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ЗМІСТОВИЙ КОМПОНЕНТ ПРОФЕСІЙНОЇ ПІДГОТОВКИ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ В ПЕРІОД СТАНОВЛЕННЯ НЕЗАЛЕЖНОЇ УКРАЇНИ

Анотація. У статті проаналізовано зміст професійної підготовки здобувачів вищої освіти у закладі вищої освіти в період становлення незалежної України. Розглянуто трансформацію змісту освіти, вплив міжнародних освітніх процесів, формування освітніх стандартів та пріоритетів модернізації, які визначили подальший розвиток освітнього середовища України.

Дослідження показало, що за час становлення української системи вищої освіти змістовий компонент професійної підготовки фахівців зазнав суттєвого перегляду як у структурному, так і в змістовному аспектах, зокрема:

- переосмислено поняття змісту освіти, що зумовило формування багаторівневої структури освітніх програм, яка передбачала чіткий поділ на три ключові складові: фундаментальну, професійно-орієнтовану та варіативну підготовку;
- запроваджено компетентнісний підхід до навчання;
- розширено практико-орієнтовану складову змісту освіти;
- інтегровано гуманітарну складову;
- здійснено адаптацію української освіти до європейських освітніх стандартів;
- посилено міждисциплінарність та адаптивність змісту освіти до потреб сучасного професійного середовища;



- посилено національний компонент у змісті вищої освіти.

Основними характеристиками змісту професійної підготовки на сучасному етапі є: модульна та компетентнісна структура освітніх програм; збалансованість між теоретичною та практичною складовими підготовки студентів; варіативність освітніх програм; міждисциплінарність та гнучкість змісту; діджиталізація освітнього середовища; інтернаціоналізація змісту освіти; гуманітарна та етична підготовка.

Зроблено висновок, що реформування змістової складової професійної підготовки фахівців у закладах вищої освіти України в 1990-х роках – на початку XXI століття супроводжувалося глибокими структурними та методологічними змінами. Ці трансформації були зумовлені необхідністю побудови власної освітньої політики, орієнтованої на гуманізацію, компетентнісний підхід, демократизацію та інтеграцію в європейський простір. Незважаючи на виклики і труднощі впровадження реформ, було закладено основи сучасної багаторівневої моделі підготовки фахівців, адаптованої до потреб ринку праці та соціокультурних змін.

Ключові слова: змістовий компонент, здобувачі вищої освіти, заклад вищої освіти, незалежна Україна, професійна підготовка, освітня програма, ціннісні орієнтації, національний компонент, компетентнісний підхід, інтеграція, діджиталізація, міждисциплінарність.

CONTENT COMPONENT OF PROFESSIONAL TRAINING OF HIGHER EDUCATION APPLICANTS IN THE PERIOD OF FORMATION OF INDEPENDENT UKRAINE

Abstract. The article presents an analysis of the content of professional training of higher education students in a higher education institution during the period of formation of independent Ukraine. The transformation of the content of education, the influence of international educational processes, the formation of educational standards and the priorities of modernisation, which determined the further development of the educational environment of Ukraine, are considered.

The study has shown that during the formation of the Ukrainian higher education system, the content component of professional training has undergone a significant revision in both structural and content aspects. In particular:

- the concept of educational content was redefined, which led to the formation of a multi-level structure of educational programmes, which provided for a clear division into three key components: fundamental, professionally oriented and variable training;
- a competence-based approach to learning was introduced;
- the practice-oriented component of the education content was expanded;
- the humanitarian component was integrated into the structure of professional training;
- Adaptation of Ukrainian education to European educational standards was carried out;
- interdisciplinarity and adaptability of the content of education to the needs of the modern professional environment were enhanced;
- the national component in the content of higher education has been intensified.

The main characteristics of the content of professional training at the present stage are: modular and competence-based structure of educational programmes; balance between theoretical and practical components of student training, variability of educational programmes; interdisciplinarity and flexibility of content; digitalisation of the educational environment; internationalisation of educational content; humanitarian and ethical training.

