

**UNIVERSITY EDUCATION OF THE XXI-ST CENTURY: THE ATTEMPT  
OF PROGNOZING ANALYSIS**

**УНІВЕРСИТЕТСЬКА ОСВІТА В ХХІ СТОЛІТТІ: СПРОБА  
ПРОГНОЗНОГО АНАЛІЗУ**

In this short presentation we would like to dwell upon the future of Universities, University education in the context of world processes, which today, as it seems to us only starts their controversial civilized rush. That is a look from the experience of Ukrainian realities.

Today we are speaking much about globalization and information revolution, about crisis (and, perhaps, about clashes) of values, in particular, Christian and Moslem, and about the necessity of solving contradictions existing between global geopolitical systems, including those, which appeared during the former USSR cut out, and about the destiny of world and civilization.

No doubt, together with public institutes the functioning of which is defined mainly by practical needs, the Universities can't but react at those changes, can't stay away from history, can't be changed under the pressure of circumstances.

Anyway, not everything is so easy to happen. It is known, that Universities exist since the epoch of Western European Middle Ages (Bologna, Italy; Paris, France). Universities – it's an enclave of advanced thought, the source of integrated knowledge, scientific schools at all directions of public and individual activities. They are the centers of academic freedoms of teachers and students, first of all – the freedom of scientific and pedagogical creativity. It's democracy and culture, humanistic values, the centers of unity of cultures and people.

In fact, the University – it is **the definition of civilization**, the same as family, state, culture, religion, morality, art, politics and other gaining of humanity. Everybody, who wants to become educated, cultural, professional and successful person, goes to study to the University. Every influential politician tries at the University to learn the programmes of public reforms. Everybody of them returns to the University in case of retirement under the force of circumstances.

The glimpse at the aged history of Universities persuades that nothing substantial in the university education till now had not taken place.

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Our first and main forecast, concerning the future of Universities, lies in the fact that nothing threatens the Universities as public scientific educational and upbringing institutions in the nearest 100-200 years.

To the Universities the same as to education in general belong the feature of well-known conservatism. Changes within the universities take place slowly by means of evolution and, of course, within the unity of traditions and innovations, the filling of educational process with everything new and progressive simultaneously preserving in it everything, that is probated by history. These Changes touch upon general philosophy of educational process, basic outlook, nomenclature of professions, technology of education, etc.

Anyway, during all historical epochs Universities have been and remained now the highest educational establishments, leading the preparation of professionals by the complex of subjects making the basics of scientific knowledge. It's not difficult to presuppose they'll remain the same in the 21-st century.

**“The history in general moves slowly,” – wrote S. Kjerkegor.** That's why any attempts to speed up, to push innovations in the field of University education especially by means of political methods, we consider to be out of place and, maybe, even mistakable.

From another side, to represent the University as some kind of a cliff, which is being faceted by natural forces, seems only to be incorrect. Universities are placed in the centre of all world changes only because, **on the first hand**, they concentrate the scientific thought, leading the way to future and, **secondly**, the students are taught there, the current ones and the future subjects of all public challenges.

Changes in the University education will take place. It's important only to catch up: which ones? At their time our former classics expressed a surprisingly sharp idea: human needs move science forward much faster than hundreds of Universities. With definite changes as the methodological basics it may be applied to the analyses of our problem: parameters of development of Universities are given by practice, especially, public practice. Further this process catches intellect, science, exact interests (curiosity) of the scientists and many other factors. **The conclusion comes out of it:** practical needs and science are major and defining factors of all possible changes, including the sphere of University education.

Let's have a look at the development of events more precisely. Public practice appears, first of all, being changed in choosing the strategic resource of global progress. Today not only natural conditions and the working tools belong to it, even not scientific-technical means as it was in the industrialization epoch, but the human intellect, the economy of knowledge, information resource of

civilization. That means, the role and importance of universities as establishments, where these items are born, function and grow up, in the nearest future will increase and enhance.

