

The harmonization of European and Ukrainian legislative base in higher education

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Annotation. The article is devoted to the actual problem of higher education – the harmonization of Ukrainian legislative base in higher education with the policy of European Union. The analysis of scientific pedagogical literature confirms the topicality of research problem, highlighting theory and practice of this process. The purpose of the article is to summarise the experience of Ukraine in the higher education legislative base harmonisation with the policy of European Union. The authors conclude that after signing the Bologna Declaration, new programs and initiatives appeared in Ukraine and contributed to the realization of the goal of forming a common European area of higher education, including supranational, national, and institutional ones. The analysis of Ukrainian legislative base provides the possibility to conclude that competency-based approach is directly related to the idea of comprehensive training and education of an individual not only as a specialist, a professional in his field, but also as an individual, a member of a team and society, which is humanitarian in its essence.

Keywords: higher education, legislative base of higher education, Ukraine, European Union, competency-based approach, competences, training of future specialists.

Гармонізація європейської та української законодавчої бази у сфері вищої освіти

Анотація. Стаття присвячена актуальній проблемі вищої освіти – гармонізації української законодавчої бази у сфері вищої освіти з політикою Європейського Союзу. Аналіз наукової педагогічної літератури підтверджує актуальність проблеми дослідження, висвітлення теорії та практики цього процесу. Виконано аналіз науково-педагогічної літератури, що висвітлює теорію і практику гармонізації нормативно-правової бази у сфері вищої освіти України з політикою Європейського Союзу. Метою статті визначено: узагальнення досвіду України щодо гармонізації законодавчої бази вищої освіти з політикою Європейського Союзу. Відзначено, що після підписання Болонської декларації в Україні з'явилися нові програми та ініціативи, які сприяли

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реалізації мети формування єдиного європейського простору вищої освіти, включаючи міжнародний, національний та інституційний рівні.

Відповідно до визначених у 2018 році Європейською комісією ключових компетентностей для навчання впродовж життя (спілкування рідною мовою, спілкування іноземними мовами, математична компетентність і базові компетентності в науці та технологіях, цифрова компетентність, компетентність навчатися, соціальна та громадянська компетентність, ініціативність та підприємництво, культурна обізнаність та самовираження) розробляються освітні програми. В основу розробки державних стандартів вищої освіти України покладено компетентнісний підхід, що передбачає пріоритетними такі компетентності, як соціально-особистісна, загальнонаукова, інструментальна, професійна. Специфіку компетентнісного підходу та його застосування в освітній системі України задекларовано у відповідних нормативних документах.

Аналіз законодавчої бази України обґрунтовує висновок про те, що компетентнісний підхід безпосередньо пов'язаний з ідеєю всебічної підготовки та виховання особистості не лише фахівця, професіонала своєї справи, а й особистості, члена колективу та гуманітарного за своєю суттю суспільства. Метою гуманітарної освіти є не лише передача комплексу знань, умінь, навичок у певній галузі, а й розвиток світогляду, міжпредметного чуття, здатності приймати індивідуальні творчі рішення, самоосвіта, а також формування гуманістичних цінностей.

Ключові слова: вища освіта, законодавча база вищої освіти, Україна, Європейський Союз, компетентнісний підхід, компетентності, підготовка майбутніх спеціалістів.

Introduction

Transformational processes which characterize the modern world, as well as the field of education (rapid progress, disintegration of states and changes in the geopolitical map of the world, scientific inventions, and their implementation) affected the challenges of education. Nowadays, education is seen as effective tool of young people development, especially the formation of their ability to operate with new technologies and knowledge, to be ready to change and meet to the demand of modern labour market, to operate and manage information, to act actively in society, to make quick and effective decisions, as well as realise the lifelong learning. Ukraine, as a European country, cannot bypass all the above-mentioned processes. Education priorities are determined in international conventions and documents and become strategic guidelines of the international community. States form an educational policy aimed directly at integration into international communities. Under such conditions, there was a need for the development of a new educational concept. This concept should reflect these changes and should be oriented towards the development of personality qualities to cope with challenges of the 21st century: mobility, dynamism, and constructiveness in professional, social, personal life, etc.