It is concluded that the reform of the content component of professional training in Ukrainian higher education institutions in the 1990s – early twenty-first century was accompanied by profound structural and methodological changes. These transformations were driven by the need to build its own educational policy focused on humanisation, competence-based approaches, democratisation and integration into the European space. Despite the challenges and difficulties of implementing the reforms, the foundations of a modern multi-level model of training adapted to the needs of the labour market and socio-cultural changes were laid.

Keywords: content component, higher education students, higher education institution, independent Ukraine, professional training, educational programme, value orientations, national component, competence-based approach, integration, digitalisation, interdisciplinarity.

INTRODUCTION

The problem formulation. After the declaration of independence in 1991, Ukraine's higher education system faced the need to fundamentally rethink its functions, values and organisational foundations. Moving away from the centralised Soviet model, which was based on ideological dogmas and command-and-control approaches, the national education system began to develop towards a democratic, open and socially oriented model. In this process, the problem of rethinking the content component of professional training as one of the main factors in ensuring the quality of higher education has become particularly relevant.

The professional training of higher education students in the 1990s had to take into account new social demands, labor market challenges, integration processes in Europe, and globalization trends. This necessitated revising the traditional content of education, introducing a competency-based approach, strengthening the humanitarian component, and integrating theoretical knowledge with practical training.

Analysis of recent research and publications. The problems of development of vocational education in general and vocational teacher education in particular have been studied and are being studied by many domestic and foreign scholars. Thus, in general theoretical terms, the problems of teacher training were deeply studied by V. Bondar. O. Dubaseniuk, I. Ziazun, V. Kremen, O. Tsiuniak, and others. Fundamental developments in the field of theory, philosophy and sociology



of education, study of teacher's personality, as well as training were carried out by V. Andrushchenko, M. Boychenko, S. Klepko and others. The issues of the nature and content of the activities of professional and pedagogical workers, as well as the problems of their training were considered in the works of H. Bilavych, N. Nychkalo, L. Prokopiv, V. Stynska, O. Kirdan, V. Frytsiuk, and others.

THE PURPOSE OF THE RESEARCH – analysis of the content component of professional training of higher education students in higher education institutions of Ukraine in the period of formation of an independent educational system.

RESULTS OF THE RESEARCH

In the post-Soviet period, the humanisation of higher education content has become not only a theoretical slogan, but a concrete challenge to rethink the philosophy of education. In practice, the structure of educational content shifted from ideological subjects to a humanistic model with an emphasis on personal development and professionalisation (Zyazyun & Sukhomlynska, 1997, p. 57). This was accompanied by the introduction of state educational standards, which were supposed to ensure unified requirements, transparency of results and unity of the educational space within the country (Luhovyi & Talanova, 2000).

During the period of formation of the Ukrainian higher education system, the content component of professional training has undergone a significant revision in both structural and content aspects. These changes were caused by both internal transformations related to the declaration of independence and external influences, in particular, globalisation processes and integration into the European education area.

First of all, there was a rethinking of the concept of education content, which became not only a set of knowledge and skills, but a holistic system that reflects the competences, personal qualities, values and social responsibility of the future specialist (Bondar, 2003). This led to the formation of a multi-level structure of educational programmes, which included a clear division into: fundamental training - general cycle disciplines that form a broad worldview base; professionally oriented training - courses that provide specialised professional training; Variable component - disciplines of the student's or HEI's choice, which allow adapting the educational trajectory to individual needs or regional/market demands (Luhovyi & Talanova, 2000).

This approach ensured that the curriculum was individualised and met the requirements of the modern labour market and the graduate's professional flexibility. It also helped to balance the academic, practical and personality-oriented components of training.

One of the defining features of the period was the introduction of a competency-based approach. In contrast to the traditional knowledge paradigm that dominated Soviet education, the new model focused on achieving specific learning outcomes – formed competences that ensure readiness for professional activity, self-education and adaptation to change (Bondar, 2003).

Another important stage of the reform was the expansion of the practice-oriented component of the education content. Attention was paid to internships, work placements, courses with the participation of invited production specialists, and dual forms of education. This reflected the need to connect with the labour market and the need to develop so-called «soft skills» – communication, analytical, and organisational skills.

