

Original Paper

Postgraduate Pedagogical Education in Ukraine

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Abstract

The paper outlines the history of the teaching staff's further development in Ukraine as an independent state and as a republic within the USSR. It compares the two models of the postgraduate pedagogical education system with particular focus on the new changes brought about by the new Law of Ukraine "On Education" of 2017 ensuring diversification of postgraduate pedagogical education and allowing its development in the context of globalization trends. The paper also observes the evolution of institutions providing further training for the teaching staff and looks into the new mechanisms for its financing. It singles out the pressing problems the Ukrainian state is facing and struggling to solve.

Keywords

further training, postgraduate pedagogical education, teaching staff

1. Introduction

1.1 Study Relevance and Problem Statement

Teachers' professional development is relevant for the national educational systems of all developed countries of the world. At the present stage, this issue is under active discussion in the scientific literature on pedagogy. The comparative component of this process enables understanding of the specific nature of each individual country. This has brought about this paper.

Ukraine, which developed as part of the USSR for a long time, inherited the postgraduate pedagogical education system of the said totalitarian state. It was not until Ukraine gained its independence in 1991 that certain changes began to occur.

In 2017, the new Law of Ukraine "On Education" came into effect. It took a long while to prepare this document, which was supposed to become the main roadmap for modernization of the education

system in the country. It fundamentally affected the education system at all its levels. Certain changes occurred in the system of postgraduate pedagogical education, which find no sufficient coverage beyond Ukraine today, with the scientific community unaware of them.

1.2 Literature Review

Postgraduate pedagogical education system development in Ukraine finds reflection in the works of a number of Ukrainian scholars, namely V. Bondar, M. Voitsekhivskiy, L. Zadorozhnyi, I. Zhernosek, S. Klepko, N. Klokar, M. Krasovytskyi, V. Oliinyk, N. Protasova, V. Palamarchuk, M. Romanenko, V. Semichenko, T. Sushchenko and others.

At the same time, the scientific and theoretical foundation of postgraduate pedagogical education in Ukraine addresses mainly the operation of this system during the time of Ukraine's being part of the USSR, or during the first years of its independence under the Law of Ukraine "On Education" in the revision of 1991. Particularly, S. Krysiuk (Krysiuk, 1996) thoroughly covers this period in his thesis focusing on the shaping and development of postgraduate education of the teaching staff in Ukraine (1917-1995), and A. Shporenko's (Shportenko, 1970) thesis explores the development of adult education in the Ukrainian SSR (1917-1967).

The vast majority of publications centers around the further training model based on further training at teachers' continuing education institutes, which after 1991 became known as Institutes of Postgraduate Pedagogical Education (IPPEs), but continued their activity virtually unchanged in the Soviet and post-Soviet space since 1930s. Among such works are those of O. Chernyshov and E. Sofianets on the modeling of postgraduate pedagogical education by the virtue of continuity of professional development (Chernyshov, 2011). N. Protasova (Protasova, 1990) in her thesis elaborates on the methodological foundations of postgraduate pedagogical education in Ukraine of the time.

The review of literature on the subject indicates the existence of certain trends. Thus, the emphasis is on further training of particular categories of teachers (observed in the works of O. Anufrieva, G. Degtyareva, K. Krutii, A. Zubka, S. Kaplun, L. Kolesnykova, V. Kostina, N. Lisova, A. Marinovska, L. Naboka, V. Putsova and others). In this context, *inter alia*, illustrative are the examples of L. Reshetniak's thesis on improving the literature teacher's pedagogical skills in the postgraduate education system (Reshetniak, 2006) and that of O. Varetska on elementary school teachers' training for economic education of students in the postgraduate pedagogical education system (Varetska, 2008).

The late XX century majorly focuses on further training of teachers in information technologies, including the use thereof in distance education (studied by V. Bykov, V. Dyvak, A. Yelnykova, M. Zhaldak, O. Kolhatin, O. Kupriianov, V. Kukharenko, N. Morze, O. Spirin and others).

