённых районах, добавочная образовательная стоимость должна быть выше, поскольку выступает уравновешивающим показателем формирования равного образовательного потенциала учеников, получающих среднее образование как в местности с развитой урбанистической инфраструктурой, высоким уровнем интеграции в мировое информационное пространство, так и в отдалённых.

Ключевые слова: педагогический университет, культурно-образовательное пространство, добавочная образовательная стоимость