As part of the structural changes, content was also demonopolised: HEIs gained greater autonomy in developing curricula, creating their own discipline programmes, and developing interdisciplinary courses. In this way, they began to play an active role in shaping educational content that met the realities of regional and sectoral needs.

Special attention should be paid to the integration of the humanitarian component into the structure of professional training. The humanisation of education, as described by I. Zyazyun and O. Sukhomlynska (1997), led to the inclusion of disciplines in philosophy, sociology, history, ethics, religious studies, Ukrainian and world culture in the curricula of not only humanities, but also technical and natural sciences.

Since the early 2000s, the issue of adapting Ukrainian education to European standards has become more relevant. State standards of higher education were seen as an important means of state regulation of the quality of education. They were supposed to ensure the unity of the educational space, equal access to quality education and transparency of its assessment (Luhovyi & Talanova, 2000). Accordingly, integration into the European educational space raised the question not only of changing the forms, but above all of changing the content of education' (Talanchuk, 2002, p. 15). In this context, the educational system began to be seen as a factor of social development and modernisation of the country (Kremen, 2005).

The formation of professional competence has gained importance as a process of integration of knowledge, skills, abilities and value orientations necessary for effective professional activity (Bondar, 2003, p. 44).

Interdisciplinarity has become one of the key factors in updating the content of higher education. It allows students not only to have a deeper understanding of the subject matter, but also to consider professional problems in conjunction with other fields of knowledge, which makes critical and systemic thinking skills more relevant.

The interdisciplinary approach was implemented through: integrated training modules; joint courses for several specialities; project-based learning with the participation of teachers from different fields of knowledge.

This contributed to the formation of a flexible professional identity of the future specialist and adaptability to change.

An equally important component of the new educational paradigm was the adaptability of the learning content, which was ensured by the variability of curricula, selective blocks, a module-rating system of assessment, and flexible learning formats (blended, distance, dual, etc.).



Thus, structural changes in the content component of professional training reflected a system-wide shift towards quality, mobility, openness and interdisciplinarity. This became the basis for the transition of Ukrainian higher education from the traditional learning paradigm to a modern competence-based model.

Among the main documents that defined the strategic guidelines of the reform are the State National Programme «Education (Ukraine in the XXI century)» (1993), the National Doctrine of Education Development (2002) and the National Strategy for Education Development (2013). These programmes recognised the main priorities as updating the content of education, democratisation of the educational process, introduction of effective pedagogical technologies, integration of national and universal values, and involvement of leading scientists and specialists in the educational process (Sichkarenko, 2014, p. 53).

According to the Law of Ukraine «On Education», a three-tiered system of training was integrated into higher education: bachelor's, specialist's and master's degrees. This became a prerequisite for testing new educational and professional programmes in leading Ukrainian higher education institutions. However, at the initial stage of implementation, difficulties arose due to the lack of a regulatory framework, differences in curricula, and weak inter-institutional coordination (Sichkarenko, 2014, p. 55).

Updating the List of fields of study and specialties, which needed to be adapted to the international ISCED classification, also remained problematic. A significant step forward was the consideration of the experience of the Soviet school in combination with modern labour market requirements. Integrated areas of study were gradually introduced, allowing for professional retraining in a short time.

An important area of change was the strengthening of the national component in the content of higher education. This involved the active introduction of the state language, the development of courses on Ukrainian culture, history, folklore, source studies, sociology, etc. The share of Ukrainian studies in the teaching and methodological support increased, and new disciplines with a national context emerged. Thus, the nationalisation of education has become not only a political act, but also an important factor in the formation of students' identity (Sichkarenko, 2014, p. 64).

