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SUCCESSION IN SECONDARY AND HIGHER EDUCATION IN UKRAINE FROM THE VIEWPOINT OF THE “NEW UKRAINIAN SCHOOL” CONCEPT

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Abstract. *The article is devoted to the solution of the problem of preserving the didactic principle of succession in secondary and higher education in Ukraine. The author underlines that adoption of the Law of Ukraine “About Education” will cause significant changes in higher school and proves that certain amendments should be made to the documents which regulate the activity of the system of higher education in our country. Academic process in Ukrainian universities should be more practically oriented. Financing of educational reforms should be strictly regulated by the new law.*

Keywords: *succession in secondary and higher education, adoption of the Law of Ukraine “About Education”, changes in higher school, amendments, competence approach to teaching, financing of educational reforms.*

New challenges are in store for the Ukrainian educational system caused by the adoption of the new Law of Ukraine “About Education” which is to be approved by the Verkhovna Rada in autumn 2017. The main changes are concentrated around the concept of the “New Ukrainian school” the draft of which was widely discussed by the Ukrainian society. The first version of the conceptual principles of the reform of secondary education was published by the Ministry of Education and Science of Ukraine in June 2016. This document explains the ideology of changes in education which are put into the basis of the new Law “About Education” (#3491-d from 04.04.2016) [1]. According to this Law the main conceptual principles of the reform of secondary education should be as following:

- from virtual accumulation of knowledge – to real development of skills;
- from punishment for mistakes – to creative research;
- from exhausted learning by heart – to joyful discoveries [2, p.5].

Analysis of the concept of the “New Ukrainian school” and new standards of education shows that transition of secondary school from knowledge-centered to competence approach in teaching would cause certain changes in higher education in order to guarantee the succession in secondary and higher education in Ukraine.

During more than two decades of Ukrainian independence our pedagogical science paid enough attention to the problems of higher school while the position of secondary school constantly worsened. Ukrainian scholars researched the problems of life-long learning (V.Andruschenko, S.Goncharenko, S.Sysoeva, G. Vasianovych and others) as well as the questions of integration of Ukrainian system of higher education into international and European educational systems and joining the Bologna process (V.Kremin’, N.Nychkalo, I.Ziaziun etc). Urgent questions of quality of higher education in Ukraine and competitiveness of our universities’ graduates on the world labour market attracted attention of a number of scientists (T.Levchenko, V.Lugovy, V.Maiboroda, G. Onkovych etc.). Our scientists actively researched and discussed different ways of computerizing secondary school and implementation of informative and communicative technologies in teaching process (M. Zhaldak, G. Kozlakova, T. Tykhonova etc.). Ministry of Education rushed from implementation of independent assessment of school leavers’ knowledge to changing the conditions and rules of entering universities. As a result in 2014 the Law of Ukraine “About Higher Education” was adopted [3] which did not provide the succession in secondary and higher education in our country (may be because all ministers of education from 1991 to 2016 were representatives of academies and universities). It announced the autonomy of universities and declared integration of Ukrainian system of higher education into international and European educational systems as well as many other important changes paying no attention to succession in secondary and higher education in Ukraine.

In the course of time it became clear that radical changes in higher school were impossible without corresponding changes in secondary education. It was believed that computerizing of schools and implementation of informative and communicative technologies into teaching process will automatically solve all secondary school problems. In reality it appeared that schoolchildren spend too much time at their computers spoiling their health and doing harm to their personal development. Preparation for independent assessment of school leavers’ knowledge did not form any practical skills necessary in real life, critical thinking, ability to work in a team, valuable orientations. All this caused the necessity to pay more attention to the problems of secondary school and work out the new concept of secondary education which resulted in implementation of competence approach to teaching instead of existing now knowledge-centered approach.

So **the aim of the article** is to draw the scholars' attention to the problem of providing the succession in secondary and higher education in Ukraine because as soon as secondary school implements competence approach to teaching and combines knowledge with practical skills, university educators will have lots of problems with their too many theoretical courses and absence of practically oriented classes.

The didactic principle of succession in teaching was formulated by Check scholar Yan Amos Komensky more than three hundred years ago and supposes that the process of gaining knowledge and skills should be done step by step, from simple things to more complicated ones [4]. The new knowledge should be based on the previous one, and new skills developed on the basis of already formed ones. Wise people used to say that it is impossible to create the fifth floor of the house without having built the first four floors. The same is in pedagogy: to obtain new professional knowledge at the university school-leavers should have firm basic knowledge on the target disciplines connected with the future profession.

But in our case having already formed certain competences at school, students will have to make steps backward if Ukrainian universities do not implement competence approach to teaching instead of now existing knowledge-centered one. Implementation of competence approach would allow university students not only to gain new knowledge but also develop new skills necessary for their future professional activity. To reach this it is necessary to shorten theoretical courses and pay more attention to working out practical skills. It is also important to practise students in taking decisions and bearing responsibilities for their results. Students should not be afraid of making mistakes and be able to correct their actions according to constantly changing situations. They should be more self-reliable and confident in their abilities to influence the situation if necessary and cope with any difficulties. If students have already formed the grounds of critical thinking at school and university lecturers make them believe their pure words there would be no progress in learning because teaching in such a case is based on obsolete truths and modern students having got unlimited access to information in the Internet will not trust university professors who operate traditional knowledge.

