

Palchuk Olena
Ph.D. in Economics, Associate Professor
Kyiv National University of Technologies and Design;
University of Helsinki

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UKRAINIAN EDUCATION IN MODERN REALITIES: OPPORTUNITIES AND PROSPECTS

In the modern world, the most important factor in economic development is human capital. States are actively fighting for the quality of this capital, because it is a guarantee of their future sustainable development.

The preservation and development of human capital has long been a challenge for our country. For many years, we have been observing the trend of the outflow of talented young people abroad, and with the beginning of a full-scale invasion, this trend has taken on catastrophic scale.

We observe the outflow of young people abroad on the one hand and the lack of qualified personnel inside the country on the other.

Today, thanks to innovation, many workers become redundant, and their skills do not meet the requirements of the modern economics. Employees who do routine tasks become unnecessary. Companies need creative people who are able to solve complex tasks and find ways to increase the effectiveness of the organization.

However, such are a minority among modern graduates. On the contrary, we often see how schools try to destroy any creative abilities in their students.

Ukrainian education has long been out of step with the times. Our education was stuck in the period of industrialization, when a large number of workers were needed who could perform mechanical work in plants and factories. But the modern world requires completely different skills, abilities and abilities. So why do we spend a lot of time and money on acquiring knowledge that we do not need at all or that can be easily found in the Internet.

The government invests a lot of money in constant changes and rewriting of textbooks, development of various tests, we increase the workload of children in schools, robbing them of the opportunity to explore nature and forcing them to cram a large amount of unnecessary information,

taking away a large part of their childhood and provoking them to hate school. There are a lot of complaints from both children and parents about the fact that high school is generally focused not on studying but on preparing for tests.

At the same time in the new Law of Ukraine "On Higher Education" dated July 1, 2014 No. 1556-VII, the main endowment of higher education is the preparation of "... competitive human capital for high-tech and innovative development of the country, self-realization of the individual, meeting the needs of society, the labor market and the state." in qualified specialists".

Employers cannot find suitable specialists, and students cannot find normal work in their specialty. Lack of practical professional skills is noted by 61% of respondents from among employers. And so the question arises, why does the state spend a lot of money on education that does not bring results?

If you look at the statistics, higher education in Ukraine has a mass character. Ukraine ranked 14th out of 131 countries in the 2020 Global Innovation Index in terms of higher education coverage of the population. Higher education coverage of the population in our country is 82.7%, for comparison in Germany – 70.2%, Poland – 67.8%, Great Britain – 60%.

And, of course, we could be proud of such a high level of qualification of the population if educational skills were really effectively applied in the state's economy.

If other indicators are taken into account, for example, the share of working women with higher education and scientific degrees in the total number of employed in Ukraine, then this indicator is one of the largest in the world and is 30.4% (3rd place).

Since the introduction in Ukraine in 2008 of external independent evaluation (EXE) as a mandatory condition for admission to a higher educational institution, the number of those who took part in EXE was no less than 95% till 2015, which indicates a high demand for higher education among the population.

A strange situation arises when education does not provide the necessary skills, but the demand for it is high.

For the most part, the knowledge and skills provided by the school have little to do with the child's real needs. We evaluate children according to averaged general criteria and scold them for academic failures, instead of revealing their abilities and creative potential leads to complexes and self-doubt. First, we force them to prepare for tests day and night, assuring them that this is the only way to get a promising well-paid job, and then when

they face reality and cannot find this well-paid job, they face a lot of psychological problems.

We have been living in an information society for a long time, which no longer requires memorising tons of information and the ability to perform mechanical work, all this is done for us by robots and computers. Today, when information is available anywhere and at any time, it is much more important to acquire other skills: ask the right questions, critically evaluate everything around you, skilfully find the necessary information, be able to collaborate and communicate effectively and form your own opinion, have your own unique perspective on things.

It is precisely these skills that the modern world needs, and it is precisely these skills that schools develop the worst.

Low employment opportunities after graduating from a higher education institution, together with the often unsatisfactory quality of education, encourage the most talented and ambitious students to enter higher education institutions abroad. The trend of increasing Ukrainian students in EU universities is exacerbated by the aggressive policy of universities, the absence of entrance tests, and the possibility of employment in the EU. During the period from 2008 to 2017, the number of Ukrainians who went abroad for higher education increased more than three times – from 24,254 to 79,253 people. Since the beginning of the full-scale invasion, this trend has taken on catastrophic proportions.

The prevailing trend poses a huge threat to the reproduction of the intellectual, cultural and professional capital of society and limits the possibilities of the country's economy for innovative development.

At the same time, the countries where Ukrainian students go to study receive a number of advantages, because they often study at their own expense, besides, by attracting talented young people, the country contributes to the development of science and technology, as well as the growth of the economy.

Before the start of the full-scale invasion, Ukraine also attracted foreign students, while the world market for the provision of educational services for foreigners is highly competitive and global. Due to the low cost of education, students come to Ukraine mainly from Asian and African countries. The level of secondary education in these countries is not always satisfactory, which creates certain problems in ensuring the quality of higher education of students.

Further possibilities of attracting foreigners depend on the duration of the conflict and the further development of our country. At the same time, it is already necessary to think about what strategy should ensure the promotion

of Ukrainian higher education institutions on the world education market, strengthen the country's position in the world educational space and provide stability to the higher education system.

The demographic crisis is currently one of the most significant risks for the higher education system of Ukraine, which is the most difficult to resist, as it will have a long-term impact.

In addition, it is worth mentioning the risks of a long-term decline in the prestige of scientific work. Constant multi-year underfunding of science led to its decline and degradation. Due to the lack of adequate salaries, social guarantees and working conditions, young people do not go to work in science.

The export of qualified human capital, the import of technologies, the low level of support for science and innovative activities not only significantly slow down the sustainable development of the country and pose real threats to national security, but also gradually turn our country into a backward country.

Therefore, it is necessary to introduce changes already today: build a national strategy for the development of education based on modern realities, soberly assessing opportunities and challenges; develop and implement new forms of training in the process of training and qualification of personnel; analyze the challenges of the future and the demand for skills in the coming decades and update educational programs in accordance with the requirements of the time; deepen cooperation between science and business; update the humanitarian and technical directions in accordance with the requirements of the time, make them aimed at the formation of a creative, creatively thinking personality; create conditions for universal access to education; to restore the prestige of the profession of teacher and scientist.

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