

An Analysis of Current Trends in the Organization and Optimization of Higher Education in Ukraine in the Context of Modernization

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Annotation. The article presents a theoretical analysis of the system of views on the research activities of the instructors of higher education institutions; analyzes the main tenets of modern education, which prove the expediency of integrating science and education and the formation of the personality of a researcher instructor; highlights and characterizes the properties and qualitative characteristics of modern higher education: innovation, cultural orientation of pedagogy development, the orientation of pedagogical thought and practice towards a person, a person's active participation in their own development, the systemic nature of teaching activities and the development of pedagogical knowledge.

Keywords: *higher education, higher education institution instructor, research and practical of higher education institution instructors, properties and qualitative characteristics of modern higher education.*

Introduction. The conditions of an abrupt increase in the pace of social changes that characterize the modern era and the reform of the higher education system add new urgency to the issues of personal and professional development of research and teaching staff. Accordingly, innovative social transformations and labor market requirements encourage the revision of policy documents regulating professional teaching activities, the results of which should ensure the formation of professional competencies and metaprofessional qualities of employees. This conceptual framework makes it possible to effectively direct the vectors of higher education system modernization.

The traditional focus of higher education, which has existed for a very long time, on training specialists who can perform specific professional functions and solve typical production tasks, steadily increases the contradiction with the demand of the radically changing modern economy and the labor market. Currently, there is a need in professionals possessing mobility and creativity, and those who are ready to perform a wide range of social and professional functions.

The process of innovative transformations in higher education, its personalization, greater individualization, and the transition of the educational process to a hybrid model of functioning actualize the emergence of a new concept of professional competence of a higher education institution instructor. Modern education needs more than a teacher-lecturer, a broadcaster of ideas of global progress; it requires a teacher-scientist, a researcher, a facilitator. Modern education is based on the integration of research, educational and professional activities.

In essence, there is not a single problem in pedagogical practice that could be optimally solved without research activities. The interrelation with educational activities becomes its basis. The volume, logic, sequence of educational information processing, content-psychological and scientific aspects of the organization of the educational process are studied, and training is refocused to a personality-oriented model. Science is penetrating practice ever more, methodologically optimizing the multi-faceted connections of the latter. This penetration is the unity of theoretical cognition, where the objects of research are science and practice, and even the activity of systematic implementation of their general laws of development.

A brief overview of publications on the topic. The mission of a higher education institution instructor in the society is expanding and becoming more complex. In the best traditions of university education, the instructor (at any time) appeared to students not only as a scientist-teacher, but also as a person, as an informal leader with high intelligence and spiritual culture. A university instructor can no longer be just a lecturer who teaches the basics of scientific knowledge, and students in higher education are not satisfied only with formal channels of knowledge and skills acquisition. Students consider the instructor primarily to be a person demonstrating high competence in professional and scientific activities, is well-versed in a changing society, and who masterfully delegates their powers of an active subject of joint work.

Focusing on the solution of many not only typical, but also unique pedagogical tasks, the instructor, as well as the researcher, builds his activities in line with the general rules of heuristic search. The ability to think independently and make informed decisions in complex dynamic situations is a characteristic professional feature of a modern instructor.

The theoretical prerequisites for the formation of the research nature of teacher's activities for us were the ideas of J.A. Komensky, I.G. Pestalozzi, and A. Diesterweg. Thus, the German democratic teacher Adolf Diesterweg wrote that without the desire for scientific work, a teacher will inevitably fall into the hands of the three pedagogical demons: mechanicalness, routine, and triviality [4]. Close to the ideas of modern education, based on the integration of educational research and professional teaching activities, are the views of the Ukrainian teacher, scientist V. Sukhomlynskyi, who was convinced that pedagogical work in its internal multicomponent structure is extremely close to scientific research, and intrinsic in it are the most characteristic features of research [9].

The global community considers the research activity of a higher education institution instructor to be a creative process characterized by the importance of methodology, predictive orientation, and developed motivation for cognition.

The education of young people in a higher education institution becomes effective if the teacher manages to link general and professional knowledge and skills transferred

with the experience of joint research work with students within the system of classroom and extracurricular activities. The instructor's participation in research work increases the effectiveness of their teaching activities, contributes to their growth as a researcher, and enhances their creative potential" [4]. It is this type of activity that enables students to deepen and apply the acquired knowledge and skills, to gain creative experience, develop activity and independence, as well as to test their intellectual, volitional, and psychophysical potentials. Research activities, in our opinion, should integrate all types of university training for young people. In this regard, a student should become a full-fledged subject of the educational process who has an opportunity to independently regulate the course of their learning, to monitor the results and evaluate the quality of education that they will receive [6].

