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## Standardization of education in higher education Institutions of Ukraine and Poland

### Abstract

In the article the curriculum of Pedagogical University of Cracow (Poland) of educational and qualification level of bachelor with the specialization in “Philology” (English and literature) is considered and its comparing with the pedagogical universities of Ukraine is carried out.

**Key words:** pedagogical university, bachelor, curriculum, comparative analysis, philology

### Introduction

The process of European integration involves the formation of common educational and scientific space and the development of common standards and criteria of education. The concept of educational standards is closely related with such categories as “education quality”, “efficiency of professional work”, “monitoring of the quality of education”, and emphasizes the strategic objective of improving the system of monitoring and evaluation of the quality of education.

Implementation of the Bologna process in Ukraine updates studying the experience of the countries which have begun the process of adapting their education systems to modern European models much earlier and have already implemented and successfully used new principles and methods in higher education.

### The main points

The object of the article is detailed analysis of the curriculum of Pedagogical University of Kraków in Bachelor’s degree programme for “Philology” (English Language and Literature) and comparing it with pedagogical educational institutions of Ukraine: National Pedagogical Dragomanov University,

Yuriy Fedkovych Chernivtsi National University and Vinnytsia State Pedagogical University named after Mykhailo Kotsiubynsky.

The functioning of higher education in Poland is defined by four laws: "On Higher Education", "On vocational education", "On the State Committee for Scientific Research" and "On the academic titles and degrees"<sup>1</sup>.

The curriculum of higher educational institution for training future English teachers provides 4-years training term for Ukrainian and 3-years training term for Polish universities with a total academic workload of 180 ECTS.

For licentiate qualification of Philology it is necessary to master 540 hours of classes, including 360 hours of academic disciplines and 180 hours of practice at school. It should be noted that the standard provides minimum number of hours to study these subjects and a final decision on the optimal amount of academic load is accepted by a higher educational institution.

The program minimum defines such allocation of subjects:

- A. Subjects of guiding study according to a particular training direction.
- B. Subjects of additional specialization.
- C. Subjects of pedagogical direction.
- D. Pedagogical practice.
- E. Information technologies.
- F. Foreign language (the need to master foreign language by graduates at the level necessary for the first-degree study – C1 CEFR is emphasized). We have studied the educational standard, in addition to data on subjects and their scope, which contains program requirements to general content, knowledge and skills, which a student has to obtain as a result of studying the above subjects.

Another important component of the educational process of a pedagogical higher educational institution – teaching practice, which aims to study work organization of different types of schools, improvement of professional and pedagogical knowledge, abilities and skills acquired in the system of higher education, forming skills of giving lessons, studying psychological peculiarities of students, their cognitive interests and relationships in the team and so on<sup>2</sup>.

Educational standard provides at least 30% of the time for training practice for the first three years of studying and at least 40% – for the fourth year.

Therefore, standardization of educational process involves the development of clearly defined expected learning outcomes (Learning Outcomes) that means compatibility of knowledge and skills offered by universities and determined according to the Bologna process<sup>3</sup>.

<sup>1</sup> Standardy kształcenia nauczycieli, o których mowa w § 1, dotyczą studiów i studiów podyplomowych rozpoczynających się od roku akademickiego 2004/2005.

<sup>2</sup> M. Kwiek, *Zmierzch nowoczesnego uniwersytetu*, 2001. Available from: <http://www.forumakad.pl/archiwum/2000/01/artykuly/08-agora.htm>.

<sup>3</sup> Стандарти і рекомендації щодо забезпечення якості в європейському просторі вищої освіти. – К. : Ленвіт, 2006. – с. 35.

General requirements for training future professionals are carried out according to the European educational requirements whereby the foreign language competence is characterized by mastering it at level C1 CEFR (Common European Framework of Reference)<sup>4</sup>.

The second foreign language, at the choice of a student, can be German, French or Russian.

The comparisons of the number of credits for the English language studying for the whole period of training are shown in Table 1.

**Tab. 1.** Total academic workload for the English language studying, credits

Educational institution	Number of credits	% in comparison with the Pedagogical University of Cracow
Pedagogical University of Cracow	32	–
National Pedagogical Dragomanov University	58,5	182,8
Yuriy Fedkovych Chernivtsi National University	61	190,6
Vinnytsia State Pedagogical University	66	206,3

Source: own work

The table 1 shows that in local institutions of higher education there are more hours for studying English language compared with the Polish educational institution – from 1.8 to 2.1 times.

However, the load on studying by semesters in the context of researched higher educational institutions (Fig. 1.2) shows that in the Polish institution students actively start to learn the English language from the first semester, where 15 credits are given to study it, that is twice more than in National Pedagogical Dragomanov University and a half times – in Vinnytsia State Pedagogical University. In the second semester we note the reduction of hours to 10 credits equal to semester load for studying English at local universities. Load in the third and fourth semesters of this discipline is reduced to 4 and 3 credits respectively, that is almost twice lower than the corresponding load at the Ukrainian universities. After regression analysis of the dynamics of load on studying English in the Polish higher educational institution we get a linear regression equation of the type  $y = 18.5 - 4.2x$ , which shows that the average load per semester was declining by 4.2 credits.

<sup>4</sup> Загальноєвропейські рекомендації з мовної освіти : вивчення, викладання, оцінювання. – К. : Ленвіт, 2003. – с. 213.

