UDK 378.091:005.591

E. Luzik, L. Khomenko-Semenova,
A. Kokareva, O.Hurska

UNIVERSITY EDUCATION INNOVATIVE MODELS IN UKRAINE: FOREIGN EXPERIENCE

This study presents innovative models of developing higher education in Europe and the Black Sea region. The impact of innovative models on the effectiveness of the educational and information environment of higher education institutions in the represented countries is analyzed. The main trends in the university education development in terms of the transition to an innovative model of the "knowledge economy", due to the substitution of the dominant position of labour to knowledge, are considered. The main components of high-quality higher education are given, allowing to focus attention on the need to change the vector of developing the higher education in Ukraine, conditioned by the requirements of an innovative economy model to the educational system.

There was proved the dependence of higher education development on the existence of a close relationship in the system "higher education - the labour market - the needs of society - importance for the person"; successful implementation of an innovative model for the higher education development based on innovative methods and technologies (group work, project method, "brainstorming", communication training, "control text" method, case study method, moderation method; business simulation, Internet games (training), etc.); the main external factors — the economic globalization, the formation of an innovative educational and information environment, and the improvement of the countries' integration all over the world, as well as internal factors — raising the status and quality of higher professional education with the obligatory forming a holistic primary education.

Keywords: *higher education institution; educational and information environment; university education models.*

Defining the problem and its relevance. The key to effective development of countries with unstable and weak economies is the accumulation of all forces in those sectors of the economy which have been chosen by the highly developed countries of the world. The entry of humanity into the 21st century was marked by the dominant position of knowledge, recognized as a promising development direction by economically successful countries. It is logical that the most tangible shifts as a result of innovative processes in Ukraine occur in the system of higher education. Indeed, with the replacement of labour by knowledge, the task of increasing intellectual capital, identifying, accumulating and disseminating information and experience, creating prerequisites for the dissemination and transfer of knowledge comes to the fore in the activities of enterprises and organizations (Milner, p. 107).

Unfortunately, the current state of higher education in Ukraine is characterized by almost complete decline and the absence of a clear system of organizing the educational and information environment of higher education institutions (HEI): material and technical resources of most universities remains at the level of the 90-ies of the XX century; the state of qualitative and quantitative indicators of professorial teaching staff requires radical changes; innovations do not give positive results due to the unbalancing of all the links of the educational system.

Analysis of recent studies and publications. Among the authors whose publications are devoted to the study of university education innovative models and their role in the postindustrial society, one can single out the studies of B. Milner, D. Bell, A. Toffler, V. Kolesov, M. Mokhnatyuk.

Presenting the main research material. It is known that higher education has been and still remains an investment in your future, and knowledge is the most significant achievement, a currency that will never depreciate. Hence, Ukraine is trying to build a new economy based on the supremacy of two main potentials - scientific and intellectual, although the constant disregard of higher education system's needs has led in recent years to a rapid decline in Ukraine’s qualitative and quantitative indicators according to the world ranking of successful countries. Thus,

the largest decline in the number of higher education institutions is observed in the 2010/2011 academic year, which is associated with a number of reforms in Ukraine's higher education system, as well as a shortage of applicants due to a decrease in the number of graduates of general secondary schools.

The influential performance indicator of educational and information environments at HEI is their inclusion in the global rankings of the best higher education institutions. So, in 2014 the QS World University ranking list included more than 800 universities in the world, and only six Ukrainian higher education institutions were included in the list, two of which are included in the TOP-500 list (HEI rating). In addition, studies of consolidated HEI ratings showed a direct dependence of student numbers in a particular region of the country with the number of HEIs there, which are present in the ranking of the best ones in Ukraine. Today, the leaders in these positions are Kyiv, Kharkiv and Odesa regions.

Assuming that the general criteria for evaluating the work of higher education institutions most often include the reputation of the institution, the quality of applicants, teaching and financial resources and considering the fact that the educational process in higher education institutions depends on many factors, the key figure in the effective educational process of the university remains the teacher, whose prestige growth mainly depends on the revision of the state's attitude to the teaching staff (5). University lecturers are given new demands which include not only the knowledge transfer and skill formation but also the student's personal and professional growth. This, in turn, requires such characteristics of a lecturer in higher education as a high level of professional competence, ability to establish contacts with external and internal environment, research activity. Consequently, in our opinion, the most destructive and threatening factor for higher education in Ukraine is the lack of understanding by government officials of the reformation needs in the educational sphere and its integration into innovative processes. We see one of the ways out of this situation in the study of the essence and significance of organizing the educational and information environment of higher education institutions taking into account European and world achievements.