If the new Law of Ukraine "About Education" and the concept of the "New Ukrainian school" are approved by Verkhovna Rada of Ukraine, transformation of the whole system of higher education in our country is unavoidable.

The content analysis of the documents which regulate the activity of secondary and higher education in Ukraine proves that there are some common problems in secondary and higher schools in our country, e.g.: autonomy of schools, teachers and universities, modernization of educational management by getting rid of paper circulation of documents and implementation of electronic

circulation, shortening of reports sent to central regional bodies and ministry etc. The authors of the “New Ukrainian school” concept worked out the formula of new school which contains nine key components:

- new content of education based on forming competences;
- motivated teacher who has freedom for creativity and develops professionally;
- modern bringing-up process which forms personal values;
- decentralization and effective management;
- pedagogy of cooperation based on partnership of students, teachers and parents;
- orientation on learners’ needs;
- new school structure which enables gaining competences for life;
- equal distribution of money in order to give each child access to high quality education;
- modern educational environment [2, p.7].

At the same time there are certain contradictions between the two Laws. Paying much attention to the quality of education the Law of Ukraine “About Higher Education” (2014) does not touch any problems of secondary school or questions of succession. The draft of the new Law of Ukraine “About Education” (2017) providing for twelve-year secondary education supposes shortening of university studying for bachelor degree from four to three years. In its turn this fact requires changes in university plans and curriculum and dismissing as redundant a number of higher school educators. Besides the new law presupposes uniting several school subjects into one integrated course, for example mathematics, algebra, geometry will form one course with physics and astronomy. Geography, biology and chemistry will be integrated into one course “nature study”. In this way the number of school subjects will be reduced from 22 to 9. The question is: where they would get teachers who are simultaneously professional in geography and chemistry? That is one more challenge for pedagogical universities – to train “universal” teachers, capable of teaching several different subjects with the same degree of professionalism. But this process requires certain time even if in-service teacher-training institutes help cope with the problem and propose short-time courses for already working school teachers.

The next problem is connected with the necessity of new text-books for learning new integrated disciplines, and the process of writing a text-book also needs some time for its compiling, approval and editing, saying nothing about its delivering to each school. First special committees should be organized for training people how to create a text-book. New manuals should not be overloaded with information and tasks – they are to be readable, interesting, containing materials for developing students’ creativity, communication skills, habits of collaboration and exercises for training critical thinking. Now we are

lack of such text-books and our students have to comprehend the content of existing books for granted.

To worsen the situation, the new law does not regulate the financial side of the reform: who is going to give money for all these changes - Ministry of Education, local self-governing bodies or parents? If there is no money – all reforms will be just on paper not in reality. The question of financing any reform is the main one. Independent Ukraine faced a lot of excellent projects and plans which were not realized because of the absence of money.

In recent years many representatives of educational community widely discuss the problem of involvement business structures into solving material questions of higher school. In the United States and in most European universities business structures are actively engaged in the process of preparing future highly qualified specialists for their firms donating money and inviting students to have practice on their firms and enterprises. "Head-hunting" process is normal for modern firms in the West. Businessmen are ready to invest their money in education of their potential workers. Starting from the third year of studying students in western universities compete for being chosen by business firms for taking grants and working places after graduation. Our business takes university graduates - "ready" specialists without investing money in their training. Such a situation is to be changed on the state level and regulated by law. Without material support on the part of business structures it would be rather difficult for many universities not only to create comfort conditions for studying and development but even to survive.

In conclusion it is necessary to note that for performing any real reform it is necessary to unite the initiatives of the Ministry of Education and Science, researches of scientists, efforts of schools and universities, parents' desires with positive changes in the society' opinion. It is necessary to come from declarations and good wishes to consolidation of all available human and material resources in order to proceed from words to actions on the long way of transformation of our educational system providing for the succession of all stages of getting modern education.

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**‘PUBLIC SPEAKING’ COURSE FOR FUTURE SOCIOLOGISTS AS
MEANS OF DEVELOPING THEIR PROFESSIONAL SKILLS**

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Abstract. *The article is dedicated to the importance of effective teaching public speaking skills to those professions, namely sociologists, which are closely connected with dealing with people, learning their opinion and conveying their own ideas and views. The article proves the importance of the course for sociologists who, according to State Profession Classifier can take positions of analysts, sociological company and project leaders, mass media and public relations specialists, HR-managers, political parties consultants and so on. The list of professions shows that skills of public speaking are crucial for them. The article presents the main ideas and methods of teaching ‘Public Speaking’ course and gives recommendations how to make it more effective and helpful. The article proves that the course of ‘Public Speaking’ is an integral part of their professional preparation and future ability to solve social problems successfully.*

Keywords: *public speaking, communication, oratory skills, rhetoric, positive impression, outstanding speakers*

Ability to be eloquent, to speak well in public is valued greatly in all nations. One of the greatest orators of antiquity Cicero stated that people who were able to speak well, were amazed, respected and considered gods among people. That is why oratory art or rhetoric appeared in ancient Greece as one of the main skills of statesmen and not only. It was an answer to the demand of society for its development as all the essential issues were discussed and problems were solved at the public meetings. That is why every member of society needed to possess such skills. The first works devoted to rhetoric belonged to Lysias and Gorgias. Their great followers were Plato and Aristotel. The most prominent orators of those times were Demosthenes, Pericles, Socrates.