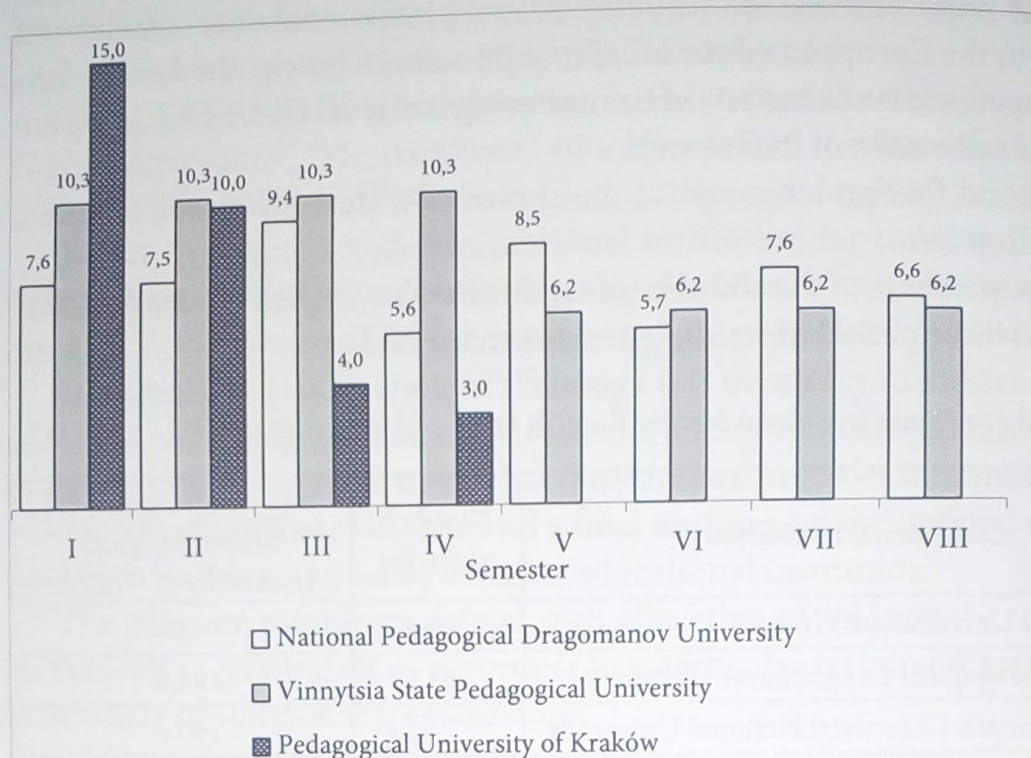


Fig. 1. Dynamics of the academic workload for the English language studying, credits

To compare the load according to the curricula in the context of subjects of researched higher educational institutions and checking them for similarity that is matching quantitative and proportional terms, we carry out correlation analysis which would provide an opinion on the similarity of national and foreign curricula<sup>5</sup>. Correlation analysis makes it possible to determine whether selections of subjects are associated by the number of credits that is higher values of credits of one selection of disciplines are connected with higher values of another selection in case of a positive correlation, or conversely, small values of one selection are connected with larger values of another one if it is a negative correlation or data of two ranges are unrelated in case of zero correlation. General formula for calculating the correlation coefficient is:

$$r = \frac{N \sum x_i y_i - \sum x_i \sum y_i}{\sqrt{\left[ N \sum x_i^2 - \left( \sum x_i \right)^2 \right] \left[ N \sum y_i^2 - \left( \sum y_i \right)^2 \right]}}$$

Where n – the number of pairs of comparable subjects in the Ukrainian and Polish universities;

x, y – the number of credits for studying subjects in the Ukrainian and Polish universities.

<sup>5</sup> E. Hornowska, *O pomiarze jakości usług w obszarze edukacji*, [w:] *Ewaluacja a jakość kształcenia w szkole wyższej*, red. A. Brzezińska, J. Brzeziński, A. Eliaz, Wydawnictwo SWPS, Warszawa 2004.

As a result of correlation analysis coefficients of pair correlation were obtained that characterize the similarity of each of the curriculum in local universities to the Polish one in the context of all disciplines ( $r_1$ ) and subjects ( $r_2$ ) Table. 2.  $R_1$  coefficient shows the total similarity of the curriculum taking into account the totality of academic disciplines, whereas  $r_2$  shows the degree of share similarity in the structure of the curriculum for disciplines that are taught in the Ukrainian and Polish universities.

Tab. 2. Correlation coefficient of the curriculum similarity ( $r$ ) of the investigated higher education institutions

Universities	$r_1$	$r_2$
National Pedagogical Dragomanov University (Ukraine) / Pedagogical University of Cracow (Poland)	0,7679	0,9136
Vinnitsia State Pedagogical University (Ukraine) / Pedagogical University of Cracow (Poland)	0,8051	0,9167

Source: own work

These values of the coefficients of pair correlations show a considerable similarity ( $r \geq 0.7$ ) of curricula of the Ukrainian and Polish universities, but the most identical to Pedagogical University of Cracow is the curriculum of Vinnitsia State Pedagogical University and National Pedagogical Dragomanov University.

## Conclusions

So, on the basis of theoretical analysis this brings us to the conclusion that Ukrainian and Polish standards of educational and qualification level of Bachelor with the specialization in "Philology" (English and literature) differ in terms of training, but their average annual workload is the same – 60 ECTS. Ukrainian educational standard provides the division of training courses for cycles and distinctively indicates the number of hours of professional electives and selective subjects, while the Polish standard specifies only the minimum number of hours to study professional subjects, providing educational institution to choose the rest ones. However, despite some differences we can say that at the heart of the concept of training of future English teachers the principles of compliance with the Bologna process requirements, graded training, sufficient psychological and pedagogical training, profiling, and variability are based.

## Literature

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