

The social factor for pedagogical education became apparent after the Second World War, when universities largely recruited teachers from abroad. An example of the province of Ontario, Canada, examines the process of primary school teachers training during 1950–1974. Students with high school diplomas could teach students at school, having received a Temporary Certificate. In order to work as a teacher of primary school, it was necessary to get general education.

Until the 1970s, universities initiated a variety of programs for development of vocational and pedagogical education. For this purpose, international educational centers and international development programs were established.

Key words: *education, Canada, demographic and socio-economic factors, training, teacher, educational process, profession, development.*

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INCULCATION OF CORE COMPETENCES AND PROVIDING THE SCIENTIFIC CHARACTER OF UNIVERSITY EDUCATION AS CONDITIONS OF INCREASING COMPETITIVENESS OF GERMAN UNIVERSITIES IN THE GLOBAL EDUCATION MARKET

The process of training in German universities is increasingly characterized by the actual needs of the labour market. Training of young specialists is reduced to the acquisition of knowledge, skills and abilities, useful for the achievement by young professionals of success in the labour market. The presence of graduate's competence, which received the name "employability", does not guarantee the receipt of prestigious work. Employers require young professionals to have a wide scientific horizon, practical work experience and presence of necessary personal qualities. These qualities are based on competences based on special scientific knowledge. Their absence is the result of inferior education received by young specialists; semi-education, which is disastrous not only for the career of a specialist, but also for society itself. The implementation of the program provisions of the Bologna reform led to the formation of professional universities in Germany, which train specialists in the specialties in demand on the global market of educational services. European universities have successfully implemented the first stage of reforms, creating a single European educational space by introducing unified European standards of education. However, the expected qualitative breakthrough in the sphere of European higher education did not occur. German universities, being in conditions of chronic underfunding, are able to produce a sufficiently high-quality, but not unique educational product, while the global market for educational services needs precisely unique products, incl. scientific. To produce such products, the system of higher education and the university science of Germany need their own time rhythm, stability and sufficient level of funding.

The rate for the formation of elite education institutions should not be regarded as universal means of solving the accumulated problems, but, nevertheless, it is an essential step towards creation of scientific clusters. At the very least, the emergence of such scientific

clusters can lead to a change in the infrastructure of certain German regions, to solve the accumulated economic and social problems, and to remove the financial burden exerted by the state on financing state of higher education institutions by attracting the funds of corporations interested in the production of knowledge and technology.

Key words: *educational process, principle of objectivity and scientific education, educational services, unique educational product, core competences, professional training of students, acquisition of knowledge, skills and abilities, scientific horizon.*

Introduction. Against the backdrop of the current reconstruction of higher education in Germany and other European countries, we should point out some important consequences of the technocratic reform of this field of activity. Undoubtedly, the reforms being carried out today are absolutely necessary, urgent and expedient. However, against their background, the danger of emasculation of the content of higher education and the transformation of universities into professional schools is increasing. This circumstance is indicated in the monograph by J. M. M. Ritzen “Chance for European Universities: Or, Avoiding the Looming University Crisis in Europe” (Reisz & Stock, 2011). The author justifies the need to reform European universities with the aim of turning them into “innovative universities”, which will allow them to avoid degradation and loss in competition with American universities in the global market of educational services. A rather detailed description of the processes of globalization and justification of the dangers of standardization and unification of various spheres of modern life was reflected in the work of G. Ritzer “McDonaldization of Society” (Ritzen, 2010).

Despite some success of the higher education reforms implemented in Germany, according to P. Pasternack, the improvement of the quality of academic education expected in academic, political and industrial circles did not happen. According to A. Demirović, in the process of granting higher education in reformed HEIs, there is a departure from the principle of its scientific character, objectivity and from the experience of complex, conceptual thinking by young professionals. The reason for this lies in the lowering of the internal motivation to receive higher education and the unpredictability of the career prospects of graduates in the future. Alex Demirović believes that education in higher education takes place within the framework of narrowly oriented training programs, introduction of hard training forms and packaged i.e. “modularized” didactic units into the learning process. This suppresses the creativity of teachers in the teaching process, fetters their initiative and addresses some current problems.

