

наданні навчальної та методичної літератури, залученні до науково-дослідницької діяльності тощо.

Важливо відзначити, що у зв'язку із розвитком мережної освіти цілком логічно виникає й формується третій режим управління. Загальновизнаними сьогодні є два режими управління: режим функціонування та режим розвитку. «Управління взаємодіями мережного типу, управління становленням – це насамперед підтримка та насичення простору, де може зароджуватися нове, простору самоорганізації» [1, с.341]. І якщо передбачення в режимі функціонування прийнято називати планом, а в розвитку – проектом, то в цьому випадку може використовуватись поняття «прогноз».

В організації координаційного управління у нагоді має стати й методологія синергетики. Синергетика має справу із відкритими нелінійними системами, до яких ми віднесемо й школу. Розглядаючи самокерований розвиток школи, Т.Шамова та Т.Давиденко відзначають, що рівень самокерованого розвитку системи тим вище, ніж з більшою ефективністю використовуються зовнішні ресурси для цього розвитку.

Таким чином, організація управління інноваційними процесами, до яких належить мережна освіта, в сучасній навчальному закладі на основі глибокого комплексного критичного аналізу всіх сторін і аспектів її запровадження, з урахуванням прогнозу можливих наслідків нововведень, постає як актуальна проблема, що вимагає осмислення філософами, менеджерами освіти та цілого суспільства.

Список використаних джерел

1. Бард А. Нетократия. Новая правящая элита и жизнь после капитализма / А. Бард, Я. Зодерквист. – СПб. : Стокгольм. шк. экономики в Санкт-Петербурге, 2004. – 252 с.
2. Буданов В. Г. Методология синергетики в постнеклассической науке и в образовании / В. Г. Буданов. – М. : ЛИБРОКОМ, 2009. – 240 с.
3. Ващенко Л. Управление инновационными процессами / Л. Ващенко // Директор школы. – 2007. – № 23–24 (червень). – С. 3.
4. Грудзінській А. О. Концепція проектно-орієнтованого університету / А. О. Грудзінській // Університетське управління: практика і аналіз. – 2003. – № 3(26). – С. 24–37.
5. Кастельс М. Галактика. Интернет: Размышления об Интернете, бизнесе и обществе / Мануэль Кастельс ; [пер. с англ.]. – Екатеринбург : У-Фактория, 2004. – 328 с.
6. Кастельс М. Информационная эпоха: экономика, общество и культура / Мануэль Кастельс ; [пер. с англ.]. – М. : ГУ ВШЭ, 2000. – 608 с.
7. Кравченко Т. О. Становлення мережевого суспільства в умовах сучасності / Т. О. Кравченко // Філософія науки: традиції та інновації. – 2009. – № 1. – С. 90–98.
8. Кувшинов С. В. Человек в оцифрованном мире / С. В. Кувшинов, Е. И. Ярославцева // Филос. науки. – 2009. – № 6. – С. 120–138.
9. Назарчук А. В. Сетевое общество и его философское осмысление / А. В. Назарчук // Вопр. философии. – 2008. – № 7. – С. 61–75.
10. Олімова. М.О. Мережева освіта як інновація в сучасному управлінні [Електронний ресурс] / М. О. Олімова. – Режим доступу : http://www.nbuv.gov.ua/Portal/Soc_Gum/VZhDU/2009_44/28_44.pdf

Демидас Е.О. Построение сетевого образования как инновация в современном образовательном менеджменте

Анализируется суть и содержание сетевого образования как инновационного явления в современном образовательном менеджменте. Изменения в образовательном менеджменте связаны с формированием информационного общества. Обосновывается необходимость модернизации организационных структур управления в образовательной системе.

Ключевые слова: образование, сеть, образовательный менеджмент, менеджер образования, информационное общество.

Demidas, O.O. The Building a Network Education as an Innovation in Modern Educational Management

In the article the author examines the nature and content of education as an innovative network phenomenon in the modern educational management. Changes in educational management associated with the formation informational society. The article substantiates the need for modernization of management structures in the educational system.

