

## TEACHING STAFF: ASSESSMENTS AND STEREOTYPES (BASED ON THE STUDY OF THE IMPLEMENTATION OF BOLOGNA SYSTEM)

### ПРОФЕСОРСЬКО-ВИКЛАДАЦЬКИЙ СКЛАД: ОЦІНКИ І СТЕРЕОТИПИ (НА ОСНОВІ ДОСЛІДЖЕННЯ ВПРОВАДЖЕННЯ БОЛОНСЬКОЇ СИСТЕМИ)

*The article deals with the analysis of assessments and stereotypes, which are connected with the implementation of the Bologna process in the system of higher education of Ukraine. It is noted that there is one more serious problem which has an effect in connection with the development of market mechanisms of regulation of an education system. It is gradual loss by higher education institute of the socializing function and transition to the relations between teachers and students by the principle: granting – receiving service. In our opinion, this dangerous phenomenon which undermines bases of joint scientific creativity in higher education institutions. Loss of the socializing function is not only a problem of comprehensive school. It is mentioned that this problem is a consequence of commercialization of modern education, noncritical, sample transfer of foreign culture samples including the distorted idea of the enterprise university which perfectly feels in the family environment of the American mentality, but it isn't adapted to our conditions yet. It is only worth noting that commercialization not only powerfully destroys today educational function of education, but also counteracts innovations, education distances from science, reducing the quality of education, profane its main function as a basic social institute of society. It is necessary to have it in a look when developing the state educational standards of higher education and also when forming criteria of the state certification of higher education institutions to consider that at further commercialization of an education system the last risks to disappear as the phenomenon, having turned only into commercial establishment and business structure of the large capital. The article reveals the results of a survey which was conducted within the research by the Department of Sociology and Political Science (National Aviation University, 2019) covered also audience of the teaching staff of higher education institution. There was conducted a standardized questionnaire of teachers (questionnaires with 16 questions) (n = 450: the stratified selection; controlled signs: gender, "age", an error  $\pm 2.2\%$ , reliable probability – 95.35%). Assessment by teachers of higher education institutions of results of introduction of the Bologna system, various aspects of education and educational process was the purpose of the research: qualities of training, the level of corporate culture, etc.*

**Key words:** higher education, University, Bologna process, institute, transformation.

*У статті здійснено аналіз оцінок та стереотипів, пов'язаних із впровадженням Болонського процесу у систему вищої освіти України. Зазначається, що є ще одна серйозна проблема, яка впливає на розвиток ринкових механізмів регулювання системи освіти. Це поступова втрата ВНЗ функції соціалізації та перехід до відносин між викладачами та студентами за принципом: надання – отримання послуги. На наш погляд, це небезпечне явище, яке підриває основи спільної наукової творчості у вищих навчальних закладах. Втрата функції соціалізації – це не лише проблема загальноосвітньої школи. Зазначається, що ця проблема є наслідком комерціалізації сучасної освіти, некритичної, вибіркової передачі зразків зарубіжної культури, включаючи спотворену ідею підприємницького університету, котра чудово втілена в середовищі американського менталітету, проте вона не пристосована до наших умов. Варто лише зауважити, що комерціалізація не лише сильно руйнує нині виховну функцію освіти, але й протидіє інноваціям, віддаленню освіти від науки, зниженню якості освіти, профанації її основної функції як базового соціального інституту суспільства. Це потрібно брати до уваги під час розробки державних освітніх стандартів вищої освіти, а також у формуванні критеріїв державної атестації вищих навчальних закладів, а також урахувати, що у разі подальшої комерціалізації системи освіти останні ризики зникнуть як явище, перетворившись лише на комерційний заклад та бізнес-структуру. У статті розкриваються результати опитування в рамках дослідження, проведеного кафедрою соціології та політології (Національного авіаційного університету, 2019 р.), що охоплювало аудиторію викладачів вищого навчального закладу. (N = 450: стратифікований відбір; контрольні ознаки: стать, «вік», помилка  $\pm 2,2\%$ , ймовірність – 95,35%). Метою опитування було оцінювання викладачами вищих навчальних закладів результатів впровадження Болонської системи, різних аспектів навчання та навчально-виховного процесу: якості навчання, рівня корпоративної культури тощо.*

**Ключові слова:** вища освіта, університет, Болонський процес, інститут, трансформація.

UDC 316.422:378.1(477)(043.5)  
DOI <https://doi.org/10.32843/2663-5208.2020.12-1.19>