The education, as a system of forming the intellectual capital of the nation, is viewed as one of the main areas of innovation production, being the first link in the system of innovative university education model in Ukraine (Figure 1).

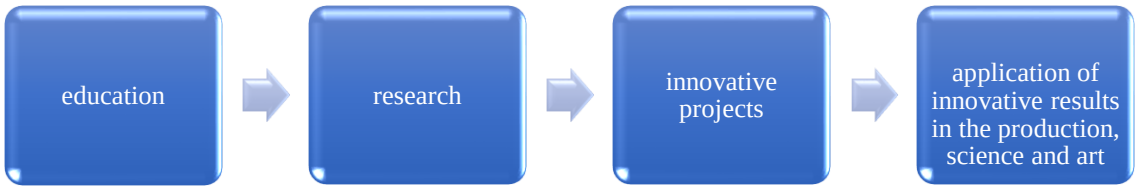

Figure 1. The chain of innovative university education model

The purpose of this study is a theoretical and methodological substantiation of modern approaches to the impact of innovative models on the effectiveness of the educational information environment of university education in Ukraine based on the integration of education, science and production.

According to the stated goal of the research, we will conduct a scientific discourse of world conceptual models of university education (USA, Finland, Germany, Great Britain, the Black Sea region countries) on the basis of purposefulness characteristics; differences in organizational and pedagogical structures; essence of the innovative content of the university education system.

Based on the fundamental idea of the American model of the higher education university system (continuous personal development); relevant structure and content of training (civic values; cognitive knowledge and skills, social and business skills); taking into account the individual character of education and counseling, the US experience, in our opinion, may be useful for the formation of the university education innovative model in Ukraine, taking into consideration the following circumstances:

- Ukraine along with the USA is a multicultural state;
- American higher education has been founded as a multi-level system of training and bachelor's training was initially its first link;
- The United States has constantly accumulated advanced world experience in the field of education, adapting it to the society needs.

When examining the problem, it was established that the American educational and information environment for preparing bachelors provides an integrated unity of educational objectives and education content, the material factor (educational and methodological support) and the personal factor (lecturers and students). The analysis shows that the **curriculum programs** (training course programs) can be either synthetic (focused on the final product) or analytical (based on the goals and situations in which students can apply their knowledge and skills). In compliance with the organizing principle, the curricula are divided into linear, modular or cyclic programs; course training programs built according to metric type, etc.

On the basis of comparing the components of the educational and information environment of the United States and Ukraine, the following organizational and pedagogical conditions for implementing the American experience in higher education institutions of Ukraine can be offered:

1) ensuring the internal positive readiness of students to implement the components of the educational system;

2) improving the structure and content of training with the corresponding improvement of teaching and methodological support;

3) selecting the forms and methods of specialists training (audio and video training courses, clubs; organization of summer camps, internships with relevant companies and institutions).

The study of German scientific sources, which constitute the theoretical foundations of the Prussian model of the education system, showed that at present the priority is given to an extensive, multifaceted and various system of higher professional education in Germany, whose essential characteristic is decentralization, which is expressed in limiting the state's intervention in the activity of higher education institutions and their regional subordination. In addition, various pedagogical concepts, approaches, and attitudes (traditionalistic-conservative paradigm; rationalistic, humanistic) were reflected in the education theory in modern Germany, however, unlike the traditionalistic teaching paradigm based on universal

curricula, humanistic didactics is based on individualization and differentiation of learning, strengthening the student's positive motivation and the formation of independent thinking; the rationalistic paradigm considers the maximum "programmed state" and structural clarity as a priority idea in organizing the educational process.

Analysis of comparative studies enabled to note that the vocational education in Germany, in general, takes place in the context of integration processes across Europe, namely, modern requirements for the quality of the educational and information environment include: the formation of professional competence, creative potential, lifelong continuous professional development. However, a significant difference in the organization, for example, of pedagogical education in Germany compared to Ukraine is only daytime training in higher education institutions of Germany, which indicates that the lecturer has a high responsible position as a civil servant. At the same time, while preparing foreign language teachers, the forms of distance-learning (e.g. "e-learning, blended-learning") are partially used. Thus, although theoretical and practical vocational training in Germany is balanced, however, the practice and internships are given priority at the second stage (referendariate), and the motivational aspect of the future specialist's activities becomes highly important.

