

UDC 378(410)(73)(045)

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R.A. Gilchenko**BRITISH AND AMERICAN EDUCATIONAL SYSTEMS APPLICATION IN UKRAINE**

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Considered are the complex issues of reforms in the field of pre-school, school and higher education of Ukraine. Taking into consideration the modern educational tendencies and the desire of Ukraine for eurointegration, the authors of the article believe, that the future of the education of Ukraine is closely bound to the harmonious conjunction of the best traditions of classical Soviet and Ukrainian schools, and achievements of British and American educational models.

Introduction

Development of Ukrainian systems of education is rather difficult without full understanding and appreciation of pre-school, school, higher and post-graduate systems of highly developed countries of the world. The United Kingdom and the United States of America are the global leaders in the modern educational process, despite some of their approaches in this field seem different.

We truly believe the system of education, Ukraine has inherited from the Soviet Union and developed from the pedagogical and philosophical works of its prominent thinkers has a lot of advantages in comparison with western-styled educational model. At the same time, what we are really attracted in a western system with, is its being narrow professionally oriented, and utilization of the latest achievements of science and engineering on-line. It is evident, that the aim of education in general is to develop in full measure the talents of both children and adults for their own benefit and that of society as a whole. No doubt, it is a large-scale investment in the future. Anyway, in this article we are going to provide the reader with less or more complete view of British and American education standards, their assessment and opportunities for utilization in our country.

Analysis of Research and Publications

These tasks are especially important from the point of view, that Ukrainian society encouraged by the success of the Orange revolution expresses confidence in that someday Ukraine will join the European Society.

One of the steps Ukraine should take on its way to the membership in the European Union is the undersigning of the Bologna declaration.

The aim of Bologna process is to make the higher education systems in Europe converge towards a more transparent system which whereby the different national systems would use a common framework based on three cycles – Degree/Bachelor, Master and Doctorate [1].

The issue of joining to the Bologna declaration was lighten up by dozens of Ukrainian scientists and education administrators, such as M. Zgurovskiy, V. Zhuravskiy, M. Stepko, Y. Bolyubash and others. As well, there are dozens of publications devoted to educational models in the English-speaking countries. But at the same time there are no researches devoted to comparison of Ukrainian and western-style systems from the position of what experience Ukraine can and should adopt.

Task arrangement

Taking into consideration that the Bologna process features were described in a number of publications by the aforementioned persons, we will only try to show the most efficient characteristics of British and American standards of education, which our country will to adopt in case of joining the European educational society. Authors will give their assessment to different educational models employed in the United Kingdom and the United States of America.

Bologna Process

In 1999 European countries adopted so-called Bologna declaration, which involved six actions: a system of academic grades which are easy to read and compare, including the introduction of the diploma supplement; system essentially based on two cycles:

- 1st cycle geared to the employment market and a second cycle conditional upon the completion of the first cycle;
- system of accumulation and transfer of credits; mobility of students, teachers and researchers;
- cooperation with regard to quality assurance;
- European dimension of higher education [1].

The tools which can better integrate the various learning environments and open up access for all Europeans to high quality learning provision are as follows.

1. Building up partnerships, not only between decision-making levels (national, regional and local)

but also between public authorities and education service providers (schools, universities, etc.), the business sector and the social partners, local associations, vocational guidance services, research centers, etc.

2. A detailed analysis of learning requirements in the knowledge-based society which will entail redefining basic skills, to include for instance the new information and communication technologies and of foreseeable employment market trends.

3. Implement or encourage a substantial increase in public and private investment in learning.

4. Make learning provision more accessible, more visible, introduce new provision and remove obstacles to access to this provision, particularly by creating more local learning centers, making it easier to learn at the place of work and making suitable adjustments to working hours.

5. Give learning a higher profile, both in terms of image and by providing incentives for the people most reticent to opt for training.

6. Introduce quality control and indicators to measure progress [2].

Educational Systems of the United Kingdom

The United Kingdom of Great Britain and Northern Ireland has a well developed system for education and training of children, youth and adults.

The educational system of Great Britain is a complicated one with wide variations in different parts of the country.

