

UDC 331.5 (338:37)

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## Peculiarities of Training Specialists in the System of Higher Education: Quantitative and Qualitative Aspects

Higher education is an integral part of the general education system of Ukraine which is built with a focus on the education structure of the developed countries.

The law of Ukraine “On Higher Education” foresees the transition of higher education of Ukraine to a degree training of specialists. In market conditions it is advisable to train by the integrated areas. Young professionals with university education can take training or re-training course in a relatively short time and perform their duties in the framework of new problems of the specific job area. Another reason was the need to integrate the education of Ukraine into the global system in the conditions of a significant expansion of international relations. Hence the importance for higher education of Ukraine at present is its participation in the Bologna process.

The national system of higher education has gone through significant reforms since the independence and many features of the reforms are similar to the goals of the Bologna Declaration.

The views of the Ukrainian specialists on the Bologna process are very contradictory and ambiguous. However, with all its advantages and disadvantages, it should be noted that the countries aspiring economic and social development, and eventually joining the European Union, have no alternative to the Bologna process. However, the participation of higher education of Ukraine in the Bologna transformations should be directed only to its development and acquisition of high-quality features, and not to lose of best traditions of national standards.

Today, it is important for Ukraine in the field of quality education is to use the European quality standards. Therefore, participation in the European network with the assured quality in higher education is a must in the nearest future. Quality control should focus not only on the control of the learning process, staff, scientific and methodological support, material resources, etc. and, above all, the control of knowledge of students, especially graduates determining their competence and ability to meet the demands of the labour market. Accreditation should cover not only educational establishments and specialties but also certain educational programmes. In addition to internal quality assessment there should be provided external assessment supported by ENQA and which enables assessing educational programmes outside the country according to general criteria.

It should be noted that the quantity and quality indicators of training specialists in the sphere of higher education are influenced by significant transformations in the educational process of secondary schools.

The introduction of external independent evaluation (EIE) does not provide a fully comprehensive improvement of training quality based on the school curriculum, as graduates are oriented primarily on studying those subjects which they will have to take during testing. The number of registered applicants for testing has the tendency to decline.

A relatively low level of teachers' salaries doesn't improve the quality of education which causes a high turnover of university staff of high professional level and scientific

degrees. This also concerns young teachers who see reducing the status of the teaching staff, lack of interest of staff universities in implementing innovation into educational process and so on.

Taking into account the trends in financing education and the level of salaries, it should be noted that a significant number of scholars of the national institutions does not have adequate financial support. There is not enough support in modern material and technical means of research with limited access to sources of global information resources, which greatly affects the quality of training and the competitiveness, which largely indicates the level of employment among graduates.

Moreover, it should be noted that the national higher education system in addition to the above-mentioned problems has other negative trends and phenomena:

- firstly, while planning the development of higher education there are practically no demographic forecasts;
- secondly, the network of higher education institutions are not always consistent with the needs of regional specialists; there are no effective mechanisms that would encourage training for the needs of the regions; the application of scientific potential of universities is inefficient to the needs of the regions; the level of state control over the activities of the university diminished; there are numerous associations and branches which are not provided with proper infrastructure, material resources or personnel that meet the needs of the content of higher education;
- thirdly, there is a mismatch between the functioning of secondary and higher systems of education, although both are subordinate to the Ministry of Education and Science of Ukraine; there is no effective mechanism to ensure continuity in the process of higher education for the graduates of secondary schools. And the continuity should apply not only to the semantic aspect, but also the forms and methods of training young people.

The decline in living standards of the Ukrainian population made complicated access of the majority of young people to the leading higher educational institutions concentrated in large cities. Instead of movement of students to higher education institutions there has been a reverse process of the movement of higher education institutions to students' areas of habitation.

Another problematic aspect is the lack of effective mechanisms to ensure and enhance the competitiveness of people with higher education in regional labour markets and the lack of appropriate conditions at many enterprises that would promote interest in employment of personnel with high educational qualification.

The main problem now is the need of the labour market in specialists of engineering profile.

Thus, taking into account the steady increase of demands of employers to the level of training of students, universities must continuously develop and implement measures to improve the quality and effectiveness of training young professionals and deepening links with the real sector of economy. The most important of them, in our opinion, should be:

- introduction in the educational process course and diploma projects for practical problem solving;
- involvement of industrialists and businessmen to participate in scientific and technical seminars, conferences, round tables, exhibitions, to review degree projects and to participate in the final examination commissions;
- formation of students' skills and abilities to work with foreign literature and technical documentation;
- implementation of new technologies and ways of education.

However, there is an urgent need to ensure that the job requirements and expectations of young professionals correspond to the level of payment and working conditions, career

opportunities and professional growth, overcoming imbalances and regional asymmetries regarding the quality of training and quality of jobs.

Taking into consideration current trends in the nearest future we should expect further reductions in the number of people who get higher education leading to the increased competition among universities. Therefore, the role of education services will increase significantly which will be one of the main factors in the competition for students.

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