The study of the organizational and pedagogical foundations of higher education at universities in Great Britain (the English model of education systems) made it possible to distinguish and characterize the following stages in the formation of this model:

- correspondent education (the mid-19th century - the 1910s);
- TV and radio education (the 1920s - the 1950s);
- multimedia education (the 1960s- the 1990s);
- on-line education (the late 1990s - the mid-2010s).

The organizational (management mechanisms of the educational and information environment and the organizational structure of the higher education system at the national and institutional levels) and methodological (structuring the

curriculum, its incorporation into the educational information environment, designing and implementing innovative e-learning technologies, creating educational materials oriented on the use in the open education system, having both general and specialized character) strategies of the university activity in Great Britain are discovered. Meanwhile, systematizing the views of domestic and foreign scientists **(R. Brocket, F. Joans, L. Dickenson, F. Candy, A. Markow, and others)** concerning the concept of "open education" allowed us to identify and characterize such conceptual approaches to interpreting the open education as philosophy; reform movement; learning system; educational practice involving the use of certain technologies and organizational approaches.

Starting with the adoption of the state document “National education systems. Learning society consolidation”(1997) and associating it with the publication “Report of the Higher Education Funding Council for England” (2016), we can conclude about the effectiveness of the UK higher education system and the open educational activities of British universities, whose essential characteristics are informative nature, accessibility, flexibility, interactivity, coordination, modularity, implemented by such didactic principles as: individualized education; flexibility of the educational process; availability and openness of training material; informational content and effective adaptation to each student's educational needs; inclusive learning; activation of students' individual and group cognitive activity; development of critical and creative thinking among students.

The use of comparative analysis allowed us to identify the common and different aspects in the normative, organizational and methodological principles of open education in British and Ukrainian universities. Thus, a common normative basis is the priority attention to the problem of ensuring accessibility of higher education for all comers, prompting the higher education institutions both to a flexible response to the labour market demands and the development of open educational resources and technological innovations. Among the differences in the organizational aspect of higher education institutions in the United Kingdom and Ukraine in the field of higher education, we can distinguish a higher level of

autonomy of British universities, which makes them more active in the strategic and practical areas of innovation activity.

There should be emphasized the specifics of cooperating the higher open education institutions in the United Kingdom (open universities, hybrid universities, regional branches of open universities, higher education colleges) with such national educational organizations as the Association of Continuing Education Universities, the Organization of Universities of the United Kingdom, the Association of Higher Education Colleges in the following areas: policy making in higher education; upholding the idea of higher education accessibility, supporting the concept of students' social mobility and equality of educational opportunities; lobbying for HEI interests; coordinating positions of the state, universities, enterprises and consumers of educational services on organizational and social issues. That is why the main directions of the open education development as a social phenomenon include democratization, diversification and popularization of educational services; as an educational phenomenon - individualization, intensification, internationalization, informatization of the process of obtaining knowledge and professional qualifications.

Based on the clarifying the organizational and pedagogical principles of open education at universities in Great Britain, we can formulate recommendations on the use of elements of innovative British experience in the aspect of the problem studied in the paper:

- improvement and detailing of the regulatory framework for open education;
- the further practice of creating open universities, the "Center for the Development of Open Education";
- financial support of higher education institutions in innovation activities to improve the methods and technologies of open education;
- the creation of regional centers for the training and retraining of lecturers to work in the educational and information environment;
- ICT training with open educational resources;

- establishing effective cooperation with industry scientific institutions, enterprises, ICT - developers, Internet providers;
- developing an inclusive education system, as well as lifelong education by improving the credit-transfer system.

Due to modern infrastructure and large investments in the development of science and technology Finland is considered one of the most advanced countries in Europe and one of the most competitive countries in the world; furthermore, the education system of Finland is thought to be the core of European education. Finland has ranked fifth among countries with a high level of education development index in 2005 and was recognized as the world's leading expert in various fields of knowledge according to the results of international research companies PIRLS, PISA in 2000, 2003, 2006, 2009, which determine the ranking of the most developed countries by this indicator.