The analysis of recent research and publications. The broad study of the resource base makes it possible to conclude that scientists analyse different issues of the problem under research. In particular, the problem of Ukraine's experience of legislative base harmonization is analysed by K. Kraus, N. Kraus, P. Nikiforov, G. Pochenchuk and I. Babukh [3], O. Kyvliuk, O. Polishchuk, D. Svyrydenko and O. Yatsenko [4], M. Mazurkiewicz, O. Liuta and K. Kyrychenko [5], N. Mospan [7], Y. Tsekhmister [9], etc.

We consider it is worth summarising the experience of Ukraine.

The formulation of article purpose. The purpose of our article is defined as follows: to summarise the experience of Ukraine in the higher education legislative base harmonisation with the policy of European Union.

Results

After signing the Bologna Declaration, new programs and initiatives appeared in Ukraine and contributed to the realization of the goal of forming a common European area of higher education, including supranational, national, and institutional ones. The most famous and effective programs have a multi-level nature, for example, joint initiatives of the European Commission, the European Association of Universities, in which universities from various countries (joining the Bologna process) participated. As the examples we can provide the projects “The creation of joint (double diplomas)”, “The formation of quality culture”, “The development trends of European educational structures” and others.

Within the framework of the mentioned projects, an attempt was made to define a set of competencies common to all universities. First, a list of 85 competencies most significant for higher education institutions was compiled. According to the classification, they were divided into 3 categories: instrumental, interpersonal, and systemic (see Fig. 1).

However, this was not the final classification of key competences. For example, the Council of Europe identified five groups of key competences that young people should master during their education:

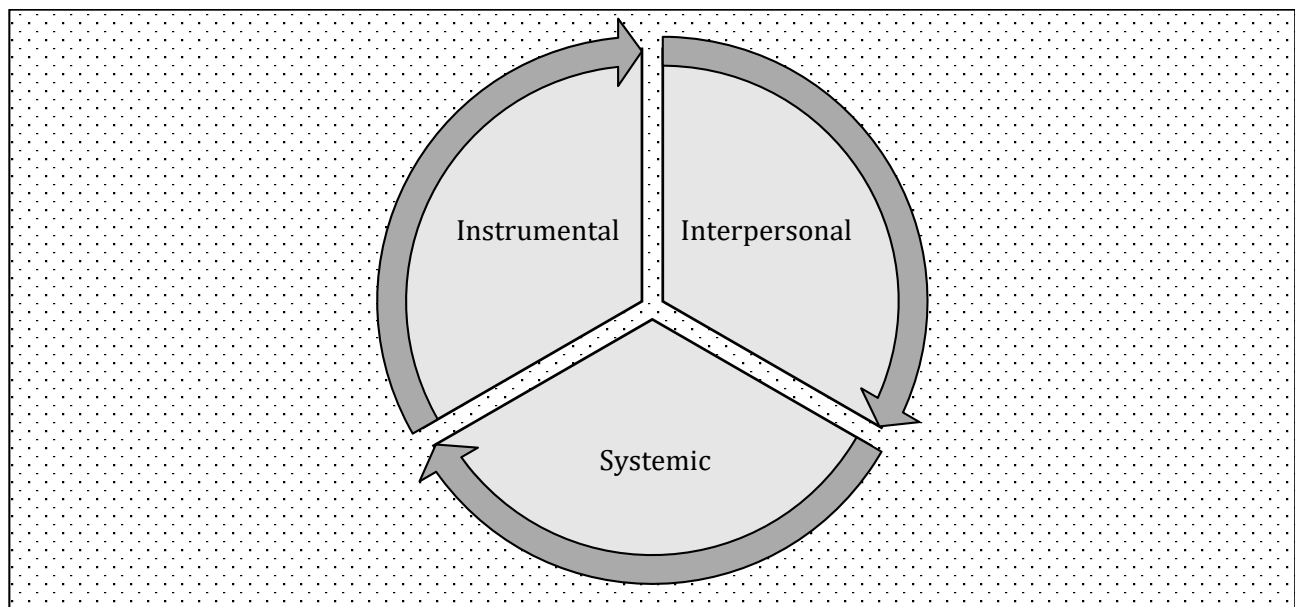


Fig. 1. Classification of competences according to 3 categories

- 1) Political and social competences.
 - 2) Competencies that determine the ability to live in a multicultural and multi-ethnic society.
 - 3) Competences that determine mastery of oral and written communication, in particular foreign languages.
 - 4) Competencies associated with the emergence of the information society: mastery of new technologies, the ability to apply them.
 - 5) Competencies that realize the ability and desire for continuous lifelong learning.
- “Individuals need to draw on key competencies that allow them to adapt to a world characterised by change, complexity and interdependence. These competencies need to be appropriate for a world where:
- Technology is changing rapidly and continuously, and learning to deal with it requires not just one-off mastery of processes but also adaptability.

- Societies are becoming more diverse and compartmentalised, with interpersonal relationships therefore requiring more contact with those who are different from oneself.
- Globalisation is creating new forms of interdependence, and actions are subject both to influences (such as economic competition) and consequences (such as pollution) that stretch well beyond an individual's local or national community" [8, p. 7].

Previously, the European Commission proposed 8 key competences that every European should possess:

- 1) Competence in the field of native language.
- 2) Competence in the field of foreign languages.
- 3) Mathematical and fundamental natural, scientific and technical competence.
- 4) Computer competence.
- 5) Educational competence.
- 6) Interpersonal, intercultural and social competences, as well as civic competence.
- 7) Entrepreneurial competence.
- 8) Cultural competence.

There are other classifications of competencies developed by this or that country in accordance with its needs, traditions, characteristics, and educational goals. Thus, Austria defined the following competencies: subject, personal, social, methodological; Belgium – social, positive attitude, ability to act and think independently, motivational, mental mobility, functionality. Finland – cognitive, the ability to operate in conditions of change and motivation, social, personal, creative, pedagogical, and communicative, administrative, the ability to act in parallel in different directions; Germany – intellectual, practical, educational (instrumental), value orientation etc.

In the process of developing the components of key competencies it is worth considering the factors that, in our opinion, have a significant impact not only on the formation of key competencies, but also on their structural choice.

Thus, the first factor that influences the definition of the structure of key competences involves the creation of prerequisites for the formation of a competent specialist who can think creatively, independently make non-standard decisions, and flexibly respond to changes in the conditions of fundamental restructuring of all spheres of life in society.

The second factor includes the content of teacher education. This is the factor that requires a specialist to have professional knowledge at the technological level, at the level of solving practical tasks.

The third factor refers to the study of individual personal qualities of the future specialist, his creative potential, his abilities: communicativeness, the ability to exert wilful influence and logical persuasion, emotional stability, professional vigilance, optimism, etc.

And, finally, the fourth factor involves the study of teaching methods. Its main task is to acquire knowledge at the level of applying it in practical activities.

In 2018 European commission adopted the document "Commission staff working document. Proposal for Council recommendation on key competencies for lifelong Learning" [1]. It is declared that the following competences are key for living in the 21st century:

- 1) "Communication in the mother tongue.
- 2) Communication in foreign languages.
- 3) Mathematical competence and basic competences in science and technology.
- 4) Digital competence.
- 5) Learning to learn.
- 6) Social and civic competences.
- 7) Sense of initiative and entrepreneurship.

8) Cultural awareness and expression” [1].