Central government represented by the Department of Education and Science, assisted by Her Majesty's Inspectorate, local education authorities, and British schools themselves are responsible for the education services provision.

The concern of Department of Education and Science is the formation of national educational policies and maintenance of minimum national educational standards.

The local education authority deals with provision and routine running of educational institutions, teachers recruitment and payment. The local education authorities provide buildings, facilities, teaching materials and equipment.

However, headmaster usually has a right to choose text-books and timetables, and teachers are free to select the content and method of training.

General planning and organization of the educational process is under the central government control.

After the introduction of the National Curriculum in 1988, local education authorities have no longer final decision about principles of education organizations in their area.

After 1988, government takes greater control over content of school training in order to create equal standards of education.

New standards pay more attention to the practical aspects of education needed for active life and successful work, practical application of pupils' knowledge. The principle subjects are English, math, biology, chemistry, geography, history, engineering and foreign languages.

There is a developed network of nursery schools and kindergartens in the United Kingdom.

In many regions of England there are nursery schools for children under 5 years.

Some children between two and five receive education in nursery classes or in infants' classes of primary schools.

At the same time, education for the under-fives, mainly from 3 to 5, is not mandatory and can be provided in nursery schools and classes attached to primary schools.

Many kids attend informal pre-school playgroups organised by parents in private homes, where children can go for a morning or afternoon a couple of times a week.

Nursery schools are staffed with teachers and students in training.

Although they are called schools, they give little formal education.

There are all kinds of toys to keep the children busy from 9 o'clock in the morning till 4 o'clock in the afternoon while their parents are at work. The children spend most of their time in some sort of play activity, as far as possible of an educational kind. Here the babies play, lunch and sleep.

They can run about and play in safety with someone keeping an eye on them.

Most children start their schools at the age of 5 in a primary school.

Actually, obligatory education begins at the age of 5 in England, Wales and Scotland, and at the age of 4 in Northern Ireland. All pupils must stay at school until the age of 16. About 9 per cent of pupils in state schools remain at school voluntarily until the age of 18.

Primary school usually refers to children from 5 to 11.

Such primary schools are generally divided into two parts - infants and juniors.

Majority of the primary schools take the complete age group from 5 to 11, and the rest of such schools take the pupils aged 5 to 7 to the infant schools, and kids from 8 to 11 to attend junior schools.

At infants school reading, writing and arithmetic are taught for about 20 minutes a day during the first year, gradually increasing to about 2 hours in their last year.

There is usually no written timetable. Much time is spent in modelling from clay or drawing, reading or singing.

By the time children are ready for the junior school they will be able to read and write, do simple addition and subtraction of numbers.

At 7 kids are transferred from the infants' school to the junior school. This marks the transition from play to "real work". The children have set periods of arithmetic, reading and composition which are all Eleven Plus subjects.

Another subjects one can find in a time-table are as follows:

- history;
- geography;
- nature study;
- arts and music;
- physical training etc.

However, some local education authorities have so-called first school for children aged 5 to 8–10.

The middle school is for children from 8 to 14 years old. The middle school leavers until the age of 18 attend the upper school. The abovementioned three-stage system is becoming very popular in many areas.

At the age of 11 children are generally transferred from primary to secondary school. Secondary education is mandatory up to 16, but pupils may stay on at school voluntarily until they are 18. Over 80 per cent of schoolchildren attend comprehensive schools.

These schools provide all children of the district with a wide range of secondary education.

Different categories of comprehensive schools are designed to be used for kids from 11 to 18, middle school leavers from 12–14 to 18, and age group from 11 to 16.

The pupils who have a desire to continue their education beyond 16 (which is required to enroll the university) may transfer to the sixth form of an 11–18 school, to a sixth-form college or to a tertiary college. As well, there are grammar schools and secondary modern schools, which invite the schoolchildren at the age of 11 based mainly on their abilities.

Grammar schools provide an academic education for children aged 11 to 18. Secondary modern schools offer a sort of practice-oriented education up to the age of 16.

Some children between 11 and 18 enroll technical schools.

Their curriculum comprises general academic education with some technical subjects.