Modern Finland occupies a leading position in the world in terms of functional literacy (93% of the country's population) and enrollment of young people in secondary and higher education institutions (103 per 1000 inhabitants). In 2010, the American magazine "Newsweek" announced Finland the best country in the world in terms of the quality of education. What factors have determined this success? The effectiveness of Finnish education and its success factors are based on the following conceptual principles:

- ensuring the pedagogical autonomy;
- strategies for providing the equality of educational opportunities and wide access to education (“levelling policy”);
- maintaining a high level of pedagogical science development, the structure and content of the educational information environment of the education system;
- presence of inclusive education;
- close cooperation and partnership at all levels of the educational process;
- individualization principle.

During the years of educational reforms in Finland, the following changes have occurred:

- the transition from centralized to decentralized education management systems;
- eliminating the division of comprehensive schools in secondary and primary ones;
- establishing multilateral collaboration between the school, family and employers;
- the introduction of interdisciplinary courses.

The reforms implemented in Finland were aimed at revising the core standards and training programs, increasing study time, reducing elective courses and gender segregation, providing various conditions for basic education, introducing a national education quality assessment, renewed focus on the training and retraining of teachers. Nevertheless, the main idea of educational reform processes was to reduce the difference in the effective delivery of quality educational services in all regions of the country.

The modern structural components of the Finnish higher education system constitute the so-called “Northern European Educational Model” with its characteristic features: equal access to education; uniformity of learning outcomes; social organization of higher education institutions and their “mission to provide services to society”; lack of institutional barriers; a high degree of internal integration in the education system; increasing the innovation of the learning process and the scientific validity of educational policy, as well as introducing modern standards in all activities of the educational process participants. Moreover, the distinctive features of the Finnish national higher education system are the following: a strong internal connection of the education segments; weak internal differentiation; increasing the "social responsibility" of higher education institutions; high mobilization potential of the education system.

In the field of foreign language education, Finland’s domestic policy is consistent with the European Commission-developed principles and guidelines for

the introduction of language education in the European space, with the main goal of promoting multilingualism and multiculturalism in Europe. Finland, as one of the leading European countries and a member State of the European Union, is actively involved in the implementation of foreign language education on the European continent and is constantly looking for ways to improve foreign language education within its own educational industry. In particular, Finland actively introduces and encourages foreign language learning by all parties of the educational process with the support of national language projects KIEPO, KIELO, CLIL and widely promotes web-learning.

In addition, the training programs for teachers and procedures for regulation of professional activities in European Union member countries were revised, namely: obligatory master's degree possession of a candidate for the teaching profession; doing pedagogic practice during vocational training; high professionalism, regulating the provision of the educational system with pedagogical personnel; educational mobility and the consolidating the status of "continuous development profession" by the teaching staff.

The teaching profession is one of the high-ranking, promising and valuable professions in Finland with an extremely selective system of professional recruitment - the so-called "three-step testing" throughout the process of preparing future specialists:

- testing at the national level using the matriculation exam;
- assessment tests;
- interviews and group work carried out by universities;
- testing in the future workplace carried out by employers.

Therefore, Finnish teachers as managers of meta-knowledge of the educational process, play the role of mentor, adviser, expert; they are responsible and harmonious personalities who possess: special professional competencies, general educational psycho-didactic, diagnostic, social and communicative competencies, managerial and normative competencies.

In our opinion, it is interesting to note the innovative higher education system of the Republic of Azerbaijan, whose authors are A. Agayev, A. Aslanov, M. Bagirov, A. Kerimov, G. Muradov, S. Salomov, etc. It was revealed that the new paradigm of developing the higher education institutions of Azerbaijan in the context of globalization and transformational changes in the characteristics of the civilizational process brings to the fore not the accumulation of material possessions, but the human potential development. According to The Global Competitiveness Report 2015-2016 rating, Azerbaijan takes 37th place among 138 world's countries in terms of the integrated factor that defines the level of higher education, the system of professional training and development of the country's economy, namely, competitiveness. In addition, in 2016, Azerbaijan climbed in the international ranking of Doing - Business - 2016 immediately by 17 places to the 63rd position.