Education in European universities and in German ones in particular is characterized by a dominant orientation of the professional training of students on the actual needs of the labor market. Therefore, this preparation is reduced to the acquisition of knowledge, skills and abilities, useful for the achievement by young professionals of success in the labor market. This fully

corresponds to the concept of developing such key competences of students as “employability”, i.e. the ability to be successful in the labor market. The fact that the students themselves have this competence, according to M. Rehbarg, does not increase or decrease the chances of students to get a prestigious job. The fact that they have bachelor degree causes a wary attitude towards them from many employers who refrain from giving bachelors responsible work. We are talking about the professions of physician, lawyer, teacher, etc., which require young professionals to have a certain scientific horizon, practical work experience and necessary personal qualities.

As A. Demirović believes, the actual concept of professional training of young specialists does not contribute to the formation of a scientific critical understanding of the “world”, because their everyday mind combined with good subject education is naive or often even religious. The advantage of the credit-module organization of the educational material is the ability to exercise regular control over the students’ mastery of the material of the individual modules. But, on the other hand, the rigid framework of the credit-module system practically deprives students of the opportunity to acquire the experience of free, academic, scientifically-oriented discussion of educational material. The system of higher education, in the apt phrase of J. M. M. Ritzen, is engaged in the conveyor production of labor, which has a standard set of skills.

As A. Demirović believes, within the credit-modular system, students do not have enough time for meaningful training, fundamental assimilation of scientific knowledge, organization of individual thinking activity and personal development, as well as for acquiring educational experience and developing methodological, communicative and subject competencies. Finally, students do not have the opportunity to draw up an alternative individual study plan at the university, which takes into account their individual capabilities and needs, including in the field of scientific research.

Analysis of relevant research. The German society is aware of the importance of reforming the sphere of higher education in the conditions of a postindustrial society, formation of which has led to a significant change in the nature of knowledge, the requirements for the training of young professionals, and the challenges facing higher education. The changes that are taking place in the system of higher education in Germany undoubtedly worry German educators, sociologists and philosophers, which is reflected in numerous publications of German researchers A. Demirović (Demirović, 2015), P. Pasternack (Pasternack, 2014), J. Splett (Splett, 2017), T. Haertel, R. Schneider and J. Wildt (Haertel et al., 2011), P. Pasternak and C. von Wissel (Pasternack & Wissel 2010), M. Rehbarg (Rehbarg, 2006), Reisz R.D., Stock M. (Reisz & Stock, 2011) and their foreign colleagues: J.-F. Lyotard (Lyotard, 1984), G. Ritzer (Ritzer, 2004) and J. M. M. Ritzen (Ritzen, 2010).

Aim of the article is to attract the attention of specialists to the problem of improving the quality of education and research activities in German universities in the context of unification and standardization of European educational systems. It is necessary to receive an answer to the question of how the mass and unified “production” of specialists with higher education can ensure creation of a unique educational and scientific product and, as a result, increase the competitiveness of German universities. As such a unique educational product of these institutions should be regarded graduates of universities, which, to N. Lavrichenko’s opinion, should possess the most significant personal qualities: high intellectual abilities; creativity (originality, flexibility, innovation); social competence (ability to plan, leadership qualities, self-control in social interactions); memory, curiosity; practical intelligence; responsibility; self-confidence; independence of judgments; a positive concept and an adequate assessment of their own abilities (Lavrichenko, 2018, p. 136).

Research results. The educational process is traditionally understood as teaching of knowledge by teachers and its mastery by students. Mastering knowledge in ideal is an active process, because knowledge is not subject to simple mechanical consumption, but is reproduced, that is, it is developed, processed, expanded and deepened. What is perceived as knowledge is considered to be so by definition. However, knowledge means something more. Individuals learn the results of their cognitive activity on the basis of knowledge already acquired by them, already known to them criteria of the relevance of knowledge and their coordinates, which help them show curiosity, discover new and existing knowledge, reproduce it independently and process it creatively.

The social character and communicative orientation of knowledge are important for the formation of the individual. Even in the process of acquiring an individual with just a simple vocational education, his formation as a person takes place. In this case, he is independently engaged in self-education in the process of the simple application of knowledge, without gaining the experience of free and creative self-improvement.

Scientific education implies in this sense the capacity for reflection, openness and the ability to participate in communication, in the problem-oriented and critical acquisition of knowledge. The thinking individual must subject the knowledge that is relevant to him to revision in connection with the appearance of new scientific data. Education is based on the ability to critically rethink knowledge gained from its own daily activities and everyday knowledge of other individuals in the process of their communication and joint activities.