The postgraduate pedagogical education system is the center of K. Kolos' study on design and use of a computer-based learning environment in a postgraduate pedagogical education institution (Kolos, 2017).

Problems of further training of education administrators are addressed by T. Borova, V. Hromovyi, L. Danylenko, H. Yelnykova, O. Zaichenko, S. Kalashnikova, O. Kasianova, L. Kravchenko, T. Lukina, V.

Maslov, H. Poliakova, Z. Riabova, T. Sorochan and others. T. Sorochan's research is of particular interest for she singles out a number of contradictions in the preparation of administrators for their professional managerial activity in the postgraduate pedagogical education system. They namely lie between:

- the social form of managerial activity, the collective nature of labor conditioning the interpersonal interaction and the individual form of mastering managerial technologies by each administrator;
- the objective requirements the society sets a person and the administrator's activity and the limited conditions for development of his or her professionalism in everyday practice;
- the administrator's consciousness concentrating on the past social experience and the need for his or her orientation towards future changes in education;
- the need to ensure the school's development, which requires implementation of innovative approaches, and the personal unwillingness to innovate (Sorochan, 2005).

The adoption of the new Law of Ukraine "On Education" in 2017 fundamentally changed that situation due to diversification of the postgraduate pedagogical education. At the same time, except for a limited number of works that lay the theoretical foundations of that reform, the scientific and theoretical basis for the revised approaches to further training of the pedagogical staff has not been adequately developed yet (Luniachek, 2016a; Luniachek, 2017b). The reform "from above" requires today theoretical substantiation and practical implementation of new models and mechanisms of educators' professional development because they are, in their turn, directly related to the processes of pedagogical staff attestation and certification, which take place (or will take place in case of certification) on an annual basis, but are already subject to the new regulations.

1.3 Purpose Statement

This paper aims at giving scientists beyond Ukraine an insight into the development history and the current state of postgraduate pedagogical education in Ukraine.

2. Method

The main methods utilized in preparation of this paper were analysis of the works in the history of postgraduate education in Ukraine and the systemic approach to synthesizing the collected data.

3. Result

Understanding the present situation in the postgraduate pedagogical education in Ukraine requires reviewing this process through the lens of history. Ukraine permanently struggled for its independence for several centuries with particular escalation of the struggle over the past century.

In 1917-1919, it was associated with the efforts to retain the Ukrainian independence in the times of the Central Rada, the Directory, the Ukrainian People's Republic, etc. In December 1919, the Soviet power was definitively established in Ukraine to remain in force until 1991. The first years of the Soviet order

were primarily about elimination of illiteracy and the ultimate denial of the achievements of the bourgeois school. No systematic training of the teaching staff happened during the time.

Certain positive changes began in early 1920s with the adoption of the Code of Laws on Education of the Ukrainian SSR in the territory of the former Ukrainian Soviet Socialist Republic (Luniachek, 2014). At the same time, systematic work on further training of the pedagogical staff did not begin until 1930s. It is at the end of this period that the postgraduate pedagogical education system existing today was mainly formed and, consequently, is a reflection of the administrative command system of education management based on an authoritarian attitude to the head of an institution of education and to the teacher, their political powerlessness and bias under the totalitarian conditions. It is at that time that Teacher Improvement Institutes (TIIs) were established, which existed almost unchanged until 1990s. It is worth mentioning that an important functional component of TIIs in the Soviet times was the ideological one regulated and controlled by the local agencies of the Communist Party of Ukraine.

After 1991, a certain cosmetic upgrade of that system came about, with the national factor taken into account, but it did not result in any major qualitative changes to significantly affect the structure, content or financing mechanisms of the postgraduate pedagogical education. The teacher improvement institutes were for the most part renamed Institutes of Postgraduate Pedagogical Education (IPPEs). The system based on the centralized control model for postgraduate pedagogical education existed in Ukraine for over about sixty years. The Ministry of Education and Science created a corresponding structure. At various times, it was called the Central Institute of Postgraduate Pedagogical Education, the Institute of Education Management, etc.