During the processing of relevant sources, it was revealed that the peculiarities of the current stage of developing the higher educational institutions of Azerbaijan include:

- ensuring the growth of new scientific knowledge, the processes of its development and commercial application;
- forming the effective model of educational and research activities of country's universities, based on the development of a grant instrument system to support research projects;
- promoting professional and academic mobility in Azerbaijan's higher education institution system.

The principal defining factor of introducing the innovative model of higher education institution development in Azerbaijan is the forming human resources of new quality as one of the engines of the country's economic and social progress. So, to implement the country's innovative development model, the higher education institutions are charged with the task of training specialists capable of introducing the latest information technologies, developing the space and telecommunication systems, and improving the energy efficiency.

It has been established that significant decision in creating the basis for strengthening the intellectual, social, scientific and educational potential, academic and general cultural enrichment of the Black Sea Region countries was the decision of the community countries' governments to create an association called the Organization of the Black Sea Economic Cooperation (BSEC), which in its constituent documents is oriented towards European educational processes and seeks cooperation in the field of higher education facilitating the access of students from one country to resources in the education field of other countries.

Analysis of the goals and tasks of the future specialists' professional training in Azerbaijan's higher education institutions in the dimensions of educational reforms in the country made it possible to determine priorities in improving the educational and information environment of the higher education institutions, among which are the improvement of the educational content; development of university science, improvement of the structure and content of vocational training in accordance with the current demands of the labour market and world standards of socio-economic development; the existence of a close relationship in the system of "higher education - the labour market - the society's needs - importance to the person"; successful implementation of an innovative model for the development of higher education, based on innovative methods and technologies (group work, project method, "brainstorming", communication training, "control text" method, case study method, moderation, business simulation, Internet games (training) etc.).

Thus, revealing the experience of Azerbaijan's universities has enabled to identify priorities in the implementation of a successful model for organizing an educational and information environment, including students' research work; ensuring international cooperation in the educational and scientific fields; development of a grant instrument system to support research projects; creating research projects, "start-ups"; providing state support for research programs in the country's higher education institutions.

Conclusions.

1. The experience of higher professional education reforms, performed in the countries we studied, confirmed the hypothesis about the dependence of the higher education system effectiveness on the main external factors - economy globalization, the formation of an innovative educational and information environment and improved integration of the world's countries, as well as internal factors - raising the status and the quality of higher education with the obligatory formation of a holistic primary education.

2. The main factor of influencing the educational systems is the improvement of the means to ensure a person's physical and social existence, and the leading trend is the extension of basic education and the formation of such a system of institutions that provide “primary education” for all members of new generation to bring them to the labour market with a professional diploma or certificate ("Swedish" or "English" models).

3. The need to take into consideration the European practice of quality assurance in higher education in the field of evaluation, for example, using the experience of Finland, the Netherlands and other European countries, where government authorities abandoned detailed inspection control and used a system of significant extension of the autonomy of the higher education institutions with increasing their responsibility to society and transferring the functions of external evaluation of specialists' training programs to an independent agency (Finnish Council on Higher Education Evaluation), which is funded from the budget.

4. As a whole, the educational and information environment reforms of the higher education system of the countries represented in our study turned out to be much more productive than Ukrainian ones, due to the following: the world market changes were more accurately predicted; promising areas of concentrating national resources were accurately identified; large funds were involved in the development of scientific research in the field of psychological and pedagogical problems; distance learning, etc., based on a democratic reform model, was introduced.

СПИСОК ПОСИЛАНЬ

1. *Бэлл Д.* Грядущее постиндустриальное общество. Опыт социального прогнозирования. Взято з http://sov.opredelim.com/docs/89900/index-8997-1.html.

2. *Колесова В. П., Жильцова Е. Н., Ломанова П. Н.* (Ред.). (2007). Высшее образование: вызовы Болонского процесса и ВТО. Москва: ТЕИС.

3. *Лузік Е. В., Хоменко-Семенова Л. О.* (2018). Інноваційність розвитку вищої технічної освіти в Україні як основа формування планетарного мислення майбутнього фахівця. Вісник Національного авіаційного університету. Серія: Педагогіка. Психологія, 12(1), 73-80.

4. *Лузік Е. В., Хоменко-Семенова Л. О.* (2017). Модернізація вищої освіти України в контексті національної безпеки. Вісник Національного авіаційного університету. Серія: Педагогіка. Психологія, 10(1), 88-92.