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**Formulation of the problem.** The problems recorded during the research and way of an exit from them to some extent allow put forward the provision that for ensuring transformation of higher education at the level of the state conditions are created: Ukraine has signed the Bologna declaration, in the concept of modernization

of native education its principles are considered, the Ministry of Education and Science has approved the normative documents considering existence of governing bodies of quality of education in higher education institution, introduction of multilevel training of students, existence of the international exchanges of teachers

and students. And here higher education institutions don't hurry with implementation of the proposals made by the state yet (it doesn't belong to creation of departments of quality management as one of requirements of accreditation of institution of higher professional education. In our opinion one of the reasons of it is weak knowledge of the faculty of the purposes and problems of Ukraine in the context of implementation of the Bologna declaration, lack of multilateral awareness on opportunities and advantages of the Bologna system, and from teachers of the senior generation and a certain degree unilateral, odious perceptions of the Bologna innovations.

There is one more serious problem which has an effect in connection with development of market mechanisms of regulation of an education system and to which solution joint efforts of the state and local state bodies, governing bodies of higher education institutions, public organizations have to be directed. It is gradual loss by higher education institute of the socializing function and transition to the relations between teachers and students by the principle: granting – receiving service. In our opinion, this very dangerous phenomenon which undermines bases of joint scientific creativity in higher education institutions. Loss of the socializing function is not only a problem of comprehensive school. This problem is a consequence of commercialization of modern education, noncritical, sample transfer of foreign culture samples including the distorted idea of the enterprise university which perfectly feels in the family environment of the American mentality, but it isn't adapted to our conditions yet. It is only worth noting that commercialization not only powerfully destroys today educational function of education, but also counteracts innovations, education distances from science, reducing quality of education, profane its main function as basic social institute of society. It is necessary to have it in a look when developing the state educational standards of higher education and also when forming criteria of the state certification of higher education institutions to consider that at further commercialization of an education system the last just risks to disappear as the phenomenon, having turned only into commercial establishment and business structure of the large capital.

**Analysis of recent research and publications.** The attention of the Ukrainian sociological community is constantly drawn to education as a social institution and social aspects of higher education. Special attention is to be paid to the achievements of the sociologists of the second half of the 20<sup>th</sup> century including A. Astakhova, O. Dikova-Favorska, V. Dobrenkov, V. Nechaiev, S. Oksamytna, A. Osypov, Y. Podolska, M. Rutkevych, L. Rubin, L. Sokurianska,

M. Titma, V. Turchenko, F. Filippov, A. Shereha, S. Shchudlo, O. Yakuba and other scholars. These authors studied issues regarding the role of education in the development of the society, in social mobility, life plans of youth and social characteristics of lecturers and teachers. Thorough examination of sociocultural portrait and educational level of youth, labor activity and upbringing of students has been started already in the early 20<sup>th</sup> century. Studying opportunities for the use of student activity potential, behavior patterns in student groups, professional orientations of school graduates, influence of higher education on the structure of society (M. Rutkevych, L. Rubin, V. Shubkin) was flourishing in the 1960s. The researchers were examining social aspects of the education system and interrelations between the social institute of education and other institutes of society. An important contribution resulted from research on socialization due to the education and relationships of teachers with pupils and students (E. Astakhova, V. Dobrenkov, V. Nechaiev, A. Osypov, M. Rutkevych, F. Filippov, A. Shereha, O. Yakuba).

Today sociological aspects of education, problems of the institutional transformation in Ukraine are studied by I. Havrylenko, V. Horodianenko, D. Dzvinchuk, P. Kudelia, V. Luhovyi, M. Lukashevych, O. Navrotskyi, V. Pylypenko, L. Sidniev, Y. Siryi, O. Skidin, A. Furman, V. Chepak, Y. Chernetzkyi and others. Modern education sociology deals fruitfully with studying the structure of the social institute of education, its systems and subsystems (V. Luhovyi); social organizations, objects (E. Astakhova, P. Kudelia); subjects of its activity, functions of education in the sociocultural reproduction of society (M. Lukashevych, O. Navrotskyi); structures and essences of the educational process contents (I. Havrylenko, V. Pylypenko); education management (D. Dzvinchuk, Y. Zoska [3], O. Skidin, D. Sweets); the whole set of sociological research methods is used (V. Horodianenko, A. Shereha).