Only in the case of updating higher education in these aspects on the basis of the achievements of the instructor's research activity is it possible for students to accept the instructor professionally and personally, to form their own position, which the German philosopher Karl Jaspers once spoke about, "First and foremost, teaching requires research related to its essence. Therefore, the highest and integral principle of the university is the connection between research and learning... According to this idea, a good researcher is a good teacher at the same time. Only the one who does research themselves can truly teach others. Others convey only something solid, didactically arranged. But a university is not a school; it is a higher education institution" [10, p. 70].

In the aspect of new paradigms of education, it becomes relevant to rethink the conceptual system of views on the research activities of higher education institution instructors embodied as a university corporation, an educational complex (A. Lavreniuk, V. Gumeniuk, O. Dolzhenko, V. Danylchuk).

The value of the teacher's research activity, its usefulness lies in the functionality, in the system of continuing education as a global pedagogical theory and educational strategy, the basis for the development of which is the research activity of higher educational institution instructors, the creation of educational, scientific and pedagogical complexes, etc.

Research and practical teaching are a single information space, according to V. L. Zhuravliov, and the connection of science and practice is the main object of activity of both scientists

and university instructors, and even the object of research activities of students (V. L. Zhuravlev, V. Zhukiv) [6].

Valuable for us are the research by V. Aschepkov, who established that the high status of a teacher will be stable if they are also a research scientist. This position is consistent with the philosophical concept of R. Abdeev, who, while listing the main features of information civilization, established their influence on modern intelligentsia. In his opinion, the scientist and the higher education institution instructor are positioned on the same level of information competence, attitude to science, as well as the ability to replenish, predict and generalize their knowledge [1]. Developing this idea, H. Belov, in the process of studying the research activities of university instructors, came to the conclusion that there is a connection between the erudition of the teaching staff and the variety of research areas pursued within the University [2].

The analysis of modern research gives grounds to conclude that the transition of the content of higher education to a higher level ensures high-quality professional training of prospective specialists (V. Abramova, M. Kovaliova). This is secured by way of accurate and fast navigation in rapidly passing events and the area of their professional orientation through the research activities of students.

The **purpose of the article** is to investigate and analyze current trends in the organization and optimization of higher education in Ukraine.

Materials and methods. In order to fulfill the stated purpose, we employed the following theoretical methods of pedagogical research: theoretical analysis of psychological and pedagogical sources on the modernization of the national higher school, systematization of theoretical data, as well as synthesis and generalization of material.

Outcomes and Discussion. Currently, the pedagogy, psychology, and sociology of education are actively searching for effective ways to integrate pedagogical science, educational practice, and pedagogical innovations. Vistas for the improvement of higher education have been defined: creating a strategy of higher education aimed at educating a teacher-researcher, a creative person capable of continuous improvement of the educational process.

In general, falling under the influence of innovative social transformations, modern education acquires the following new properties and qualitative characteristics (Figure 1).

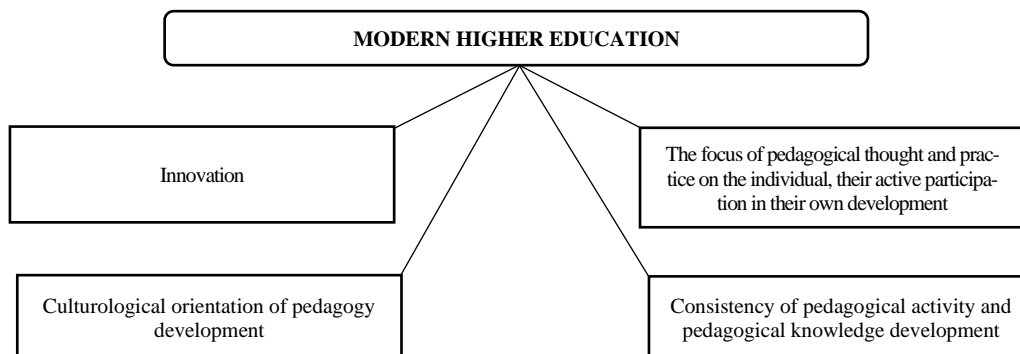


Fig. 1. Properties of modern education

Innovation: it is a response to the needs of pedagogical practice, in which everything is updated: the purpose and objectives of pedagogical activity, value orientations and new attitudes to teaching and upbringing, the content of education and directions

for its qualitative improvement, the forms and methods of pedagogical relations, as well as the lifestyle of the educational institution itself. All innovations in pedagogy are associated with the new goal of education and upbringing, i.e., the formation of an

integral creative personality, which inevitably makes teaching a creative work of the highest level [8].

The focus of pedagogical thought and practice on the individual and their active participation in their own development. "I-concept" of the individual becomes the center of any pedagogical system of any direction. Therefore, pedagogical research is increasingly concerned with preserving and developing human health, diagnosing, and improving human abilities and capacities, as well as with self-development, self-improvement, and self-creation.

