

The Essence Of The System Of Multilevel Continuing Education As A Single Educational Space

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Summary

The article systematizes and substantiates the methods of research of quality management mechanisms of all levels of continuing education in Ukraine. The problems of state mechanisms of quality management of continuing education are revealed and the ways of their solution are offered both at the central and regional level of management. Research of the current state of mechanisms of state management of quality of continuing education in educational institutions of all levels of continuing education, analysis of legal framework and study of domestic and foreign literature sources allow to identify and formulate a number of basic problems of state quality management of continuing education. These problems are one of the most important and important theoretical and practical problems of public administration science, the solution of which requires the joint efforts of state and regional authorities, the scientific community and educators.

Keywords:

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1. Introduction

The formation of a system of multi-level continuous education as a single educational space involves the integration of various educational and professional institutions. The effectiveness of the functioning of such a system is achieved in this case through the coordination and interconnection of curricula and programs, which will increase the level of fundamental, general cultural, humanitarian and socio-economic training. Conditions are also being created for the optimal use of human resources and the educational and material base of educational

institutions. In addition, there are more opportunities for individualizing the learning process, ensuring freedom of choice, and determining the individual trajectory of education.

The integration of educational programs in order to eliminate duplication at different levels of education will make this system more efficient and profitable in terms of temporal and material costs, improving the professional and spiritual qualities of future specialists. The system of multilevel continuing education is becoming a means of improving the quality of education itself through the implementation of the principle of continuity and dialogue between different levels of education.

The integration of all parts of the education system will allow to concentrate all scientific, educational and methodological structures, adapt them to the emerging socio-economic conditions, move from the level of distributive management to organizational and regulatory.

The creation of a system of multilevel continuous education includes various options for integrating educational institutions: cooperation, association and merger [1]. Cooperation is a form of integration in which the coordination and harmonization of the activities of educational institutions is carried out by concluding an agreement while maintaining the existing status of educational institutions. An association is a form of integration in which a new legal entity is formed by combining (merging) several educational institutions with the preservation of the legal entity of the participants in the association. A merger is a form of integration in which a merger is carried out with the formation of a new legal entity and the entry of participants as structural divisions of a new educational institution.

Integration can be carried out horizontally, vertically and have mixed forms. Horizontal integration involves the unification of educational institutions of the same type. For example: school - gymnasium, college - college, university - university. Vertical integration brings together institutions of different types. For example: school - kindergarten, school - college, school - college - university, school - vocational school. Examples of mixed integration: school - school - university, school - college - college - college - university.

There are also options for participation in integrated structures of training and production facilities, industrial enterprises, firms, scientific organizations, etc.

2. Theoretical Consideration

The foundations of a person's upbringing, his industriousness, and many other moral qualities are laid in early childhood. In general, the importance of early childhood education is underestimated. It is too often overlooked that this is an extremely important step in the process of education, on which the fundamental basis of a person's personal qualities is laid, his physical, mental and moral development takes place.

Unlike pre-school education, which covers about half of the children, schooling is universal. The majority of children (65%) enter school at the age of 7 and complete a 3-year course in primary school. The rest enter school at the age of 6, and their duration of primary school is 4 years. At the age of 10, children move on to the lower secondary school, which lasts 5 years. At the age of 15 they complete this stage in accordance with the law. State statistics show that 60-61% of graduates of basic secondary school continue to study until graduation from high school, 12% go to secondary vocational schools, 26% go to primary vocational schools, and about 1% quit studying altogether [2].

Studies show that the system of secondary education will be effective if it is as flexible as possible, taking into account national and regional characteristics of the population, individual inclinations and interests of students. But this does not at all mean a rejection of the principle of the universality of secondary education, of the unity of its goals and objectives, which provides young people with an "equal start" when they enter an independent working life. Today, the school is expanding the scope of its independence, the variety of forms of its work has increased, there are gymnasiums and lyceums, private, religious and even foreign schools. All schools are responsible for the development of basic programs, the certificate received by the graduate. The diversity of schools offering different programs is caused by the desire to respect the principle of variability in education. However, the choice of a particular program in a general education school is not yet a variable education, because all schools

today are largely doomed to the same educational trajectory. Today, an indicator of the quality of a school's activities is, for example, the percentage of students entering universities, which is far from being the most objective indicator. The real variability in the education system is the variety of programs and the variety of certificates, the variety of educational trajectories and the choice of activities that meet the individual needs of the individual.

The school plays a significant role in the system of multilevel lifelong education. The school should become "an institution whose main task is to lead as many students as possible to a solid mastery of basic knowledge" [3]. Young people enter into life - labor, social, having, as a rule, a complete secondary education. Nevertheless, one should not lose sight of the significant lag in the quality of general education of young people from modern requirements. There are significant differences in the quality of education, depending on social factors: in specialized schools with in-depth study of individual subjects, it is higher than in ordinary mass schools; higher in urban schools than in rural ones; higher during the day than in the evening.