Key words: education, network, educational management, manager of education, informational society.

УДК 141.7:13

Кивлюк О.П.

Розвиток освіти та виклики сучасної епохи

Розглядається процес формування спільного освітнього і наукового простору та розробки єдиних критеріїв і стандартів у цій сфері з метою консолідації зусиль наукової та освітянської громадськості країн Європи для підвищення ролі цієї системи в суспільних перетвореннях.

Ключові слова: освіта, стандарти, критерії, суспільні перетворення.

(стаття друкується мовою оригіналу)

Kyvylyuk, O.P.

Development of education and the challenges of modern era

The process of forming joint educational and scientific area and the development of common criteria and standards in this area in order to consolidate the efforts of scientific and educational community in Europe to increase the role of this system in social transformations is reviewed.

Key words: education, standards, criteria, social transformations.

The process of uniting of Europe, it's spreading to the East and the Baltic countries is accompanied by the formation of joint educational and scientific space and the development of common criteria and standards in this area. This process is named after the Bologna University in the Italian city of Bologna, where such initiatives were introduced. It has two components: a) formation of the commonwealth of leading European universities according to the principles laid down in the Magna Charta; b) integration of national systems of education and science in the European space with uniform requirements, criteria and standards.

The main goal of this process – consolidation of efforts of scientific and educational community and the governments of European countries to significantly increase the competitiveness of European system of science and education in a global dimension (in the last 15–20 years, it became considerably inferior to the U.S. system) as well as for enhancing the role of this system in the public transformations.

By content, it is a formation of a single coherent space of education to ensure the global competitiveness of experts in the European region. This process involves 46 countries, it is supported by the European Commission and the Council of Europe. Member States may be able to membership in the European area of education, if they declare their readiness to implement the objectives of the Bologna Process in their higher education systems. Participation in the process requires significant reforms in all countries.

Signing of the «Magna Charta Universitatum», which took place during the celebration of the 900th anniversary of the oldest university in Europe in Bologna, has opened a new movement in education and science in Europe, which aims are:

— «to build up united Europe from the Atlantic to Urals with common humanistic values» [1];

— transformation of society that makes «European space» «transparent and attractive to the world» [1].

Let's try to classify the principles declared by the «Magna Charta Universitatum» as well as other documents that were later adopted within the process initiated in some key directions.

First, among main principles we have to name its focus on independence, freedom of all members of the new scientific and educational process. It is noted that «research and teaching activity of universities should be morally and intellectually independent from all political and economic power», because «freedom in research and teaching is the fundamental principle of the university life».

Second, traditional for European education principle of humanism should work, concerning which it is said, that: «University is the keeper of the traditions of European humanism». Towards the development of humanistic component of culture as a goal of university education, in due time called the founder of the Berlin University V. Humboldt.

According to the report of the Commission on Education of UNESCO, entitled «Education: a hidden treasure» [2], humanism in modern terms implies a somewhat transformed requirements, given the difficulty of understanding in the modern world, so the task of education is, above all, to teach people to coexist in harmony, based on knowledge of history, culture and way of thinking of others.

Thirdly, the means to attain the formulated educational objectives is the principle stated by V. Humboldt: «indivisibility of research and teaching.»

Fourth, the principled position is the idea of preserving national scientific and educational systems. For example, «Sorbonne Declaration» states that we should «engage our national identity and our common interests ...» in the European Higher Education Area. The «Bologna Declaration» points out the commitment of the parties to act «within the framework of our institutional competencies with the full preservation of the identity of cultures, languages, national education systems and university autonomy.»