We should mention that the necessity of increasing the quality of training at higher educational institutions has never been an issue of great importance. According to L. Mitrovic, the modern reform of higher education, within the framework of the Bologna process, has produced a wide spectrum of commissions and bodies with their own advantages; they make decisions on important issues regarding educational processes without the consent of professors and also creating and delivering knowledge at the same. Leaving the teaching and scientific personnel out of the process of making decisions concerning organization of educational institution operation or training process at the institutions, it creates discordance and rupture between education contents and its organizational-legal form [7].

However, according to the American sociologist D. Bock [2], commercialization of higher education institutions can be viewed as a form and contents of education; many consequences are becoming visible already, and there are observed constant attempts to ignore them. Accreditation process seems to having released the curricula from “useless knowledge”; today to prepare for examinations a minimal amount of literature is needed, and evaluation of the necessary skills and knowledge that are to be mastered by students has simplified to mere tests which results are presented in several aspects [5]. All of this was done for the sake of achieving efficiency, productivity and competitiveness of higher education. Economic aspect makes people forget that education is based on its long-term humanistic values, which consider knowledge as significance, justice, freedom, equality of people, etc. Belonging to the most prominent types of goods, education offers the opportunity to become the development of the feeling of true and actual good [10].

**The main material.** Survey which was conducted within the research by educational and practical laboratory of the Department of Sociology and Political Science covered also audience of the faculty of higher education institution. There was conducted a standardized questionnaire of teachers (questionnaires with 16 questions) ( $n = 450$ : the stratified selection; controlled signs: gender, “age”, an error  $\pm 2.2\%$ , reliable probability – 95.35%).

Assessment by teachers of higher education institutions of results of introduction of the Bologna system, various aspects of education and educational process was the purpose of poll: qualities of training, the level of corporate culture, etc. First of all we will address estimates of effectiveness of the Bologna Process.

So, opponents and supporters of the Bologna Process divide a circle of respondents in half, insignificant advantage of supporters isn't essential (within a selection error). It demonstrates that faculties at the National Aviation University have no consensus concerning success of introduction of the Bologna Process through its shortcomings. About a half of respondents (45%) consider that hopes concerning improvement of quality of education were equaled.

Distribution of answers to a question is interesting: “Do you agree with the opinion of some experts that the ideas of the Bologna Process in the form in which they take root in Ukraine today, are in a conflict with national educational traditions and in this sense arise threat to its national interests?”. Only a little more than a quarter of respondents completely agree with this statement. Actually a half of respondents (50%) agree that the system is in a conflict with national educational traditions, but don't consider it as a threat

to national interests. Those, who doesn't agree with this question only 11% of respondents.

It is important to note that 84% of teachers consider themselves as patriots of Ukraine. Estimates by teachers and rating and modular system are ambiguous. So, nearly a half of respondents (47%) don't consider rating and modular system an effective method of assessment. A quarter more of respondents consider it the effective tool, but troublesome and inconvenient. Thus, in general prevailing most of respondents (72%) have shown discontent to rate and modular system. Teachers of higher education institution expressed similar estimates also on FGR which will be considered below, and then, actually, there will be clear a reason of such estimates. Also negative estimates are connected with low imagination of teachers about all opportunities to the Bologna system and insufficient ability to apply rating and modular scaling. A half of teachers of mainly advanced age will remember the Soviet system, and it is much more difficult to them to adapt to innovations which they usually critically perceive.

Usually for teachers of the European higher education institutions of introduction of the Bologna system contacts stimulation of the academic mobility, opening of borders for a floor of a scientific international discourse. These possibilities of the Bologna system aren't relevant for the Ukrainian teachers. Yes, those who consider that the academic mobility in recent years there were significantly only 6%. A third of respondents (32%) considers that the mobility has increased, but it isn't essential. Slightly more than a third (40%) claims that the mobility hasn't grown at all. As well as in the previous question, similar division of answers is sign of ambiguity of perception of consequences of introduction of the Bologna Process in Ukraine.

However, despite in general critical relation to the introduction of the Bologna system, more than a half (60%) of the interviewed teachers of higher education institution in general are happy with the quality of education which is provided to students of NAU [9].

Results of survey allow draw a conclusion that Bologna Process is still reluctantly perceived by the teaching case and causes discontent against the background of the fact that in general teachers assess the level of training and the organization of educational process positively. Focus group discussions with teachers of NAU have helped to understand the reasons of such contradictions. Therefore, subjects of awareness of teachers on opportunities of the Bologna system, assessment of its weaknesses and advantages, idea of teachers of motivation for training of the modern student and stimulants of his activity and interest in study were the main questions FGR. The most important qualities of the teacher, including professional advantages were separately discussed.