1 in 20 Britain's children attends one of 2,300 private schools. The tuition fee ranges between £ 300 and £ 3,500.

All private schools must be compulsory registered by the Department of Education and Science and inspected by the independent Her Majesty's Inspectorate.

Around 550 most privileged schools are known as public schools.

Pupils were streamed according to their abilities to learn into A, B, C and D streams.

The least gifted are in the D stream. Examinations the secondary school pupils must take at the age of 16 lead to General Certificate of Secondary Education.

It is aimed at assessment of pupils' ability to apply their knowledge in the practical situations.

The chief examinations for 18 year old result in the General Certificate of Education Advanced level. This enables school-leavers to move to higher education. Secondary Examination Council was formed to coordinate and supervise the systems of exams.

Formally towards the end of their fourth year the pupils wrote their 11+ examination. The aforementioned 11+ examination was a selective procedure on which not only the pupils' future schooling but their future careers depended. The abolition of selection at Eleven Plus Examination brought to life comprehensive schools where pupils can get secondary education.

The school leavers have a chance to enrol hundreds of British colleges and universities.

There is a number of less or more old and prestigious universities in Great Britain.

The tutorial is the basic mode of instruction, with lectures as optional extras.

The normal length of the degree course is three years, after which the students become Bachelor of Arts.

Some courses may take one or two years longer.

The students may simultaneously work over other degrees too.

As in the Great Britain, American children under age of 6 enroll nursery schools and kindergartens. Afterwards, majority of children in the USA attend an eight-year elementary school, and then a four-year high school. This structure is known as 8-4 plan organization.

After this stage is completed, children enter the four-year college or professional schools.

But recently a lot of additional plans have been developed in addition to the aforementioned one.

The 6-3-3 pattern consists of a six-year elementary school, a three-year junior high school, and a three-year senior high school.

Another option is comprised of a 6-6 pattern, where a six-year elementary school is followed by a six-year secondary school.

Educational Systems of the United States of America

American educational system has developed a program for children aged 6 through 16 or even 18 in some states.

This is controlled and supervised by a number of separated organization, no single governmental agency exist.

The elementary schools in the United States of America generally include the first six or eight grades of the common-school system, depending upon the organization that has been accepted for the secondary school. It is known as the “grade school” or the “grammar school”.

State by state schoolchildren spend different number of years in schools, duration of school day is different too.

Majority of schools offer classes in sessions 9 AM through 12 AM in the morning and 1 PM through 3:30 PM in the afternoon, Monday through Friday. Majority of American schoolchildren (even elementary school pupils) have home assignments to do.

Tuition at the elementary schools takes 8 years. After the elementary school schoolchildren are transferred to the secondary school (which takes another four years), or high school. Some kids attend the junior high school where the last two years of elementary school and the first years of secondary school are combined. The school year lasts for nine months.

Children enter the first grade at the age of six and schooling is mandatory till the age of sixteen or till the pupil finishes the eighth grade.

The elementary schools are generally rather small; leavers of five elementary schools attend as a rule one high school.

After the completion of the elementary school, American children are automatically admitted to the high school. The high school program lasts for four years, during which students study four or five major subjects each year, and classes in each of these subjects are carried out an hour a day, five days a week.

Students also have classes in physical training, music and arts every week.

If the student fails any course, he repeats only that specific course; there is no need to stay one more year in the same grade. In order to be granted a

graduation certificate, students must complete a certain number of courses.

Higher education institutions may be state-run or private.

But even those supported by public funds are not absolutely free.

The state colleges and universities anyway charge some fee either for tuition or registration. School leavers, who finished their schools within the state, to which state college or university they apply, do not pass any admission exams.

At the same time, some state higher education institutions require a certain pattern of high school studies, or a certain scholastic average, or average of high school grades. Private-run colleges and universities have rigid scholastic requirements and admittance examinations.

It usually takes four years for students to be granted a Bachelor of Arts or Bachelor of Science degree.

A Master of Arts or Master of Science degree requires another one or two years. The highest academic degree recognized in the United States of America is a Doctor of Philosophy. To become a Doctor of Philosophy, person must graduate from the university with Master’s degree, and then conduct the original research, which results to be presented to the commission [3].

