Kugai Kseniia

Kyiv national university of technologies and design (Kyiv)

EUROPEAN HIGHER EDUCATION DEVELOPMENT TRENDS

Introduction. Nowadays the development of higher education is considered in terms of the latest world trends. This process was accompanied by the revision of educational strategic priorities and values, guidance and methodological principles, functions specification.

The beginning of the XXI century is characterized by the emergence of new approaches to the development of higher education and ideas, through which it is possible to solve modern educational and economic problems. Here we can note the ideas of multivariation models for educational institutions, the priority of professional training and proficiency development, the interaction justice for global economy and labour market, the international and social partnership in higher education.

Purpose of research is to carry out an analysis of modern approaches and to identify the main trends of European higher education.

Problem statement. European higher education currently strengthens its functions related to public service, in particular its activities connected to poverty, intolerance, lack of education, hunger, environmental deterioration and diseases, employing a interdisciplinary approach.

International organizations approve of definition for a number of strategic directions of higher and vocational training for the period up to 2020. These are focusing the main efforts to complete the reforms that were initiated, developing academic freedom, autonomy and responsibility of higher educational institutions as European Higher Education Area principles, promoting creation of student-orientated educational environment, strengthening efforts in the context of society for ensuring equal opportunities for sound academic background. This background is the main driver for innovations within the framework of economic and social development in the world focused on knowledge [1].

Basic material. European higher education institution current state development testifies that governments and public in all highly developed countries, despite certain economic crises and social transformations, pay enough attention to educational processes and higher educational institution. They contribute to creating conditions for equal access of the nationals and foreign nationals to education, understanding primarily that the main goal of educational process is involving to the universal knowledge and culture treasury, forming the intellectual potential of the state and the nation [7].

Having analysed the literature and documents, regulating educational processes in the European educational space [1; 2; 4; 5], one should emphasize the following trends: higher education internationalisation and transnationalisation, higher education quality assurance, doctoral degree training actualization and improving, continuous education principles introduction, increasing the role of universities in democratic societies strengthening, the development of academic autonomy culture and creativity of higher educational institutions as a guarantee for constant self-development, harmonious combination of research, business and practical training, social responsibility system development.

Here I would like to focus on higher education internationalisation and transnationalisation. This trend is caused by globalization processes and information technologies widespread introduction, actualizing in such directions:

- attracting international students as one of the ways of ensuring the labour potential of the country and raising the competitiveness of higher education [5, p. 75];

- founding foreign subsidiaries that can carry out educational activity on the terms of franchising (a foreign institution of higher education issues a local educational institution permission to use educational programs and award degrees); twinning programmes (in both universities students of the same

courses follow the same curriculum and take the same exams. As a rule, local teachers hold classes); mutual recognition of programs, etc. [6];

- "educational services export". It means the complex of arrangements for the national educational system entities for educational service implementation on a commercial basis both on the territory of the country and abroad in order to meet the needs of a foreign consumer [7, p. 28];

- promoting international image and competitiveness of the universities, which distinguish the ability of a higher educational establishment to ensure the proper quality of specialists training according to certain field and specialty; the ability of students to master necessary professional knowledge and skills; the ability of employers to appreciate objectively the training of graduates of higher educational institutions to relevant professional activities;

- distance education programs implementation that gives an opportunity to provide transfer and acquisition of knowledge, to promote the formation of skills and methods of cognitive human activities that occur when mediated interaction of distance learning participants in special-purpose environment. This environment is based on modern psychological and pedagogical, information and communication technologies.

Conclusions. Understanding the main trends in higher education, the mechanisms of their implementation provides an opportunity for in-depth analysis of educational processes. Taking into account the main trends of development at European higher educational institution will promote the introduction of competence-based approach into national education, providing with accessibility and comparability of training outcomes, acquired competencies and qualifications, degrees for all parties concerned and, as a result, creating a basis for European and world integration.

REFERENCES

1.	Болонський процес 2020 – Європейський простір вищої освіти у новому десятиріччі / Комюніке Конференції міністрів європейських

країн, відповідальних за сферу вищої освіти, Льовен і Лувен-ля-Ньов, 28-29 квітня 2009 р. [Електронний ресурс]. – Режим доступу: www.mon.gov.ua

2. Входження національної системи вищої освіти в Європейський простір вищої освіти та наукового дослідження: моніторинг. дослід.: аналітичний звіт / Міжнародний благодійний Фонд "Міжнародний Фонд досліджень освітньої політики", кер. авт. кол. Т.В. Фініков. – К.: Таксон, 2012. – 54 с.

3. Гайрапетян В.Л. Регулювання євроінтеграційних процесів у сфері освітніх послуг: дис. канд. екон. наук: 08.05.01 / Вікторія Леонідівна Гайрапетян; Донецький національний ун-т. – Донецьк, 2006. – 176 с.

4. Державна програма розвитку транскордонного співробітництва на 2011 2015 роки [Електронний ресурс]. – Режим доступу: http://zakon4.rada.gov.ua/laws/show/

5. Рейтинг вищих навчальних закладів України «КОМПАС-2012»: аналітичний звіт [Електронний ресурс]. – Режим доступу: https://www.yourcompass.org/docs/2012_compas_report.pdf

6. Сагинова О.В. Интернационализация – применительно к сфере высшего образования / О. В. Сагинова [Електронний ресурс]. – Режим доступу: http://www.lib.kture.kharkov.ua/ua/elexh28/4.php

7. Халонен Т. Справедливая глобализация: создание возможностей для всех: доклад Всемирной комиссии по социальным аспектам глобализации / Тарья Халонен, Бенджамин Уильям Мкапа. – Женева: Бюро МОТ, 2004. – 194 с.