In total four FGR with teachers of various institutes of higher education institution have been carried out.

Teachers most often connect discontent with the Bologna system cautiously to lose own valuable practices of domestic educational system, its national specifics and so forth. Being afraid of unification and standardization, some respondents expressed opinion that the Bologna system is a way of enslavement and cultural colonization. According to a half of the participants of FGR, an adaptation of the Bologna system has actually taken place, but isn't absolutely successful. The form of rating and modular system in this sense, on the one hand, motivates the student to work, and on the other hand, promotes that training becomes often formal, declarative, proceeds for the sake of receiving points, but not actually knowledge. Control of depth of knowledge in this system is complicated and often deprives of the teacher of an opportunity to estimate the student objectively, not behind nominal points, and on actual knowledge. It should be noted that weaknesses of the system are estimated mainly by teachers of the senior generation. The teaching youth more creative and much easier and more positive perceives rating and modular system [6].

**Conclusions.** Unfortunately, our education now is not recovered by the academic mobility as it occurs in the West. Much better in the Western European teachers of a condition for work, in particular loadings and the salary – those conditions which initiate scientific creativity, vigorous scientific activity and the academic mobility. Unlike opportunities of the Bologna system, our teachers are perfectly informed of these factors. The lack of interest to its resources is explained by working conditions which are very limited rather scientific creativity and, respectively, mobility. Knowing about world abstract bases of scientific citing, for example Scopus, our teachers all the same quite skeptically and mistrustfully treat an opportunity wide presentation the practices with them on clear the language, financial and technical and professional reasons.

In regard to most typical representations about professional and pedagogical culture and professional advantages, first of all teachers allocate: brilliant knowledge of a subject and ability is professional and available at tax material. Further follow: ability to come into contact with audience, skill of oral speech, culture of behavior and even appearance, charm. It is interesting that ability to connect the material with future professional activity (the students as we remember, would wish to hear more) sounded much less often. The ability of the teacher to force the audience to think, to rationally use and plan time on occupation in general have been mentioned single. It is enough to pay attention to that fact that the standard of speech of the teacher has taken much above

the place, than the organization of space of cerebration of the student.

However the greatest disagreements in consciousness of the teacher and student the improvements of quality of education connected with factors by increase in interest in study. Teachers well understand the importance of this factor, first of all, connecting it with interest in a subject of the student. However, if students pin hopes for increase in interest in training on use of new methods of the organization of educational process (the first place in the rating of conditions), then this factor occupies the last of possible options teachers. It is probable to assume that thus contradictions of the intersubject relations which considerably reduce the potential of quality of education arise and are multiplied and minimize his sociocultural component.

At the heart of the western model of education which elements are transferred to formation of Ukraine and at the heart of the model realized in domestic option different conceptual components historically lie: at the heart of the western model – the pragmatism which is shown in the application-oriented nature of education with orientation to assimilation of knowledge for their practical application and individualism which the subject – the subject relations in educational process which are created between the teacher and the pupil with distribution of horizontal communications between structures of higher school caused dominance. Support of this model is provided with personal and structural and institutional specifics of society and education, from here – development of the matrix or network types of the organizations, a commercialization of education and a diversity of sources of financing, appropriate financial and economic, legal, personnel, temporal and other conditions and resources. In higher education the western model is defined as liberal.

Basis of the domestic educational model, on the contrary – collectivism domination, domination of the principle of the authority on education and education that, in turn, caused dominance the subject – the object relations in the educational process. This model is based on a pyramidality of structures with dominance of vertical correlations, from here – dominance of the organizations, the state support and appropriate financial and economic, legal, personnel, temporal and other resources are on a centralized basis coordinated with multi-level hierarchy in control. In a research of higher education this model is defined as traditional, a quasi-administrative etc.

The modern principles discussed in the world community as priority, stated to realization in domestic educational policy. First of all, it is democratization, availability, diversification and a variety, the continuity, openness, flexibility, mobility, innovation are implemented within the western model

(that is liberal) in higher education and it is its integral part, are naturally built in historically developed features (a subject – the subject relations, individualism, pragmatism). They are at the same time a basis and conditions of realization of all main directions of the organization of educational process in an educational institution, beginning from material support and the organization of jobs and finishing with management of educational institution and so forth.

Thus, the declared principles in the educational policy of Ukraine, the specified purposes within participation of Ukraine in integration processes at the international level, which in the interrelation assume transfer foreign educational the practitioner not always correspond to domestic specifics of education and often aren't provided with reproduction conditions.

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