According to «Prague Communiqué of higher education in European countries», «wealth of the European Higher Education Area» provides «a variety of languages and cultures and a variety of university systems». Resume of the «the Berlin Communiqué of Ministers of Higher Education of Europe» (2003) clearly explains that the purpose of creation of a European educational space is «to preserve the cultural richness and diversity of Europe, based on inherited traditions of diversity and promote innovation potential, social and economic development through enhanced cooperation of European higher education institutions» [1]. Among all these aspects, mentioned in the last provision, one should pay attention to the theme of cooperation, which can be achieved in different ways:

- through unifying the systems (but this process of integration actually deny specific educational traditions);

- under the authority of civilized dialogue, mutual national systems and related inter-governmental agreements.

Fifthly, the use of «credits» and «terms» is being introduced, which are associated with «originality» and «flexibility» of the system. Flexibility, in particular, become apparent because of the fact, that the credit system, such as «European Credit Transfer System (ECTS)» is an effective means in promoting student mobility, who owing to this fact, are able to study in various educational institutions of several countries. The proposed system consists of two cycles (in this case the licentiate consists of 180 European credits, masters course – 300 credits) with the addition of doctoral studies as third cycle.

The Bologna Declaration also notes that «credits could be acquired outside the higher education system, in particular through lifelong learning, provided that they are recognized by relevant higher education institutions». This approach is understandable, because the conditions of acquirement of education may be different depending on the capabilities and circumstances of one's life. As noted in the «Berlin Communiqué of European Higher Education», ECTS is becoming increasingly important for national systems and should evolve from simple credit to credit-accumulation system, which could be used within the European Higher Education Area.

Thus, the above mentioned principles should contribute to: a) building a «society of knowledge» and «economy of knowledge», with which the future of Europe is linked, capable of providing its citizens through appropriate training strategy with the ability to meet «the challenges of economic competition or new technologies» and b) «Strengthening social cohesion, guaranteeing equal opportunities and quality of life.»

In general, basic provisions of documents that can be combined under the term «Bologna Declaration» does not cause much of objections or doubts. But they primarily determine the

conditions of «organizational» joining the designated process and therefore there is need for more detailed value clarification of ideas, to which we should refer in the reform process and which are generally determined by the generalized notion of Europeanness. For the philosophy of education this layer of problems is the most important. The task of philosophers is to examine the possibility and relevance of value guidelines of Ukrainians and peoples of the European continent to meet and interact with each other in value-semantic field of United Europe. Organizational aspects are the subject of management of education, while technology aspects should be of interest for representatives of pedagogical sector.

Therefore, we should determine the key concept of the theme, because the conceptual form of thinking carries such significant peculiarities of the studied phenomena that make up the initial knowledge about them.

Eurocentrism (Europeanism) is a theoretical installation of modern concepts of social and political development, which emphasizes the vanguard role of Europe in world development, transforms the values of European culture into the criteria of identification and system of counting for scientific research of other cultures, European model of development into a universal way to solve all complex problems of mankind.

Westernization was seen as the foundation of all Western global projects. In the twentieth century Eurocentrism has been criticized, and the scientific world started talking about the decline of Europe (Spengler), dying off of creative forces of Western culture (Sorokin), the limitations of this approach (A. Toynbee).

Conviction in the narrowness of ideas of Eurocentrism today is almost universal. Attempts to understand the diversity of cultures, political policentrism are being made. The world becomes both uniform and varied, supplementing the homogenization of economic relations, technological and scientific production processes with differentiation of vital order, traditions and socio-cultural, ethnic, confessional, spiritual and a value pluralism. We are called, however paradoxical it may sound, to share decadent European values and practices of building life.

Integration of education and research activity is primarily a principle, therefore, on the one hand, we should note traditionality and specificity of its certain established forms (such as «university» or «academic» science, research university or a research and educational center), and on the other hand, these forms can not be either «preseved» or artificially «destroyed» or transformed in accordance with some «strange» patterns.

That is science is an important part of culture of any modern nation, but form of its functioning and combination with education may be different because they are produced by a certain tradition. The main here is not the question what exact institutions within a particular tradition had been formed, but how they contribute to this factor of social development, as an innovative activity.