Majority of American colleges have their programs divided into broad fields, such as languages and literature, the social sciences, the sciences and math, and the fine arts.

It is mandatory for students to attend some courses, such as English or history, and some courses can be selected from the other fields.

At the head of any higher educational institution usually is a board of regents or a board of trustees, but the routine operations are carried out under the governance of the president, or sometimes dean. Different departments according to subject matter fields, are headed by a professor who is designated as head of department or chairman. Those who carry out lectures and practical classes are instructors, assistant professors, associate professors and professors. Some graduate students doing a sort of part-time service for their mentors, are called the graduate assistants or fellows.

Professional education in such fields as agriculture, law, engineering, medicine, teaching, etc. is pursued in professional schools, being either part of a university or separate institution. Before admission to a professional school, 2–4 years of liberal arts education are often required. After 3 to 5 years of hard studies in the professional schools students are granted professional degrees such as Doctor of Medicine, Bachelor of Law, etc.

So, as we can see, higher education in the United States of America is divided into two broad fields: liberal arts and professional education. Each of these fields may be subdivided into undergraduate and graduate levels. The undergraduate level of the liberal arts program may be a two-year junior college course, or a four-year course, in a result of which person obtains a Bachelor of Arts or Bachelor of Science degree.

The 4 years-long courses are subdivided into a lower division (or junior college, two first years of education providing a sort of general education), and the upper division (the last two years, here the specialization begins).

Experts on strategic problem of education often consider the distance form of education as the educational system of the 21st century. Open education is extremely popular in the whole world nowadays.

Do you know why? By my opinion, results of the public progress, which were concentrated earlier in the sphere of technologies, are focused on the sphere of information. We all live now in the telecommunication society. This sort of society can be described as society of communication, and transfer of knowledge and information.

Word “education” became a synonym for word “work” nowadays, as professional knowledge become out-of-date by leaps and bounds thus require constant refreshment – this is what a distance education is great for! Worldwide telecommunication infrastructure gives an excellent possibility to create the system of mass unceasing self-training, general exchange of information, regardless of time and distance. Open education will become the most efficient system of training and unceasing maintenance of the experts’ high qualification level in the 21st century. The systems of distance education give equal chances to schoolchildren, students, civil and military

specialists, and unemployed persons in any region of any country and overseas to realize their human rights on education and information.

Different terms are utilized to describe this brand new form of education, namely “open education”, “distance education”, “distant education”, “distant learning” and “teletraining”.

Conclusion

For the efficient development of Ukrainian educational systems and its integration to the European scientific and educational society, our country should adopt the best experience of the most developed countries of the world, Great Britain and the United States of America in particular. At the same time we think Ukraine should not reject the best customs it inherited from the USSR and classical pedagogical works of the prominent Ukrainians of the past. Education must be considered as the top priority for Ukraine, as this is a large-scale investment in our future. In this article we gave our vision of advantages and disadvantages of British and American educational patterns, having given our recommendations on how to adopt them for the future use in Ukraine.

We believe that joining the Bologna process will boost the development of Ukrainian system of education and open the new education and employment horizons for millions of Ukrainian citizens.

Literature

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The editors received the article on 14 February 2005..

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Впровадження досвіду освітніх систем Великої Британії та Сполучених Штатів Америки в Україні
Розглянуто комплексні питання реформування системи дошкільної, середньої та вищої освіти України. Враховуючи сучасні світові освітні тенденції та євроінтеграційні прагнення нашої країни, показано майбутнє освіти України у гармонійному поєднанні найкращих традицій класичної української і радянської школи та досягнень британської й американської освітніх моделей.

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Внедрение опыта образовательных систем Великобритании и Соединенных Штатов Америки на Украине
Рассмотрены комплексные вопросы реформирования системы дошкольного, среднего и высшего образования Украины. С учетом современных образовательных тенденций и евроинтеграционных устремлений нашей страны показано будущее образования Украины в гармоническом объединении лучших традиций классической украинской и советской школы и достижений британской и американской образовательных моделей.