In the current conditions of socio-economic development, digitalisation, globalisation and integration into the European educational space, the content of professional training of students in Ukrainian higher education institutions is undergoing a qualitative update. Its main goal is to form a highly qualified, competitive, mobile and socially responsible specialist capable of effective professional activity, self-development and adaptation to changes. The main characteristics of the content of professional training at the present stage:

- Modular and competence-based structure of educational programs, where each module is aimed at forming a specific competence - general or professional.
- A balance between theoretical and practical components of student training, which is one of the defining trends in modern higher education. In the past, higher education in Ukraine tended to be predominantly academic and theoretical, with practical training often limited to formal internships. However, in response to labour market demands and international educational trends, since the 2000s, there has been an active reorientation of the content of education towards a practice-oriented model, which includes:
 - introduction of practices and internships at enterprises, state institutions, cultural and scientific institutions.
 - dual education is a modern model in which education takes place simultaneously in a higher education institution (theoretical knowledge) and at an enterprise (practical skills).
 - Project-Based Learning. Within disciplines or interdisciplinary courses, students work on real or close-to-practice projects: business plans, technical developments, cultural or educational initiatives. This helps to develop teamwork, complex problem-solving skills, creative and critical thinking;
 - case-based learning. Many specialties (law, economics, medicine, management) use real or modelled situations from professional practice. Students analyse cases, make decisions, and defend their positions, which brings learning as close as possible to the conditions of future professional activity.
 - Simulation training and virtual laboratories. The use of digital technologies allows us to create virtual environments where students train on simulators (in medicine, aviation, engineering, IT). This is a safe environment for developing professional skills.
 - Variability of educational programs: based on the principles of academic freedom, individualization and focus on the needs of the student's personality. The variable part of the educational program provides for the possibility of a student's conscious choice: individual disciplines, modules, forms of control, types of practice, and sometimes even the trajectory of coursework or qualification works. This approach contributes to the personalization of learning, when a student independently forms his or her educational trajectory in accordance with: individual interests, professional orientations, level of training, and future career goals.

Variability also provides for the possibility of: choosing disciplines from other educational programs; cross-registration between faculties; involvement in interdisciplinary courses or courses of other universities within the framework of academic mobility programs.

The introduction of variability has also become a tool for differentiating HEIs, as each institution has the opportunity to create unique educational offerings that reflect its scientific and pedagogical potential, partnerships with the labor market, regional needs, and strategic development goals.

- Interdisciplinarity and flexibility of content, which allows for a quick response to the challenges of time and labor market needs.



- Digitalization of the educational environment, which includes: integration of information and communication technologies (ICT) into all components of the educational process; use of distance learning platforms (Moodle, Google Classroom, Microsoft Teams, Zoom, Coursera, Prometheus, etc.); creation of e-learning courses, interactive modules, virtual laboratories; development of students' digital literacy as a key competence of a modern specialist. A special place is occupied by blended learning, which combines face-to-face and online learning. This format increases the flexibility of the educational process, allows you to adapt the pace of learning to the individual capabilities of the student, and develops independent work skills.

In the context of the COVID-19 pandemic, the digitalization process has accelerated significantly, demonstrating not only the need for but also the effectiveness of digital solutions. Today, it is no longer an additional option, but an integral part of professional training in higher education.

- Internationalization of the content of education, which is implemented through: participation of higher education institutions in international educational programs (Erasmus+, Horizon, Jean Monnet, DAAD, etc.); development of joint educational programs of double/triple diploma with foreign universities; teaching of certain disciplines in English (ESP - English for Specific Purposes); inclusion of global issues in the curriculum: Sustainable development, international law, intercultural communication, European integration; academic mobility of students and teachers, which facilitates the exchange of experience and mutual enrichment of educational practices. The internationalization of educational content allows to train a new type of specialist - open to intercultural interaction, able to work in an international environment, possessing global competencies and awareness of their role in the global professional community.

In addition, humanitarian and ethical training plays an important role in the modern content of education, forming a conscious citizen capable of social responsibility, critical thinking and ethical professional choices.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, the reform of the content component of professional training in Ukrainian higher education institutions in the 1990s and early twenty-first century was accompanied by profound structural and methodological changes. These transformations were driven by the need to build its own educational policy focused on humanization, competence-based approaches, democratization and integration into the European space. Despite the challenges and difficulties of implementing the reforms, the foundations of a modern multi-level model of training adapted to the needs of the labor market and socio-cultural changes were laid.

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