Unfortunately, the effectiveness of national research institutions is often incorrectly evaluated. It is often left without attention, in particular, that the fact that science and education are components of specific societies, accordingly possibility of production of high-tech, knowledge-intensive products not so much depends on the activity of scientific institutions, but on the need of society for innovation, from its economic, political, social potential.

That is why in recent years censures by politicians became more frequent for allegedly «inefficiency» of the National Academy of Sciences of Ukraine, as well as the absence of such structure in the West. These censures, in our opinion, can not be taken seriously, because they actually characterize the current state of our society which, unfortunately, at its crisis stage strives for either «copying» of Western «standards» or banal «insider privatization» of titbit of academic property, but not the development of own creative potential. Because of this false attitude, society does not take into consideration, does not develop and therefore does not use the potential of knowledge.

So, the time we live in, is characterized by active use of the terms «European vector» (and related with it notions «European choice», «Dimension ...») «... a landmark,» etc.) «European values», «European policy», «Europe», «Europeanism», «European space», etc. «Unfortunately, appeals to these terms occasionally accompanied, – as indicates T. Sukhodub – with explanations of their socio-cultural content, historical conditions of formation and fundamental sense, which as certain values, should appear in human activity.

As a rule, we deal with declarations of intent ..., particularly concerning the orientation of a civilized Europe (with indirect recognition by this, our own incivilization in certain areas) or declarations of accession to certain structures and, of course, European quality» [3].

It is simple to explain such priority of intents beyond a full statement of certain declared values: modern Ukrainian society is too politicized and poor, to pay attention to being and not to an idea of it, though very desirable. Because of the poverty the society simply does not have enough inner strength to create proper conditions for the true cultivation of values (which, by the way, related as to the Western European civilization way, as to its own national history).

Due to excessive politicization of society «Europeanness» as a cultural and historical landmark acquires, unfortunately, signs of ideological stamp, which is artificially produced in the social, cultural and educational spheres (because of its extraordinary dependence on the political system), but it does not become a true value beginning that should be embedded in life, it does not become a social ideal that carries a clearly defined goal of desired transformations of the country. Opposite thing takes place: declared «European vector» (including because of the uncertainty of meanings of Europeanness as a value) transforms into a political phantom, which distorts the idea and actually destroys the national educational tradition.

Reflecting on the contradictory processes taking place recently in education, we must put some unrhethorical (because they need clear answers and practical solutions) questions: whether Ukrainian society in its traditionally existential basis (including educational) is so far from signs of Europeanness, or are not we losing our own value, practically abandoning the national educational tradition and striving, in spite of all the concrete historical circumstances and peculiarities of the Ukrainian society, for some other «Europeanness», «better», just because it is oriented towards a different experience.

Considering all the above mentioned, disclosure of essence and main directions of realization of the Bologna agreements is very important. The European integration process covers more and more spheres of life, including higher education. Ukraine has clearly defined a guideline for entry into the educational and research space of Europe, carries out modernization of educational activity in the context of European requirements, works harder on the practical joining the Bologna process.

In 1997, under the auspices of the Council of Europe and UNESCO the Lisbon Convention on recognition of qualifications that belong to the European Higher Education have been developed and adopted. This convention was signed by 43 countries (including Ukraine), subsequently, most of them formulated the principles of the Bologna Declaration. Lisbon Treaty declares the existence and value of different educational systems and aims to create conditions under which a bigger number of people, taking advantage of all the values and achievements of national systems of education and science, will be mobile on the European labor market.

A year later, four countries – France, Italy, Great Britain and Germany – have signed the so-called Sorbonne Declaration, which task is aimed at creating an open European Higher Education Area, which has to become more competitive in the global market of educational services. The main idea of these documents is a two-cycle structure of higher education, the use of system of credits (ECTS), international recognition of a bachelor as a level of higher education, which offers a person the qualification and right to continue education in master's programs in accordance with the provisions of the Lisbon Treaty.