Acquaintance with modern literature, mainly – with the activity of well known Universities of the world can make a broadcast, that it will take place at least according, **to three main directions**, which partially are realized, but in the majority of cases will show themselves only in the nearest 20-30 years. Public practice appears for all of us to be the new phenomena, such as **globalization and informational revolution**. In return to their demands, Universities, on one hand, must increase the inner and outer consolidation, and on another hand, state fragile and understandable for all countries and people rules of the game, relationships and cooperation's. The first step in this dimension became the Bologna agreement, which caused new developments in the sphere of education.

**The First Tendency.** Today's Universities are remaking their educational policy in the context of Bologna Declarations. The demands to raise the level of the quality of education is their core idea, mainly by means of the development of fundamental science. That's why the increasing role of science in the University and raising on its basis the quality of education – is the first and main tendency of functioning the Universities in the 21-st century.

**Secondly.** Today's world is sharply contradictory one. We see in it, on one hand, democratic changes and increase of the person's reputation, on another hand – the crisis of fundamental values, clashes of civilizations, growth of organized crimes and international terrorism, mass spreading of such negative tendencies as drug addiction, alcohol addiction, prostitution, AIDS and other illnesses.

As everyone of us, those world events touch upon the Universities as well. Being formed as the centres of intellectual, and democratic, and humanistic cultural humanity, the Universities must increase the activities against negative phenomena in contemporary world and simultaneously with this – increase its potential as the leaders of democracy, humanity and morality.

Universities have to prove themselves as the centres not only the progressive thought, science and education, but also the progressive world morality, peculiar practical philosophy, as I.Kant had written. They must become the centres of tolerance and mutual understanding of nations and world cultures. This humanistic tendency is selected as the second direction of the development of Universities in the 21-st century.

**The third point.** Universities can't depend on political, party belonging, ideological, religious and nomenclature of that kind. University is science and culture, education and upbringing of the personality. The spirit of truth,

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kindness, justice and freedom rules in it. Universities have to possess complete autonomous independence because only under the conditions of exact freedom of thinking the new ideas and progressive beginnings are born. Complete autonomous independence and international cooperation of universities is the third global direction of changes of University education in the 21-st century.

It's evident that Universities are supposed to serve population and state. But they shouldn't depend on the power of state and more over on any party and its leader. University is not only national but general human property. Through the cooperation of Universities the mutual understanding and cooperation between nations and cultures are achieved. Politicians may provoke each other as to troubles, the diplomats may argue about the boundaries of the states and the spheres of influence, the entrepreneurs also argue about the distribution of the markets of goods and so on.

Dear colleagues! The representatives of Universities are obliged to develop science, education, culture and strengthen on that basis peace and cooperation among nations, defend mutual national and human values, bring up new generations as the citizens of national states and simultaneously as the citizens of entire world. Their task is to preserve and strengthen, develop and protect the unique creation of Universal Space which is the Human Civilization.

It seems to us we follow with you that very path checked by civilization. Our cooperation is the cooperation of our states and nations and we are sure, we shall do our best to make it effective and mutually profitable.

**National Pedagogical University named after M.P.Dragomanov** has been marching in step with the flow of time itself. 30 thousand students study at our University, 1500 tutors work here. Among them there are 250 Doctors, Professors, nearly 600 of Ph. D. Professionals and associate Professors. We cooperate with 60 Universities of the world among, which there are the Universities of Belarus (Byelorussia) and Bulgaria, Great Britain and Greece, Germany and Italy, Canada and China, Latvia and Lithuania, Russia and the USA, Poland and Slovakia, the Czech Republic and Finland, Sweden, Estonia and other states of Europe and world.

In this cooperation we pay special attention to the cooperation with countries which are our close neighbours, which as we Ukrainians are Slavic peoples. There is a significant a fact indicating the following **5** out of **9** prominent pedagogical professionals of the world are representatives of Slavic people. **4** of them are Ukrainians: **Ushinsky, Pyrogov, Makarenko** and **Sukhomlinsky**.

We have an agreement about the creation of **Slavic Pedagogical Universities' Association**, because we are sure, that it will give the impulse to the most effective and movable unity of pedagogical professionals of all states and nations for the sake of peace and public progress.