The regional institute of postgraduate pedagogical education functioned at the level of each oblast [administrative region] and was financed from the corresponding regional budget. It was a structure that, in accordance with the regulations of that time, was administratively subordinate to the corresponding regional department of education and conceptually associated with the Central Institute of Postgraduate Pedagogical Education. The Provision on the Republican (the Autonomous Republic of Crimea), Regional and Kyiv and Sebastopol City Institutes of Postgraduate Pedagogical Education granted the IPPEs the status that equaled them to institutions of higher education. At various times, the heads of those structures (directors, presidents, etc.) were appointed by the heads of the regional departments of education, governors, heads of the regional councils of people's deputies, etc. (Provision on the Republican (the Autonomous Republic of Crimea), Regional and Kyiv and Sebastopol City Institutes of Postgraduate Pedagogical Education).

The postgraduate pedagogical education system model before 2017 is presented in Figure 1.

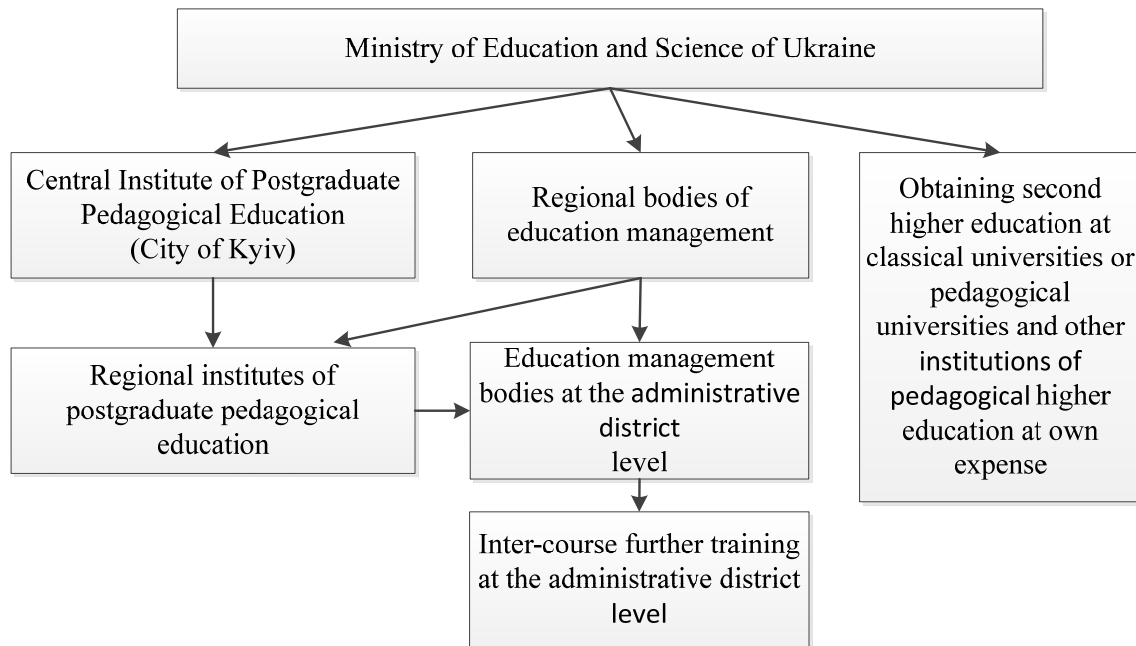


Figure 1. Postgraduate Pedagogical Education System Model before 2017

The teacher postgraduate pedagogical education system actually provided for two basic forms of further education: course and inter-course. Acquiring another speciality required entering an appropriately specialized institution of higher education. The situation somewhat improved after the two-cycle higher education system implementation in Ukraine according to Bologna arrangements, which enabled those wishing to enroll in a Master's degree course in pedagogical specialities based on different graduate degree and shortened the time needed to obtain a pedagogical degree in the particular speciality.