This is the way, how conditions for the integration processes in higher education of European countries had been gradually created. Ukraine has been and is an active participant of these processes. Selected ways to modernize higher education in Ukraine are consonant with the pan-European approaches. It was decided to fully introduce the principles of the Bologna Declaration in 2010 and 2005 was defined as an intermediate stage of monitoring of what was done.

The main task for this period is the introduction of stipulated by the Bologna Declaration of academic credits similar to ECTS (European credit transfer system). It is considered as a means of increasing mobility of students for transition from one curriculum to another, including postgraduate education programs. ECTS will become a multipurpose tool of recognition and mobility, means of reforming the curriculum, as well as a means of transferring credits to higher educational institutions in other countries. An important point of introducing accumulative credit system – is to take into account all the achievements of student, not

just the workload, but for example, participation in scientific research, conferences, subject contests etc.

Determination of substantial training modules in each discipline, coordination of credit systems of estimation of achievement of students should become the basis for the solution of another declared objective – to create conditions for free movement of students, teachers, educational managers and researchers in Europe. Availability of internal and external, state and public systems of monitoring of quality of education is also considered as obligatory. In general, defining criteria of education within the Bologna Process are the following: the quality of training the personnel; building trust between subjects of education, conformity to the European labor market mobility, compatibility of qualification at the university and post-university stages of training; strengthening the competitiveness of European education system.

These requirements are a definite program of higher education in Ukraine. The curriculum is designed for students, who study according to the educational and qualificational programs of masters training, post-graduate studies and students of further training and retraining. It can be used for scientific and methodical seminars for teaching staff of higher educational institutions, and among the pedagogical community. The program is based on the requirements of credit-modular system of educational process in institutions of higher education and coordinated with the approximate structure of the training course contents, recommended by the European credit transfer system (ECTS).

The primary tasks for the creation and promotion of European area of higher education in the world are: perception of system of clear and comparable academic degrees, including through the introduction of Diploma Supplement; perception of system based on two main cycles – the two-phase and one-phase cycles and the degree, awarded after the first cycle should be in demand in the European labor market as an appropriate level of qualification; second cycle, which requires completion of at least three years of the first cycle, aimed at acquirement of Master's and/or doctor's degree, as is customary in many European countries; introduction of a system of credits similar to the European credit transfer system (ECTS); assistance in mobility of students, teachers, scientists, administrators in the European region; assistance in European cooperation in quality assurance for the development of comparable criteria and methodologies; assistance in necessary European views in higher education, especially for the development of curricula, inter-institutional cooperation, mobility schemes, joint training programs, practical training and research. The participants of the process pledged to achieve these objectives within the authority and with adherence to respect for the diversity of cultures, languages, national education systems and university autonomy.

Key international documents concerning the Bologna Process: Sorbonne Declaration «Joint Declaration on the harmonization of the architecture of European higher education system» (Paris, 1998); Bologna Declaration «European area of higher education» (Bologna, 1999); Communiqué of the meeting of European Ministers responsible for Higher Education, «To the European Higher Education Area» (Prague, 2001); Communiqué of the Conference of Ministers responsible for Higher Education, «Realizing the European Higher Education Area» (Berlin, 2003); Communiqué of the Conference of European Ministers responsible for higher education, «European Higher Education Area – goal achievement» (Bergen, 2005); Communiqué «Towards the European Higher Education Area: responding to challenges in a globalized world» (London, 2007). These documents also announced the recognition of «Europe of Knowledge», the fundamental role of universities, the need for lifelong learning, emphasised on the importance of research and independent work and on the harmonization of degrees and training cycles.

The key issues are as follows: quality, trust, relevance, mobility, compatibility, attractiveness, dialogue, rapprochement, based on national and European features. Establishment of agreed standards, procedures and guidelines for quality assurance with the European Network for Quality Assurance in Higher Education (ENQA), studying of connection of a much shorter higher education with the first cycle of system of qualifications, supplement by the doctoral level (as the third level), two main levels of higher education, maintaining its interdisciplinarity to improve quality, are considered appropriate.