The European Commission compared the experience of different European countries and analysed their policies concerning the key competences, prioritized by their governments.

The analysis of Ukrainian experience makes it possible to conclude that Ukraine based the development of state standards of higher education on a competency-based approach, prioritizing the following competencies: social-personal, general-scientific, instrumental, professional (general-professional, special-professional) (see Fig. 2).

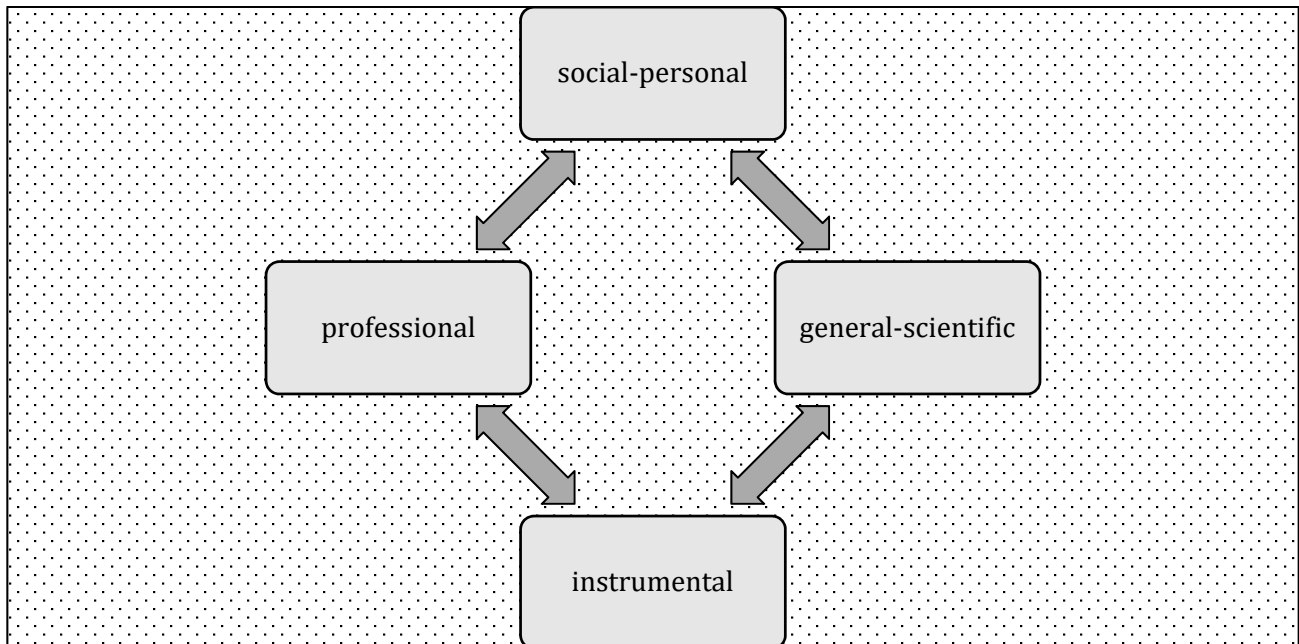


Fig. 2. Prioritizing competences in higher education of Ukraine

As we can see, today it is actual for modern specialist to form not only certain knowledge and professional skills, but also a set of competencies, which include both fundamental knowledge and the ability to analyse and solve problems in new conditions. Nowadays, entrepreneurs need not qualifications, which, in their view, are too often associated with the ability to carry out certain operations of a material nature, but competence, which is seen as a certain integration of skills inherent in everyone, in which qualifications are combined in the literal sense of the word and social behaviour, ability to work in a group, initiative and love of risk.

In this context, we can say that the competency-based approach often appears as an opponent of the conceptual traditional triad (knowledge, ability, skills). In this context, this paradigm is sometimes directly identified with the image of a “closed”, totalitarian society, organized according to the model of a giant factory, in which a person is assigned the unpleasant role of a “screw”. While the competency-based model of education corresponds to a dynamic “open” society, in which the product of the processes of socialization, training, joint and professional training to perform the entire spectrum of life functions should become a responsible individual, ready to make a free humanistic oriented choice.