Graduation from a general education school turns out to be for a young person at the same time the moment of choosing a future life path, profession, occupation. Choosing one of the options, a school graduate thereby prefers one or another type of vocational education. According to statistics, out of 60-61% of 17-year-old graduates of a complete secondary school, 30-40% go to universities, 25% - to secondary vocational schools, 15% - to primary vocational schools, and 25-30% quit studying altogether [2].

Choosing a profession is an extremely important stage in the life of every person. This moment is complicated by the fact that it must be addressed in adolescence and youth, when there is not enough experience and established views and beliefs. Typical difficulties in professional self-determination that schoolchildren experience in choosing a profession are due to the following factors:

- unformed interests;
- unstable or insufficient financial condition of the family;
- lack of knowledge about the modern world of professions and the possibilities of obtaining them;
- infantilism, giving the right to solve the problem to parents;
- lack of confidence in their knowledge;
- lack of sufficient knowledge about their individual characteristics and professionally important qualities;
- general pessimistic mood, uncertainty about the future;
- external motivation for choosing professions [1, 2, 4].

Strategies for multi-level continuous education provide for the formation of meaningful motives in students for further educational and professional activities, which would make it possible to remove the difficulties of building a professional career. In this regard, special attention should be paid to career guidance issues.

Labor training and education of young people is an essential factor in the formation of their social and professional orientation. Social orientation is the determination by a person of his place in the system of social relations, the choice of the desired social position and ways to achieve it. Professional orientation is the awareness of the "set" of professions that society offers at a given moment, and the choice of the most attractive of them. Social orientation interacts with professional, although both are not identical. They are interconnected insofar as the social position of a person in society is determined by the nature and content of his work.

Sociological studies have made it possible, in particular, to establish that the choice of the type of vocational education is only partially determined by the choice of the future profession: to a greater extent than the profession, people choose their future social position. At the same time, schoolchildren develop a social orientation much earlier than a professional one. Most of the students surveyed are still poorly informed about the specific content of the type of work they have chosen, working conditions, and pay. The choice made on the eve of graduation is often dictated by random motives (the proximity of the educational institution to the place of residence, the example of peers and friends, the advice of acquaintances).

Overcoming the inertia of public consciousness in assessing the prestige of professions and the "distortions" that arise in it is not an easy task. Success here is determined, first of all, by changes in the socio-economic conditions of work, its organization, pay, etc. But the educational efforts of the school can give a significant leading effect if the social ideal is organically linked to the interests of people, social and demographic groups of the population in the promotion of professions and their social significance, if the school works in this direction in close contact with parents.

Overcoming the difficulties of high school students in professional self-determination can also be facilitated by: improvement of the career guidance system; information support, including computer systems for professional diagnostics, periodically updated information on the labor market, educational institutions, regional programs in the field of employment, youth policy, and staffing needs; cooperation and integration of educational institutions (specialized classes, preparatory courses, educational place fairs, open days, joint holding of science days, etc.); creation of an educational and professional complex or an experimental site on the basis of one of the training and production complexes [4, 5].

The transition to a holistic, flexible system of multi-level continuous education that meets the needs of the market and individual life trajectories includes solving such a problem as coordinating the interests of educational institutions of various levels (secondary, secondary

specialized, higher and postgraduate), in order to form specialists with high qualification and personal characteristics.

The integration of higher educational institutions is carried out mainly with elite senior schools (lyceums and gymnasiums), where their teachers work. The motivation for establishing such a relationship may be partly due to economic reasons: the salaries of university teachers are so low that additional hours at school provide a noticeable extra. Schools are very proud of these connections and value them highly. Universities, providing their teachers, do their best to ensure that applicants are well prepared. Schools thus employ a highly skilled workforce of university teachers, which raises their prestige; students receive the best preparation and have guarantees of enrollment in a higher educational institution, subject to the fulfillment of the necessary requirements; parents realize that they are getting a good return for the expense and effort it takes to get their child into a "good" university school. However, there are several arguments against such a system:

1) In an effort to provide the highest and most effective level of education, schools are losing their purpose as institutions of general secondary education and are turning into simply university training grounds, where curricula and teaching methods reflect university practice. This may not meet the needs of those students who do not want to pursue higher education at the university, but choose another career.

2) Entry requirements de facto become requirements for secondary education and replace federal standards.

3) The same or more capable students of schools that do not have agreements with higher education institutions, for example in rural areas or in non-prestigious working areas, should enter higher education institutions on an unequal basis due to a reduced number of places. Thus, universities themselves are at a loss, since they cannot select the best from the whole multitude of talented young people who want to enter them, but are forced to limit themselves to those who study at their sponsored school [5, 7].