The course further training was carried out in further training courses for the pedagogical staff once every five years according to their teaching specialization. The employees continued to be paid their average salary by their primary employer during the further training period. Further training was financed from the regional budgetary funds allocated for the education system. The amount of money in the budget was approximately calculated in accordance with the norms per employee in force at that time. The total number of the pedagogical staff in the region was divided by five (according to the further education cycle), and the draft budget for the next year was calculated based on the obtained number of the pedagogical staff.

As to the inter-course further training, the main work in this respect was carried out by the district Methodological Cabinets which were created by the corresponding Departments of Education and education institutions themselves at the administrative district level. The inter-course further training was provided gratis, mainly in the form of seminars, round tables and workshops. The methodological associations of subject teachers functioning on a pro bono basis played an important part in that process.

However, the absence of the accumulative system in a single record book of the teacher's or education administrator's further training remained an issue in the time period under study. Elements of that system exist in many countries of the world.

Furthermore, another important issue that remained in the development of postgraduate pedagogical education of the pedagogical staff in the recent period was the absence of a special legislative act. The draft law "On Adult Education" failed to be approved in Ukraine. The corresponding activity was regulated by a number of articles in the legislative acts that regulated the education system operation as well as in a number of by-laws.

That partially affected the quality of the IPPE-based further training of the pedagogical staff, which was mainly due to the fact that the staff at their departments was significantly inferior to the departments of universities and other pedagogical institutions of higher education. The examples of the regional IPPE departments with the staff having a doctoral degree or a professor rank have always been singular. The staff with teaching duties sometimes have no academic degree or rank at all. This issue has long been partly associated with the problematic status of the IPPE academic staff. According to the Provision on the Republican (Autonomous Republic of Crimea), Regional and Kyiv and Sebastopol City Institutes of Postgraduate Pedagogical Education (as of 2000), those structures are state institutions of higher education of III IV accreditation levels. However, the staff of the IPPEs with no accreditation certificate had many problems, from obtaining academic ranks to formalizing an academic pension. The adoption of the Law of Ukraine "On Higher Education" in 2014 did not definitively resolve those problems (Law of Ukraine "On Education", 2014).

One of the problems associated with the IPPEs in regional communal ownership is their significant load on the local budget. The struggle for funds allocated to their maintenance takes place at the regional level every year, particularly in the regions where there are communal institutions of higher education, numerous residential institutions, etc., i.e., the structures financed from the regional budget.

An active discussion on the future of the postgraduate pedagogical education has been ongoing in Ukraine since 2015, when the preparation of the draft of the new Law of Ukraine "On Education" began. Particular attention was on the need to diversify the postgraduate pedagogical education system. The conceptual issues of the discussion find reflection on the pages of the education expert portal "Education Policy", which operates in Ukraine with the support of the Committee on Science and Education of the Verkhovna Rada of Ukraine and the International Renaissance Foundation (Освітній портал).

The discussion mentioned above and the accumulation of discontent in the public translated into the revolutionary changes reflected in Article 54 of the Law of Ukraine "On Education" that came into force in 2017. In particular, the article reads that "the pedagogical staff are entitled to further training, retraining; free choice of curricula, modes of study, education institutions, establishments and organizations, other education entities providing further training and retraining of the pedagogical staff" (Law of Ukraine "On Education", 2017). Besides, another significant step was the transfer of the

further training authority from the regional departments of education directly to the institutions of education. Today, paragraph 3 of Article 59 of the Law of Ukraine “On Education” makes provision that “the pedagogical (academic) council of the institution of education shall, based on the proposals of the teaching (academic) staff, approve the annual plan of further training of the teaching (academic) staff (with or without discontinuing the academic process)”.

It is absolutely clear that diversification of the postgraduate pedagogical education will not be a simple process. It involves major changes in the existing model, which are for the most part covered in the paper (Luniachek, 2016a).

In the modern context, the subjects of further training process include not only the institutions of postgraduate pedagogical education, but also all institutions of education “licensed to provide further training or carrying out training and education activity under an accredited education program. The results of further training in those institutions of education do not require any special recognition or confirmation” (Law of Ukraine “On Education”, 2017). It is in exact accordance with the practice accepted in the leading countries of the world.