Thus, the competency-based approach can be considered not only as a means of updating the content of education, but also as a mechanism for bringing it into line with modern requirements. In this case, the answer to the challenges of the “information revolution” and the formation of the global market can be seen in shifting the goal of education from knowledge to competence.

At the same time, competence is understood as an integral ability to solve specific problems arising in various spheres of life. Such an ability, of course, presupposes the presence

of knowledge, but as it is rightly pointed out in theoretical studies dedicated to the justification of the competency-based approach, it is not so much necessary to possess knowledge, but to possess certain personal characteristics and to be able to find and select the necessary information, knowledge in the huge stores of information, created by humanity.

In addition, the features of the competency-based approach in higher education include: recognition of competencies as the end result of education and their purposeful formation; shifting emphasis from the awareness of the subjects of education to their ability to use information to solve practical problems; assessment of the level of formation of students' competencies as a result of the educational process; student-centred orientation of education; the targeting of professional training for the future employment of graduates.

For example, foreign experts associate the definition of key competencies with such criteria as:

- multidimensionality (a mutually determined combination of knowledge, attitudes, skills and relationships);
- reachability (taking into account different content volumes);
- transparency (possibility of use in different situations);
- multifunctionality (achieving specific goals, performing various tasks, solving problems).

As a result of the analysis of various approaches to the option of identifying key competencies, it should be emphasized that there is currently no systematic and agreed list of them.

In Ukraine scientists offer a list of competencies in the following fields:

- economic – entrepreneurship, responsibility, discipline, work culture;
- communicative – tolerance, perception of pluralism, the ability to civilly defend one's beliefs in front of opponents;
- everyday life – respect for others, the skills and abilities of coexistence in society, readiness to help, concern for observance of universal etiquette;
- legal – awareness of the need and necessity to comply with the requirements of laws and other regulatory acts, recognition of the equality of all people, respect for freedom, openness and legal culture;
- political – activity and mobility, civic activity, respect for the decision of the majority, concern for community affairs, political culture;
- organizational – rational governance (self-governance), efficiency of management and self-management, frugal use of time and other own resources;
- technological – the skilful use of technical means, rational coexistence with the technosphere and a critical attitude towards it;
- ecological – knowledge of the laws of ecology, harmonious coexistence with the environment, preservation of the biosphere [15, p. 37].

The specificity of competency-based approach and its implication in the educational system of Ukraine is declared in the following documents:

- Law of Ukraine "On Education" [11];
- Law of Ukraine "On Higher education" [10];
- The National strategy for the development of education in Ukraine till 2021 [15];
- The strategy for higher education development in Ukraine for the period of 2022-2023 [13], etc.

Competency-based higher education, ensuring its competitiveness in the European and world educational spaces, acquires exceptional importance in such conditions. The formation of key competences is the main direct result of educational activity.

The Law of Ukraine “On Education” claims that “the goal of education is the comprehensive development of a person as an individual and the highest value of society, his talents, intellectual, creative and physical abilities, the formation of values and competencies necessary for successful self-realization, the education of responsible citizens who are capable of conscious social choice and directing their activities for the benefit of other people and society, enrichment on this basis of the intellectual, economic, creative, cultural potential of the Ukrainian people, raising the educational level of citizens in order to ensure the sustainable development of Ukraine and its European choice” [11].

It states that “achieving this goal is ensured by the formation of key competencies necessary for every modern person for a successful life: fluency in the state language; the ability to communicate in native (if different from the state) and foreign languages; mathematical competence; competence in the field of natural sciences, engineering and technology; innovativeness; environmental competence; information and communication competence; lifelong learning; civic and social competences related to the ideas of democracy, justice, equality, human rights, well-being and a healthy lifestyle, with awareness of equal rights and opportunities; cultural competence; entrepreneurship and financial literacy; other competencies provided for by the education standard” [11].

