

WORLD-CLASS TRENDS IN THE CONTEXT OF THE CONTENT OF THE SECOND ACADEMIC REVOLUTION: UNIVERSITY EDUCATION

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INTRODUCTION

The modern university (ie the University of the period of the Second Academic Revolution) correlates its activities with the following positions: society of knowledge and education; connection between entrepreneurship and higher education; social development and higher school. The beginning of the Second Academic Revolution is associated with the introduction of the term «knowledge society» (P. Draker, 1969), which was interpreted as a society created and multiplied by diversity and abilities. It was preceded by the term «a society that is learning» (R. Hutchins, 1968). Thus, the university has a meaningful content load and is an international institution for the development and sharing of knowledge in support of human development.

Under the academic revolution, large-scale, varied and dynamic changes taking place in the system of European higher education in the second half of the 20th – the beginning of the 21st century are understood. This, in particular, is a massification characterized by significant social mobility, new models of financing higher education, diversification of higher education systems, reduction of academic standards, competition for places in prestigious universities, complication of procedures and quantitative and qualitative increase in criteria for entry into prestigious universities, the emergence of international ratings and an increase in the distance between elite and mass educational institutions.

Trends in the development of higher education in the research of Ukrainian scholars

The trend is the directed development of any phenomenon or process and serves as a form of manifestation of laws that «have no other reality, except in the approximation, in a tendency». Separate phenomena and processes that are inherent in a globalized society can only be investigated in the approximation. The trend is defined as the direction of the development of anything, and bias tends to be bias. In studies on the development of higher

education, there is a certain proportion of bias, which manifests itself in the author's position regarding the identification and interpretation of trends in its development.

Significant in determining the development of university education is the study of D. Dzvinkchuk, in which he distinguishes the trends in the context of co-evolution, in particular the tendency to form a «knowledgeable capitalism», which essentially changes the criteria for assessing the information achievements of universities: if the new knowledge they created earlier was mostly «open» and immediately (or with a little delay) become the achievement of all mankind, then since the end of the twentieth century in the world (and in Ukraine since the beginning of the XXI century) more and more new knowledge becomes the center of the dispute over their legal affiliation – whether it is a property of a scientist, university, state, or private grantor as a result of the emergence of new types of educational institutions to the emergence of new types of educational institutions «entrepreneurial university», «virtual universities», «corporate institutions», etc; the tendency to develop an assessment of the quality of education – the use of «meta-assessment», which includes the control of the applied evaluation procedures, the analysis of their compliance with the widespread practice and the recommendations of the scientists of their native country and the European Union (or other international association)¹.

O. Meshchaninov, developing models of university education, highlights the progressive trends in the development of university education, in particular: the one who does it teaches science; campus infrastructure formation; the entry of an academic corporation into local legislative bodies; search for people with innovative thinking; shifting emphasis in teaching on the transfer of knowledge to the process of their birth; Individuals can only prepare personalities; recognition of the academic community's personal responsibility to future generations; awareness and acceptance of enlightened Ukraine as a social ideal; payment for quality educational services as a more important condition of high quality of life; lack of ready-made recipe for reform; service to society, not power; new ways and forms of obtaining knowledge and their provision to students; discourse choice and problem situations instead of traditional lectures; the involvement of all

¹ Дзвінчук Д.І. Сучасні тенденції розвитку та управління освітою: автореф. дис. на здобуття наук. ступ. д-ра філософ. наук: спец. 09.00.10 «Філософія освіти»; АПН України. Ін-т вищ. освіти. К., 2007. 36 с.

scientific and cultural resources in the university². And as a dominant trend in the development of university education in Ukraine at the beginning of the 21st century, he emphasizes on the education, the formation of a new level of outlook, the democratization of the individual and adaptation to life in conditions of freedom, which broadens the philosophy of modern higher education, states that «Freedom is a criterion of quality the university system of education»³.

T. Suslovska analyzed the trends and extent of the development of cross-border education, especially the transnationalization of the training of highly-qualified specialists. She defines the main directions of increasing the competitive position of domestic universities in the world market of educational services and transfers of university activities to international standards, in particular, the change of the status of existing educational institutions with the allocation in the higher education system of a limited group of research universities of the national level, multi-field regional higher educational institutions and vocational education institutions; state targeted support of those studies at universities, which will be carried out in strategic scientific areas; stimulating the research work of university lecturers on the basis of radical reformation of the system of payment of their labor; activating and bringing to a qualitatively new level the scientific cooperation of domestic universities with foreign partners and promoting their scientific products to the world markets of intellectual property objects; integration of university, academic and corporate research activities with diversification of sources of its financing; the introduction in the research universities of Ukraine of world standards of educational and scientific activity according to the criteria of personnel, educational, methodological, material and technical and informational and infrastructural provision of their activities⁴. In the period of the global phase of world economic

² Мещанінов О.П. Сучасні моделі розвитку університетської освіти в Україні: теорія і практика: автореф. дис. на здобуття наук. ступ. д-ра пед. наук: спец. 13.00.04 «Теорія та методика професійної освіти»; Інститут педагогіки і психології професійної освіти АПН України. К., 2005. 40 с. Р. 22.