Paragraph 2 of Article 59 of the Law of Ukraine “On Education” reads that “the teaching and academic staff members are entitled to take further training at other providers of training and education activity, individual and legal entities. The results of further training of the teaching (academic) staff member from those providers are recognized by the special decision of the pedagogical (academic) council” (Ibid.). The new model of postgraduate pedagogical education in Ukraine is shown in Figure 2.

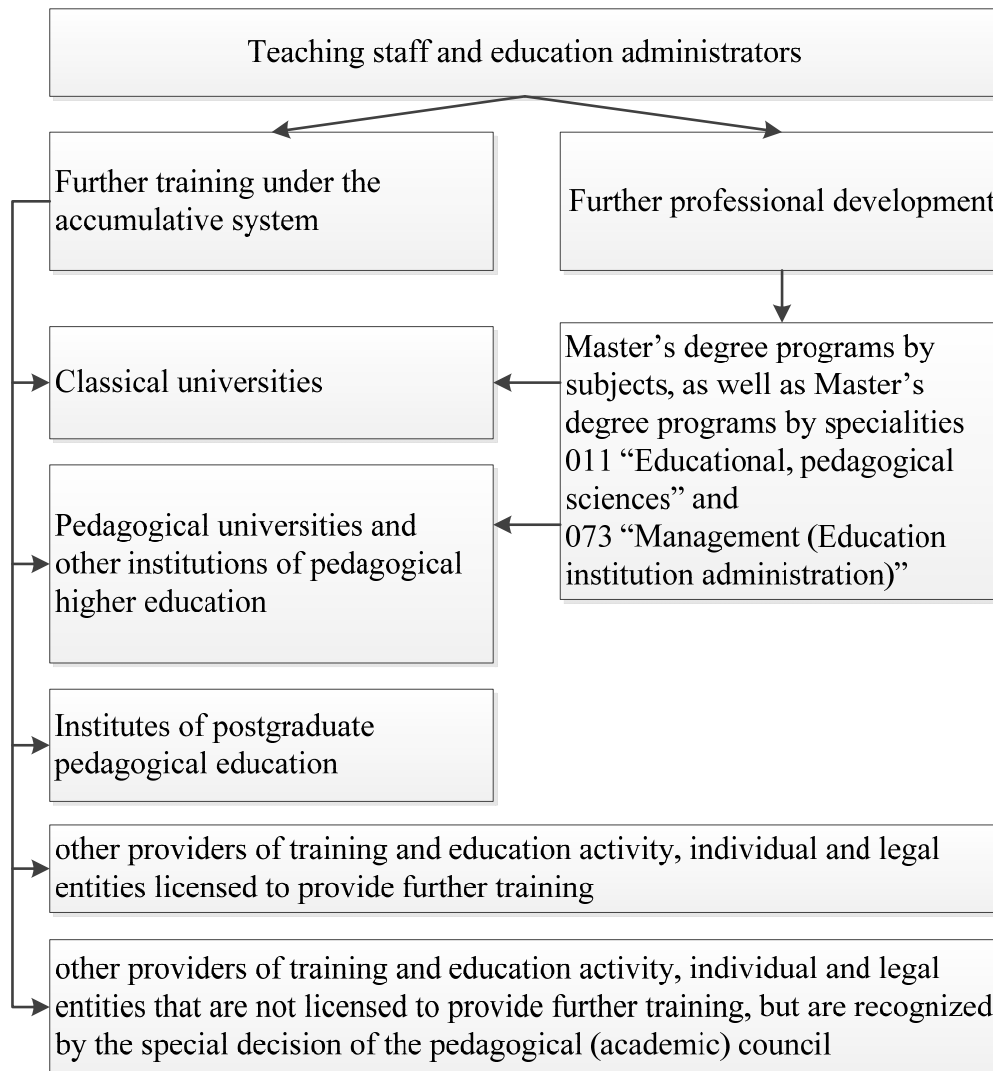


Figure 1. Teaching Staff's Further Training Model in Ukraine after 2017

The new model of the postgraduate pedagogical education and the introduction of the accumulative system will shift the accents in “the inter-course further training”. The pedagogical community will be oriented to participating in the activities that will provide for obtaining additional obligatory hours.