According to the Law of Ukraine “On higher education” [10], “higher education is a set of systematized knowledge, abilities and practical skills, ways of thinking, professional, worldview and civic qualities, moral and ethical values, other competences acquired in a higher education institution (scientific institution) in the relevant field of knowledge according to a certain qualification at the levels of higher education, which are higher in complexity than the level of complete general secondary education” [10].

The strategy for higher education development in Ukraine for the period of 2022-2023 [13] declares that “The main content of higher education is determined by the standards of higher education of the new generation, which are based on the competency approach. At the legislative level, professions are defined for which additional regulation is introduced, which makes it possible to increase attention to the quality of training of specialists in the relevant specialties. At the same time, training in all other specialties is being deregulated, by relaxing the requirements for licensees and simplifying the licensing procedure as a whole” [13].

Among the results of strategy implementation there are the following:

- “the creation of an effective management system through the combination of autonomy of institutions of higher education and responsible state education policy;
- the provision of budgetary and extra-budgetary financing for formation of required competencies;
- ensuring corporate social responsibility of educational institutions education according to European standards” [13].

It is worth mentioning that Ukraine developed the National Qualifications Framework [12]. It is stated that “The National Framework of Qualifications is a systematic and competency-based description of qualification levels. The National Framework of Qualifications is intended for use by state authorities and local self-government bodies, institutions and organizations, educational institutions, employers, other legal entities and individuals for the purpose of development, identification, correlation, recognition, planning and development of qualifications” [12].

It is declared, that “the National Qualifications Framework is based on European and national standards and principles of quality assurance in education, it takes into account the requirements of the labour market for worker competencies and is introduced to harmonize legislation in the field of education, social and labour relations, promote national and

international recognition of qualifications obtained in Ukraine, and establish efficient interaction between education and the labour market” [6].

Conclusions

From what has been said, the following conclusion can be drawn: after signing the Bologna Declaration, new programs and initiatives appeared in Ukraine and contributed to the realization of the goal of forming a common European area of higher education, including supranational, national, and institutional ones.

In 2018 European commission adopted the document “Commission staff working document. Proposal for Council recommendation on key competencies for lifelong Learning”. It is declared that the following competences are key for living in the 21st century: Communication in the mother tongue, Communication in foreign languages, Mathematical competence and basic competences in science and technology, Digital competence, Learning to learn, Social and civic competences, Sense of initiative and entrepreneurship, Cultural awareness and expression. Ukraine based the development of state standards of higher education on a competency-based approach, prioritizing the following competencies: social-personal, general-scientific, instrumental, professional (general-professional, special-professional).

The features of the competency-based approach in higher education include: recognition of competencies as the end result of education and their purposeful formation; shifting emphasis from the awareness of the subjects of education to their ability to use information to solve practical problems; assessment of the level of formation of students' competencies as a result of the educational process; student-centred orientation of education; the targeting of professional training for the future employment of graduates.

The specificity of competency-based approach and its implication in the educational system of Ukraine is declared in the following documents: Law of Ukraine “On Education” (2017), Law of Ukraine “On Higher education” (2014), The National strategy for the development of education in Ukraine till 2021 (2013), The strategy for higher education development in Ukraine for the period of 2022-2023 (2022) etc.

So, the analysis of Ukrainian legislative base provides the possibility to conclude that competency-based approach is directly related to the idea of comprehensive training and education of an individual not only as a specialist, a professional in his field, but also as an individual, a member of a team and society, which is humanitarian in its essence. The goal of humanitarian education is not only the transfer of a set of knowledge, abilities, and skills in a certain field, but also the development of a worldview, interdisciplinary sense, the ability to make individual creative decisions, self-education, as well as the formation of humanistic values.

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