

## **A MULTI-LEVEL SYSTEM OF HIGHER EDUCATION IN UKRAINE**

**Shaparenko O. V.**

*Candidate of Philosophical Sciences, Associate Professor,  
Associate Professor at the Department of Foreign Language Training,  
European Integration and International Cooperation,  
Research Institute UIPA of Kharkiv National University  
named after V. Karazin  
Kharkiv, Ukraine*

The transition of humanity from industrial to scientific and information technologies, the expansion of cultural and informational contacts between peoples and states, and the intensification of competition between them; the European choice of Ukraine in a new world architecture have caused her entering European and global educational spaces. The reform of the higher education system in Ukraine is characterized by the search for an optimal match between established traditions in Ukrainian higher education and new trends associated with entering the world educational space. In this context, the following trends are observed:

- the development of a multi-level system in many universities of Ukraine which provides greater mobility regarding the pace of learning and the choice of a future specialty. It forms the graduate's ability to master new specialties on the basis of the university education received;
- digitalization of higher educational institutions – including application of modern information technologies, wide connection to the Internet and intensive development of distance learning forms for students;
- the universityzation of higher education in Ukraine and the process of integration of all higher education institutions with the leading universities in the country and abroad, which leads to the emergence of university complexes;
- the transfer of Ukrainian higher education to self-financing;
- restoration of higher professional education and reshaping it in accordance with world standards [4].

Therefore, we are observing the transition of Ukrainian universities to “the mode of research and experimental work on the approval of new curricula, educational standards, new educational technologies and management structures” [5].

In this context, a multi-level educational process suggests the provision of the opportunity to achieve the level of education that corresponds to the

capabilities and interests of a person at each stage of education. Each level is a period that has its own goals, terms of study and characteristic features. The moment of completion of training at each stage is a qualitative completion of education. Thus, a multi-level system of higher education is focused on three levels: bachelor's, master's, doctoral. The formation of a system of multi-level continuous education as a single educational space involves the integration of various educational and professional institutions [6].

The effectiveness of the functioning of such a system is achieved by coordination and interaction of curricula and programs, which will allow to raise the level of fundamental, general cultural, humanitarian and socio-economic training. Besides, conditions are created for the optimal use of personnel potential 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 an individual education trajectory [2].

The main premise of the conceptual development of multi-level education is the maximum use of the individual capabilities of the person, improving the quality of education through the development of individual styles of students' educational activities and providing equal opportunities for this development. The implementation of this idea in practice is carried out by building a fairly flexible and extensive structure of education, distinguishing between scientific level and professional education, using new technologies in education and the concept of continuous education [5].

To sum up, training of a new generation specialist is a complex, multifaceted and long process; achieved only under the condition of continuous multi-level education. The system of multi-level education is considered by scientists as a system of interdependent elements that has internal integrity, comes from the model of the future activity of a specialist in different fields, ensures their continuous socio cultural, professional and personal development and is, in turn, an element of a wider system – a continuous, life-long education.

### References:

1. Lambert J., Chapman J., Lurie D. Challenges to the four-channel model of flow: Primary assumption of flow support the moderate challenging control channel. *Journal of Positive Psychology*. 2013. № 8. P. 395–403.

2. Маслюк Р. В. Проблема реалізації багаторівневої професійної підготовки учителів фізичної культури. URL: [https://dspace.udpu.edu.ua/bitstream/6789/4106/1/%D0%A1%D1%82%D0%B0%D1%82%D1%82%D1%8F\\_%D0%9C%D0%B0%D1%81%D0%BB%D1%8E%D0%BA%20%D0%A7%D0%B5%D1%80%D0%BA%D0%B0%D1%81%D0%B8.pdf](https://dspace.udpu.edu.ua/bitstream/6789/4106/1/%D0%A1%D1%82%D0%B0%D1%82%D1%82%D1%8F_%D0%9C%D0%B0%D1%81%D0%BB%D1%8E%D0%BA%20%D0%A7%D0%B5%D1%80%D0%BA%D0%B0%D1%81%D0%B8.pdf)

3. Міжнародні нормативно-правові акти про освіту та їхній вплив на формування державної політики в галузі освіти України. *Комітет Верховної Ради України з питань освіти, науки та інновацій* : Верховна Рада України – 2012. URL: [https://kno.rada.gov.ua/news/Publikatsiji/VI\\_skl/73183.html](https://kno.rada.gov.ua/news/Publikatsiji/VI_skl/73183.html)

4. Опубліковано Стратегію розвитку вищої освіти в Україні на 2022–2032 роки | Міністерство освіти і науки України (mon.gov.ua). URL: <https://mon.gov.ua/ua/news/opublikovano-strategiyu-rozvitku-vishoyi-osviti-v-ukrayini-na-2022-2032-roki>

5. Освіта в сучасній Україні / Педагогіка вищої школи. URL: [https://pidru4niki.com/12461220/pedagogika/osvita\\_suchasniy\\_ukrayini](https://pidru4niki.com/12461220/pedagogika/osvita_suchasniy_ukrayini)

6. Потапюк Л. М. Система сучасної освіти та перспективи її реформування. / Робоча програма навчальної дисципліни *Педагогіка і методика викладання у вищій школі* : Кафедра інженерної педагогіки, психології та українознавства : Луцький національний технічний університет. 2016. URL: [https://elib.lntu.edu.ua/sites/default/files/elib\\_upload/ENP%20%D0%9F%D0%BE%D1%82%D0%B0%D0%BF%D1%8E%D0%BA%20%D0%9B.%D0%9C/page7.html](https://elib.lntu.edu.ua/sites/default/files/elib_upload/ENP%20%D0%9F%D0%BE%D1%82%D0%B0%D0%BF%D1%8E%D0%BA%20%D0%9B.%D0%9C/page7.html)