There is a significant gap between the goals of educational policy and its practical implementation in terms of access to higher education. On the one hand, the state policy in the field of education is aimed at ensuring equal rights for all citizens who wish to receive free higher education. However, in practice things are different.

One of the main problems is the lack of a clear link between entry requirements and secondary education standards. While students study the same amount of educational material, the requirements for applicants vary greatly between universities. Entrance examinations to higher educational institutions are still very much dependent on their specifics. From this we can assume that the level of preparation of applicants is very different within

The current university admission system de jure allows young people to apply to several educational institutions at the same time. But de facto, most higher education institutions conduct entrance exams at the same time, which makes the simultaneous submission of documents to different educational institutions impossible, and the results of entrance exams to one educational institution are not counted for admission to another. Failure in exams can mean only one thing - a delay in admission by one year [5-7].

Within the framework of the system of multi-level continuous education, it is necessary to introduce a unified system of entrance examinations. Requirements for entrance examinations should be the same, at least at the regional level, and a unified examination certificate should give the right to enter any educational institution.

In addition, in order to provide equal access to higher education for all citizens, it is necessary to carry out work to ensure transparency and consistency in the conduct of entrance examinations. It is known, for example, that already at present a large number of universities and higher educational institutions.

The most effective way to train specialists of secondary, and then higher professional education is the system of multi-level continuous professional education "university - college" or "university - college - lyceum". The educational program consists of successive stages, the first of which is implemented by the lyceum in accordance with the state standard of primary vocational education and/or by the college in accordance with the state standard of secondary vocational education. The next stage is implemented by the university in accordance with the state standard of higher professional education.

Students (40-45% of students in the secondary education system) enter the primary vocational education system of four to six years either after the seventh grade and combine four years of general secondary school with two years of specialized vocational education, or after the ninth grade and combine two years of general education schools (up to grade 11) with two years of specialized vocational education. Educational institutions offering this type of education are called vocational schools - vocational schools. Some vocational schools have been transformed into vocational "lyceums" and offer a third year of specialized vocational education to meet labor market demands. Thus, initial vocational education is aimed both at continuing general education and at acquiring special professional skills. Under the Constitution, basic education is free [9-11].

In the system of secondary vocational education, lasting from four to five years, students (about 15% of students in the secondary education system) enter either after the ninth grade and receive two years of general secondary education (up to grade 11) and two years of specialized vocational education, or after grade 11 and

receive two years of specialized vocational education. Educational institutions offering this type of education are called technical schools. They prepare students to work as mid-level specialists and technicians. A number of technical schools have recently been upgraded to the rank of "colleges". Colleges offer an additional year of study and are evolving into institutions that occupy an intermediate position between secondary and higher education. A college graduate who has received a secondary vocational education, when entering a university, sits on a student bench together with a graduate of a general education school. But he is 2-3 years (sometimes 4-5 years) older than the school graduate, the level of knowledge of a college graduate in many subjects studied at the university already meets the requirements of higher education. It is obvious that it is expedient to train a college graduate in a shortened or accelerated program of higher professional education.

This problem is solved in the system of multilevel continuing education by integrating educational institutions of different levels and creating university complexes, within which the basic state educational standards of all types of educational institutions are interconnected, which makes it possible to reduce the training period for students of vocational schools and colleges who wish to receive higher education by 2 -3 years. In addition, the integration of primary and secondary vocational education institutions will make it possible to overcome the isolation of the latter from the needs of regional labor markets, as well as duplication of each other in terms of tasks, profiles and lists of specialties, quality of training, places of employment of graduates, etc.

Conclusions

The new socio-economic reality and the logic of the internal development of the education system actualize the task of integrating primary and secondary vocational education institutions into a single system of basic vocational education, its multi-level alignment based on the integral type of professional educational institution - the regional college [3]. The regional college, in turn, is integrated into the educational structure, which is called the "university complex".

The university complex is the basis of the entire continuous multi-level education system in the region, which includes an educational and pedagogical complex, colleges as an important link in early vocational guidance and training of young people in the system of multi-level continuous professional education, as well as gymnasiums, lyceums, special schools and special classes that form an environment for identifying and development of talent, inclination and ability of young people from an early age with the possibility of bringing them to the forefront of

human knowledge in relevant areas and specialties at the university [1, 12].

Another possible form of the integration process is the organization by several colleges and universities of a non-profit association - an association.

In addition, the structure of the system of multi-level continuous education involves the creation of educational districts, where educational institutions of various types are united under a single management in order to harmonize educational programs and fulfill the social order for the training of qualified workers and specialists. The integration of educational institutions in the system of multilevel continuing education provides for the harmonization of curricula and programs of the disciplines studied, the improvement of methods for conducting all types of classes and practice, the internship of college teachers at the university and the participation of university teachers in the educational process of the college, improving the quality of the methodological support of the educational process, joint scientific and scientific and methodological work.

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