Despite all the evidence of these considerations, the modern concept of transforming the sphere of higher education does not rely so much on the acquisition of special knowledge by students, but rather on the formation of key competences. Despite the fact that acquisition of key competences is the most important condition for the professional development of a future

specialist, it would be a mistake to claim their absolute sufficiency. Such model of education, according to Franz E. Weinert, is not only utopian, but also devoid of any meaning.

According to P. Pasternack, the only preparation for participation in the competitive struggle on the labor market and the inculcation of social and communicative competencies (meaning conflict management skills, communication skills, etc.) are clearly insufficient measures for successful professional activity. A highly qualified professional should be able to recognize the cause-effect relationships between events, separate the essential from the non-essential, choose the optimal solutions, and determine the order to manage the process of their implementation. To acquire the above mentioned abilities, students must develop a competence based on scientific knowledge, i.e. be able to apply a certain methodology, critically assess the situation and determine the priority of decisions. A. Demirović believes that the lack of graduates of universities with competencies based on scientific special knowledge is the result of inferior education received by young specialists, i.e. semi-education. Such a semi-education, in his opinion, is the most harmful for students, since the main goal of their educational activity is reduced in this case only to the acquisition of a diploma and the subsequent entry into “real practical life” in a post-industrial society.

Under the conditions of the existence of this society, knowledge has become a commodity in the market of educational services, an object of commercial activity. The French postmodern philosopher Jean-Francois Lyotard criticized the “mercantilization” of knowledge and the utilitarian nature of the goals of higher education, which are currently observed in this field. In his book «Postmodern Knowledge», he points at the loss of knowledge of its market value and a radical change in its character (Lyotard, 1984, p. 31). These two points should be taken into account in order to understand the goals and tasks facing the modern system of national education. The educational concept of neo-humanists F. Schleiermacher, J. G. Fichte, W. von Humboldt and many others defined the essence of education as a disinterested search for truth and self-improvement of the cognizing individual. In the postmodern concept of education, these ideals are completely rejected.

According to J.-F. Lyotard, the hegemony of computer science has caused in science and education the dominance of technological logic, as computer languages and the circulation of knowledge impose their own specific logic through computer technology. This new logic destroys the traditional notion that knowledge transforms an individual into a developed, mature, that is, changed personality. J.-F. Lyotard argues that knowledge in postmodern society is created for sale and therefore has lost its consumer value. Education legitimizes itself by promising to optimize the efficiency of the functioning of

systems. As J.-F. Lyotard believes the new goal of education is performativity, that is, in improving the relationship between “input” and “output”.

In other words, the main goal of modern education is to improve the competencies of specialists (IT engineers, linguists, cyberneticists, etc.). The task of scientists, technicians and scientific and technical equipment is not to seek the truth, but to strengthen the power of corporations (systems). The branches of knowledge that are outside the processes of optimizing the performance of systems lose their funding. According to J.-F. Lyotard, the purpose of education was to unite society, but modern education leads to its atomization. Education ceases to form ideals, but it improves competence.

In this regard, there is a danger that, despite the proclaimed slogans, the system of higher education as a whole and universities in particular will face the task of not forming a fully developed, highly moral personality (part of the intellectual elite) that engages in self-knowledge. On the contrary, the tasks of training “executors who will perform their functions effectively in pragmatic positions will be set, and they will ask the question not about the truth of these or those data, but about their market value” (Lavrichenko, 2018, p. 125).

Against the backdrop of changes taking place in society, in universities and other institutions of higher education there is a stratification of students into those who in the long term can be useful to corporations and potentially unemployed, i.e. holders of non-performative occupations. All these considerations make one think about the definition of the goals of educating specialists with a higher education in a postmodern society. There can mainly be about two purposes of education: upbringing of an information service provider adapted to the conditions of the global market or an all-round self-sufficient personality capable of independent critical thinking.

One of the measures aimed at raising the level of scientific activity of German universities is formation of scientific elite in conditions of mass higher education. Henceforth, universities have wide opportunities for recruiting students, based on the criterion of the level of school achievements of applicants. Availability of free study places in universities is announced publicly, also on the international level. The measures taken by the federal government and the governments of the federal lands should increase the level of school preparation for applicants to study at the university and, thus, promote attraction of the best applicants to universities. Any rational are powerless arguments against the support of academically capable entrants.