Culturological orientation of pedagogy development. A new approach to scientific knowledge is that the object of education is the subject of culture - the creator of cultural values. Since culture includes science, religion, art and human practice as the main components, pedagogy explores their educational potential, opportunities, limits of their application and attempts to use unscientific knowledge.

Consistency of pedagogical activity and pedagogical knowledge development. Consistency is manifested in the research apparatus and in the specified subject, methodology and methods of research, the content of research activities and scientific concept, the cumulative outcome, and the technology of its application [3].

At the same time, studying innovative educational trends, researchers have formulated the main tenets of modern education, which once again, in our opinion, prove the expediency of integrating science and education, and forming the personality of a researcher-instructor:

- the goal of education is to foster a holistic creative person, not just a well-informed and practically prepared person;
- the content of education consists in learning the basics of human culture, of which scientific knowledge is a part, and not simply knowledge;
- skills are only a means to professional training of the individual and cannot be an end in themselves;
- higher education shapes the personality of a specialist-to-be to such an extent, in which it is a research-based process that educates and develops. In this regard, the research focus of any activity is the core indicator of its quality;
- mastering the basics of science at a higher education institution is aimed at developing thinking, and the research-based approach in teaching is the development of students' ability to think creatively, so each lesson aims to teach them to think, use information in different situations, independently search, systematize, justify and apply it;
- the basic component of education are the terms and concepts of science, its leading ideas and the student's ability not only to adequately assimilate them, but also to create them based on the analysis of life situations and practice in light of theory;
- educating a person provides for the unity of the way of life, the way of thinking, the way of action and on this basis the formation of the "I-concept" of the future professional, when the first is determined by the statement of the unity of consciousness and behavior, words, and deeds; the second, by the experimental essence of learning; and the third is provided for by self-regulation, self-realization, self-creation [7].

However, the analysis of the experience of higher educational institutions in integrating science into teaching practice revealed problems that are aggravated by the following phenomena:

- 1) the predominance of academism, and sometimes scholasticism in university education;
- 2) low level of use of visibility and technical training

tools;

- 3) an inferior, clearly insufficient individualization of learning;
- 4) poor organization of independent and research work of students;
- 5) low cognitive ability and activity of students due to the predominance of the classical paradigm of education and one-sided motivation of learning;
- 6) low level of professional growth of teachers, of their professional culture in accordance with the standards of professionalism.

This dramatically narrows the possibilities for a meaningful understanding by a higher school lecturer of the underlying causes and "roots" of the processes taking place in education today, and leaves many specific manifestations of the university educational environment not fully understood. The motivational potential of the teacher remains without demand; it is further complicated by the connection between the pedagogical and scientific activities of the teacher of a higher education institution at the present stage.

Most scientists who advocate for the idea of the effectiveness and impact of scientific progress on the educational process are of the opinion that any activity requires scientific knowledge in three aspects: improving self-effectiveness, development, and self-development. In the process of implementing these tasks, it is scientific knowledge that is being improved. In present-day conditions, it acts primarily as a meaningful psychological and socio-ethical support for social progress in order to increase the effectiveness of all types of activities and, at the same time, as a factor of the individual self-improvement of their subject. This also applies entirely to pedagogical activity.

Based on the analysis of psychological and pedagogical literature, we assert that the effective interdependence of research and practical activities of the teacher is made possible provided that the following is carried out:

- 1) scientific analysis of practical activities, which allows one to compare different positions, assessments, approaches, to determine common goals and values; that is, a pedagogical worldview is formed;
- 2) introduction into practice of new scientific ideas, concepts, technologies related to innovative processes in education and forming creative pedagogical thinking;
- 3) continuous research of the methodological work itself is the creation of a unified theory of methodological activity.

Conclusions. Concluding the general overview of current trends in the organization and optimization of higher education in Ukraine, we note that the quality and level of pedagogical work of a teacher is today one of the most acute problems of higher education. Therefore, for an educator who is focused on the values of pedagogical activity, on a wide range of socio-professional attitudes; on the chosen profession as a way of full and creative living; on the development of empathy and social abilities that ensure the productivity of communication and the success of interaction with people, it is especially important to be able to analyze the level of their personal professional competence and, if necessary, implement appropriate management influences (independent improvement, internship, etc.), updating, and enriching their professional potential.

Solving pedagogical tasks of multiple levels of complexity, the teacher, like the researcher, builds their activities in accordance with the general rules of heuristic search. In the given conditions, the research activity of a higher education institution instructor acts as a starting point in solving the majority of the problems of modern higher education, and which will contribute to involving scientific and pedagogical workers in scientific research, as well as

to the use of obtained research results in the educational process; in improving the scientific qualifications of the teaching staff of higher education institutions; in practical familiarization of students with the algorithms for conducting scientific research and attracting the most capable of them to scientific teams in order to implement scientific research projects.

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