5. *Мільнер Б.* (1999). Управление знаниями – вызов XXI века. Вопросы економики, 9, 109.

6. *Мохнатюк И. А.* Особенности современного оразования: социокультурно-ценносное измерение. Взято з http://book.net/index.phpkp=achapter@bid=33688chapter=1.

7. *Тоффлер О.* (1986). Будущее труда. Новая технологическая волна на Западе. Москва.

8. The Global Competitivenness Report 2016-2017. Взято з http://www3.weforum.org/docs/GCR2016-2017/05FullReport/TheGlobalCompetitivenessReport2016-2017_FINAL.pdf

REFERENCES

1. Bэll D. Hriadushchee postyndustryalnoe obshchestvo. Opыt sotsyalnoho prohnozyrovanyia. Vziato z http://sov.opredelim.com/docs/89900/index-8997-1.html.

2. Kolesova V. P., Zhyltsova E. N., Lomanova P. N. (Red.). (2007). Vыsshee obrazovanye: vыzovы Bolonskoho protsessa y VTO. Moskva: TEYS.

3. Luzik E. V., Khomenko-Semenova L. O. (2018). Innovatsiinist rozvytku vyshchoi tekhnichnoi osvity v Ukraini yak osnova formuvannia planetarnoho myslennia maibutnoho fakhivtsia. Visnyk Natsionalnoho aviatsiinoho universytetu. Seriia: Pedahohika. Psykholohiia, 12(1), 73-80.

4. Luzik E. V., Khomenko-Semenova L. O. (2017). Modernizatsiia vyshchoi osvity Ukrainy v konteksti natsionalnoi bezpeky. Visnyk Natsionalnoho aviatsiinoho universytetu. Seriia: Pedahohika. Psykholohiia, 10(1), 88-92.

5. Milner B. (1999). Upravlenye znanyiamy – vыzov KhKhI veka. Voprosы ekonomyky, 9, 109.

6. Mokhnatiuk Y. A. Osobennosty sovremennoho orazovanyia: sotsyokulturno-tsennosnoe yzmerenye. Vziato z http://book.net/index.phpkp=achapter@bid=33688chapter=1.

7. Toffler O. (1986). Budushchee truda. Novaia tekhnolohycheskaia volna na Zapade. Moskva.

8. The Global Competitivenness Report 2016-2017. Vziato z http://www3.weforum.org/docs/GCR2016-2017/05FullReport/TheGlobalCompetitivenessReport2016-2017_FINAL.pdf

Е. Лузік, Л. Хоменко-Семенова,

А. Кокарєва, О. Гурська

ІННОВАЦІЙНІ МОДЕЛІ УНІВЕРСИТЕТСЬКОЇ ОСВІТИ УКРАЇНИ: ЗАКОРДОННИЙ ДОСВІД

Резюме. *У даному дослідженні представлено інноваційні моделі розвитку вищої освіти країн Європи та Чорноморського регіону. Проаналізовано вплив інноваційних моделей на ефективність освітньо-інформаційного середовища закладів вищої освіти представлених країн. Розглянуто основні тенденції розвитку університетської освіти в аспекті переходу до інноваційної моделі «економіки знань», обумовленою заміщенням домінуючої позиції праці на знання. Наведені основні складові якісної вищої освіти, що дозволяють акцентувати увагу на необхідності зміни вектору*

розвитку вищої освіти в Україні, обумовлених вимогами інноваційної моделі економіки до освітньої системи.

Доведено залежність розвитку вищої освіти від: наявності тісного взаємозв'язку в системі «вища освіта – ринок праці – потреби суспільства – значущість для людини»; успішне впровадження інноваційної моделі розвитку вищої освіти, в основі якої – інноваційні методи та технології (групова робота, метод проектів, «мозковий штурм», комунікативні тренінги; метод «керуючого тексту», метод кейсів, модерації; бізнес-симуляції, Інтернет ігри (навчальні) і т. ін.); головних зовнішніх чинників – глобалізації економіки, формування інноваційного освітньо-інформаційного простору та поліпшення інтеграції країн світу, а також внутрішніх чинників – підвищення статусу та якості вищої професійної освіти з обов'язковим формуванням цілісної первинної освіти

Ключові слова: *заклад вищої освіти; освітньо-інформаційне середовище; моделі університетської освіти.*