Fundamental changes have occurred in the further training financing process. Paragraph 5 of Article 59 of the Law of Ukraine “On Education” reads that “the total number of hours allocated for further training of a teaching (academic) staff member and paid for from the corresponding budgets shall be determined by the laws. The funds for further training of the teaching (academic) staff shall be obtained by the education institution, which shall allot them according to the decision of the pedagogical (academic) council of the institution of education. Further education of the teaching (academic) staff member can be financed by the founder of the institution of education, the institution of education employing the staff member, the teaching (academic) staff member, and by other individual and legal entities”.

Today, the current legislation stipulates that “the total number of academic hours for further training of a teaching staff member during five years cannot be less than 150 hours, and a certain number thereof must be spent on improving knowledge, abilities and practical skills as related to the work with children with special educational needs” (Law of Ukraine “On Education”, 2017).

Hitherto, as we have accentuated above, further training of the teaching staff was financed from the regional budgets through the funds planning according to the licensed amount allocated for the maintenance of the regional institutes of further training of the teaching staff. The local budgets allocated only the funds for sending teachers on an assignment trip to the administrative center of the region. Diversification of postgraduate pedagogical education intrinsically changed the situation. The financing of further training from the local budget raised the issue of different financial conditions for the employees of the institutions of education financed by different founders (that problem is characteristic of many countries of the world) (Sahlberg, 2015; Sbruieva, 2004). Moreover, paragraph 5 of Article 59 of the Law of Ukraine “On Education” actually authorizes further training to be financed from the funds of the teachers themselves and those of other individual and legal entities. That raises the issue of coordination between the actions of the employee and the requirements of the education institution administration in cases of mixed financing. Today, in view of the absence of a further education voucher, the financing mechanism of that process is yet under formation.

At the same time, today’s practice of teaching staff’s further training generally happens by the traditional scheme: lecture, seminar-workshop, field class, etc. Innovative forms of further training using interactive technologies are quite scarce. That is why further training through transfer of pedagogical and management technologies in the education industry gains in relevance. Unlike the classical further training, the technology transfer involves entitlement to use intellectual property objects.

Ukraine still has no general data bank to collect pedagogical technologies and techniques which are the main scientific element of the defended PhD and doctoral theses in pedagogy. There exists no effective procedure for commercial and non-commercial transfer of those technologies, which is the urgent need of the time (Luniachek, 2016b).

Changes in legislation regarding diversification of postgraduate pedagogical education will facilitate further development of the remote modes of further training of teachers and education administrators. Electronic support of further training has gained momentum today, with few exceptions, which does not meet the classical requirements of distance education.

An important constituent of the changes in progress is the change in the teaching staff mentality, which is the result of the post-Soviet totalitarian system (Luniachek, 2017a). A significant number of teachers remain mentally constrained and gravitate toward the traditionally formalized forms of further training. For this reason, a change in the mentality of the consumer of the service can only be possible through the change in the consumer’s motivation.

4. Conclusions and Discussion

The stated above suggests the following conclusions:

- 1) The system of postgraduate pedagogical education of the teaching staff has undergone significant transformations over the last century due to the difficult transition from the totalitarian to the democratic system of governance and the struggle for independence.
- 2) In this day and age, Ukraine has created the regulatory and legal framework that ensures diversification of postgraduate pedagogical education and allows its development in the context of globalization trends.
- 3) An important part of the process of further training of the teaching staff is implementation of new mechanisms for financing this process due to the decentralization reform in Ukraine, which has allowed to direct significant funds to the accounts of local communities.
- 4) Diversification of the modes and methods of postgraduate pedagogical education will facilitate the increase in the teaching staff activity within the context of the education system reformation in Ukraine.

In the new conditions, one of the prospective trends in further training of the teaching staff is the use of education technology transfer.

Among other prospective trends of research into the topics, of interest may be development of the scientific and theoretical framework for the reform of the postgraduate pedagogical education system in this day and age.

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