The conference in Bergen clarified that the European Higher Education Area – is not the only unified education system, but a group of national systems that develop according

to jointly agreed principles. At the same time priority, as stated at a conference in Bergen and in London, is given to the development of such areas as three cycle system of education, national quality assurance systems that interact, mutual recognition of degrees and study periods [4–5].

Table of authorities

1. Sukhodub T. European vector of the national education: problems and perspectives//Philosophy of education 3 (5) 2006 – P.7–21
2. Anufriyev M.I., Bandurka O.M., Yarmysh O.N., Higher institution of education of the MIA of Ukraine: scientific and practical textbook. – Kharkiv: Unievrstity of internal affair, 1999. – 369 p.
3. Bologna process in facts and documents/ Compliers Stepko M.F., Bolyubash Y.Y., Shunkaruk V.D., Grubinko V.V., Babyn I.I., Kyiv – Ternopil: Publishing house TDPU named after B.Hnatyuk, 2003. – 52 p. (www.tspu.edu.ua)
4. Lugovyi V.I. Bologna process and training of state and administrative personnel // bulletin of state service of Ukraine, 2005.
5. Main foundations of development of higher education of Ukraine. / edited by S.M.Nikolaenko; Compliers: M.F. Stepko, Y.Y. Bolyubash, V.D. Shynkaruk, V.V. Grybinko, I.I. Babyn. – Ternopli, 2006.

Кивлюк О.П. Развитие образования и вызовы современной эпохи

Рассматривается процесс формирования общего образовательного и научного пространства и разработка единых критериев и стандартов в этой сфере с целью консолидации усилий научной и образовательной общественности стран Европы для повышения роли этой системы в общественных преобразованиях.

Ключевые слова: образование, стандарты, критерии, общественные преобразования.

УДК 378:165.742

Фатхутдинова О.В.

Идея демократизации юридической освіти: принципы открытости образовательных учреждений та різноманіття освітніх систем

Розглядаються принципи демократизації юридичної освіти в Україні: відкритості освітніх установ та різноманіття освітніх систем. З точки зору автора, розуміння і застосування даних принципів підвищить якість юридичної освіти в Україні, професійний рівень випускників вищих навчальних закладів і послужить зміцненню демократичних принципів в українському суспільстві.

Ключові слова: юридична освіта, комерційні навчальні заклади, освітні програми.

(стаття друкується мовою оригіналу)

Фатхутдинова Е.В.

Идея демократизации юридического образования: принципы открытости образовательных учреждений и многообразия образовательных систем

Рассматриваются принципы демократизации юридического образования в Украине: открытости образовательных учреждений и многообразия образовательных систем. С точки зрения автора, понимание и применение данных принципов повысит качество юридического образования в Украине, профессиональный уровень выпускников высших учебных заведений и послужит укреплению демократических принципов в украинском обществе.

Ключевые слова: юридическое образование, коммерческие учебные заведения, образовательные программы.

В формирующихся в украинском обществе демократических принципах важной составляющей выступают принципы развития демократизации юридического образования. Правовая составляющая – это основание демократичного общества. Без должного уважения к закону, равенства перед законом, невозможно построить демократическое общество. По этой причине, выбранная народом Украины модель демократического развития общества, должна найти своё отражение и в системе образования, через которую осуществляется преемственность между поколениями и передача основных идей и принципов развития общества.

Целью настоящего исследования является рассмотрение двух принципов демократизации юридического образования в Украине: открытости образовательных учреждений и многообразия образовательных систем. С нашей точки зрения понимание и применение данных принципов повысит качество юридического образования в Украине, профессиональный уровень выпускников высших учебных заведений и послужит укреплению демократических принципов в обществе.

Известный российский специалист в области философии образования А.Новиков выделяет семь основных принципов развития демократизации образования в России [3,264]:

1. Самоорганизация учебной деятельности студентов.