Germany has a long experience of stimulating the best students and scientists, but, nevertheless, as A. Demirović believes, it cannot be called positive. For many years, the best entrants, that is, holders of the highest possible average score of the certificate of maturity, choose such sought-after specialities as medicine or jurisprudence and ignore others that are not in demand or prestigious, on the basis of the hierarchy of subjects formed in the minds of

applicants back in secondary school. Nevertheless, the enrollment of the most academically capable students does not lead to a breakthrough in scientific research within these specialities, which could be indicated by a significant increase in the number of winners of international prestigious awards. In reality, there is an intensive stimulation of ambition of entrants, who pursue mercantile and utilitarian goals in the process of acquiring higher education.

In this regard, there is a distortion of the goals of recruitment of entrants, since selection of students is not based on the criteria of their professional suitability and personal qualities necessary for work by profession. Those entrants are selected, who have increased professional ambitions and the maximum average score of the certificate of maturity. Formation of the school elite occurs often by self-assigning certain individuals to a given elite on the basis of a distorted view of the elitism that has emerged in a given society.

The actions of the German state aimed at forming the academic elite are nevertheless justified, although the very notion of elitism is perceived ambiguously when it comes to the consequences of eligibility selection. The reputation acquired by well-known American elite universities, in essence, determines the amount that students are willing to pay for obtaining the diploma they are looking for in the hope of broad opportunities for their career growth, which are also related to the reputation of the university. The quality of scientific education, and in this case, can play a secondary role in the formation of the reputation of a particular institution. In the American academic environment, there is often a disappointment in the level of qualifications of students and professors of "elite" universities in the public consciousness. Objective assessments of the image of these universities as effective centers for training of scientific personnel and research centers are lacking, since in this case an integrated mechanism based on the power of an academic monopoly effectively works.

Science as such, according to ideas of A. Demirović, often bears the imprint of claims, which are expressed, relying on the power of the ruling social class. At the same time, one cannot deny the fact that elite universities really have real outstanding achievements, providing optimal and stable working conditions and studies for their employees and students. Elite universities allow the researchers to deal with certain scientific problems, taking into account the long-term prospects for their solution. At the same time, they are constantly attracting students to participate in this process. In the majority of German universities, on the contrary, high school teachers pass standardized knowledge to students.

A. Nemirović and P. Pasternack explain this fact by the low level of the qualifications of the teachers, as well as by their performance of various duties not directly related to teaching and gaining scientific and didactic qualifications. It concerns the constant updating of the structural plans, the search for sponsor funds for various projects, the large number of students who need regular consultations, constant checking of their knowledge level, scientific activity, the

effectiveness of which is estimated by the number of reviews and publications provided by teachers that are not often of considerable scientific interest, etc.

Conclusions. The implementation of the program provisions of the Bologna reform led to formation of professional universities in Germany, which train specialists according to the specialities in demand on the global market of educational services. European universities have successfully implemented the first stage of reform, creating a single European educational area by introducing unified European standards of education. However, the expected qualitative breakthrough in the sphere of European higher education did not occur. German universities, being in conditions of constant underfunding, are able to produce a sufficiently high-quality, but not unique educational product, while the global market for educational services needs precisely unique products, including scientific ones. To produce such products, the system of higher education and the university science of Germany need its own time rhythm, stability and sufficient level of funding.

The stake on the formation of elite education institutions is not a universal means of solving the accumulated problems, but, nevertheless, it is an essential step towards creation of scientific clusters. At least, emergence of such scientific clusters can lead to a change in the infrastructure of certain German regions, to solving the accumulated economic and social problems and to removing the financial burden from the state, connected with financing state higher institutions by attracting the funds of corporations interested in the production of knowledge and technology.

One can agree that the selective preference of individual disciplines is counterproductive for science and destroys scientificity as an inalienable quality of education. However, even more intensive destruction of the scientific character of higher education can occur due to the lack of competition in the educational environment, due to the encouragement of the average quality of teaching and research, due to the dispersion of financial resources and the setting of priorities in the field of science and education that are not adequate to what is happening in its processes at the global level.

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АНОТАЦІЯ

Черкашин Сергій. Формування ключових компетенцій і збереження принципу науковості університетської освіти як умов підвищення конкурентоспроможності німецьких університетів на глобальному ринку освіти.

Автор торкається проблеми формування ключових компетенцій студентів закладів вищої освіти ФРН як однієї з основних цілей набуття вищої освіти на сучасному етапі здійснення Болонської реформи. Ця проблема є, за твердженням автора статті, надзвичайно актуальною в освітньому просторі Німеччини. Це знаходить своє відображення не тільки в навчальних програмах німецьких університетів, але й у численних дослідженнях, які проводяться на базі цих вищих навчальних закладів і у спеціалізованих дослідницьких центрах. Автор указує на те, що дослідження з цієї тематики обумовлені розмитістю поняття «ключові компетенції», яке інтерпретується по-різному в залежності від базової теорії і сфери свого застосування. Окрім того, наразі відсутній повний і єдиний перелік т. зв. ключових компетенцій. Однак, незважаючи на очевидну необхідність їх формування й розвитку у студентів, академічний характер вищої освіти вимагає в першу чергу прищеплення студентам наукової компетенції і збереження науковості університетської освіти як його базової характеристики. Саме між прищепленням студентам ключових компетенцій і набуттям ними наукової за своєю суттю освіти існує суперечливість, яку необхідно подолати.

Ключові слова: освітній процес; принцип предметності і науковості освіти; освітні послуги; унікальний освітній продукт; ключові кваліфікації; професійна підготовка студентів; одержання знань, навичок і умінь; науковий світогляд.

РЕЗЮМЕ

Черкашин Сергей. Формирование ключевых компетенций и сохранение принципа научности университетского образования как условия повышения конкурентоспособности немецких университетов на глобальном рынке образования.

Автор затрагивает проблему формирования ключевых компетенций студентов высших учебных заведений ФРГ как одну из основных целей высшего образования Германии на современном этапе осуществления Болонской реформы. Эта проблема является, по утверждению автора статьи, чрезвычайно актуальной

в образовательном пространстве Германии. Это находит своё отражение не только в учебных программах немецких университетов, но и в многочисленных исследованиях, которые проводятся на базе этих вузов и в специализированных исследовательских центрах. Автор указывает на то, что исследования по этой тематике обусловлены размытостью понятия «ключевые компетенции», которое интерпретируется по-разному в зависимости от базовой теории и сферы своего применения. Кроме того, до сих пор отсутствует полный и единый перечень т.н. ключевых компетенций. Однако, несмотря на очевидную необходимость их формирования и развития у студентов, академический характер высшего образования требует в первую очередь привития студентам научной компетенции и сохранения научности университетского образования как его базовой характеристики. Между привитием студентам ключевых компетенций и приобретением ими научного по своей сути образования имеется некое противоречие, которое необходимо преодолеть.

Ключевые слова: образовательный процесс, принцип предметности и научности образования, образовательные услуги, уникальный образовательный продукт, ключевые квалификации, профессиональная подготовка студентов, приобретение знаний, навыков и умений, научный кругозор.

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ПРОВІДНІ НАПРЯМИ РОЗВИТКУ ІНКЛЮЗИВНОЇ ОСВІТИ НА СУЧАСНОМУ ЕТАПІ: ДОСВІД ЗАРУБІЖНИХ КРАЇН

У статті виявлено й охарактеризовано провідні напрями розвитку інклюзивної освіти за кордоном на сучасному етапі. Проаналізовано теоретичну наукову літературу та практичний досвід учених різних країн щодо реалізації інклюзивної освіти. Визначено, що на сучасному етапі розвитку суспільства спостерігається посилення міжнародного співробітництва між багатьма країнами світу, обумовлене педагогічною й соціальною значущістю інклюзії, що сприяє створенню законодавчої бази в галузі інклюзивної освіти та цілеспрямованому проведенню політики, спрямованої на усунення можливих дискримінаційних бар'єрів як у системі освіти, так і в суспільстві в цілому.

Ключові слова: інклюзивна освіта, розвиток інклюзивної освіти, сучасний етап, зарубіжні країни.

Постановка проблеми. У кінці ХХ – на початку ХХІ ст. державами й урядами більшості найбільш розвинених країн світу концепція інклюзивної освіти була названа одним із пріоритетних напрямів удосконалення світової освітньої системи й політики, покликаної сприяти ефективному просуванню антидискримінаційних заходів, підвищенню якості освіти для