³ Мещанінов О.П. Сучасні моделі розвитку університетської освіти в Україні: теорія і практика: автореф. дис. на здобуття наук. ступ. д-ра пед. наук: спец. 13.00.04 «Теорія та методика професійної освіти»; Інститут педагогіки і психології професійної освіти АПН України. К., 2005. 40 с. Р. 31

⁴ Суловська Т.Є. Організаційно-економічні форми інтернаціоналізації університетської діяльності: автореф. дис. на здобуття наук. ступ. канд. екон. наук: спец. 08.00.02 «Світове господарство і міжнародні економічні відносини»; ДВНЗ «Київський

development, as the author points out, international university activity has reached its highest level and is manifested in diversifying the activities of universities at the transnational and global levels⁵, including diversification of the content and organizational and economic forms of the activities of universities.

The trends of the research universities are noted by L. Antoniuk in the scientific report-presentation. This is, in particular, the global scale of activities and the significant impact on social development; systematic integration of research and educational activities; deepening of regional and international cooperation; selectivity in good students and professors; high levels of academic performance of teachers; implementation of interdisciplinary research and training of doctors of sciences; the prevalence of a competency approach in the learning process and the development of students' research competencies; diversification of funding sources; joint coordination of actions with business in preparation of specialists; formation of modern infrastructure of scientific and innovative activity; ensuring the highest quality of scientific and educational activity; the growth of consulting services, as provided by teachers⁶.

L. Polyakova in the context of determining the mechanisms of state management of the information and educational environment of innovative university complexes emphasizes on such tendencies as the tendencies of the formation of an open education system; tendencies of distance learning development; trends of information society development. According to L. Polyakova, the full implementation of these trends in Ukraine is hindered by the lack of organizational forms for the rapid implementation of new educational technologies based on the principles of integration of educational resources and the transfer of educational services to their end users; insufficient use of innovations in the field of educational technologies for the improvement of applied educational content; the ineffectiveness of

національний економічний університет імені Вадима Гетьмана». К., 2011. 22 с. URL: <http://www.kneu.edu.ua/userfiles/diser.../Suslovska.doc>. Р. 19

⁵ Суловська Т.Є. Організаційно-економічні форми інтернаціоналізації університетської діяльності: автореф. дис. на здобуття наук. ступ. канд. екон. наук: спец. 08.00.02 «Світове господарство і міжнародні економічні відносини»; ДВНЗ «Київський національний економічний університет імені Вадима Гетьмана». К., 2011. 22 с. URL: <http://www.kneu.edu.ua/userfiles/diser.../Suslovska.doc>.

⁶ Антонюк Л.Л. Основні тенденції та стандарти діяльності дослідницьких університетів світового класу. Університетська освіта. 2011. № 1. URL: http://kneu.edu.ua/ua/scince/institut_vyshhoi_osvity/univ_osvita/.

traditional forms of interaction between teachers and students; the weak promotion of the final educational services to the regions of Ukraine and abroad⁷.

L. Panchenko substantiated theoretical and methodological principles of the development of the informational and educational environment (IEE) of the university, in particular: methodological approaches to the problem of development of IEE, trends of university education that influence the development of IEE, principles of constructing IEE components; The model of the IEE of the University as a set of interconnected structures – spatial-semantic, technological, informational-competent, communicative, probabilistic⁸ is developed.

A. Kirda highlighted four main trends in the development of educational goals: the increasing role of the goal of education in the development of the educational process: increasingly, the goal begins to be regarded as the starting point, which defines all the main components of the educational process: content, methods, efficiency; the outline of the general perspective goals of education related to values is transcendental in nature and is directed at the upbringing and teaching of students, future worthy citizens of the country, capable of multiplying its potential and preserving the stability and continuity of the institutions of power; this type of goals is adopted at the highest state level, it forms the basis of education and directions of school development; differentiated development of educational goals, which takes place at different levels (regional, district, school) and allows to define intermediate educational goals that take into account the problems, features and needs of an individual region or district; specifying educational-educational goals at the level of a separate educational institution and developing ways to achieve them; such goals are determined by the teachers' team together with parents and the local administration when educational programs for their educational institution are planned and formed at the school level; specific goals are guided by school work, they

⁷ Полякова Л.П. Державне управління інформаційно-освітнім середовищем інноваційних університетських комплексів: автореф. дис. на здобуття наук. ступ. докт. наук з держ. управл.: спец. 25.00.02 «Механізми державного управління»; Донец. держ. ун-т упр. Донецьк, 2010. – 40 с. URL: <http://www.nbuv.gov.ua/ard/2010/10plpiuk.zip>.

⁸ Папченко Л.Ф. Теоретико-методологічні засади розвитку інформаційно-освітнього середовища університету: автореф. дис. на здобуття наук. ступ. д-ра пед. наук: спец. 13.00.10 «Інформаційно-комунікаційні технології в освіті»; ДЗ «Луган. нац. ун-т ім. Т. Шевченка». Луганськ, 2011. 44 с.

are closely related to the content, methods and means of education and upbringing; these goals are the main criteria by which school staff, parents and the general public appreciate the work of a particular institution of education, since their achievement can be measured⁹.

In the studies of O. Gluzman¹⁰, V. Lugovyi¹¹, L. Puhovska¹², A. Sbrueva¹³, the general-purpose and specific-regional tendencies of the development of education, global tendencies (mega-trends) and sub-tendencies subordinate to them. The main tendencies of most scholars are the expansion of access to higher education and the guarantee and quality assurance of higher education.

K. Korsak created a list of leading all-planetary tendencies inherent in the modern stage of evolution of mankind, based on the criterion of unity, their systematization and division into groups: the person is «natural»; a person in the socio-social dimension; organization and conditions of sustainable development of society; changes in the principles of production and life; defense and national security; development of scientific-production complex; education and culture and modernization of the educational

⁹ Кирда А.Г. Тенденції розвитку цілей освіти в розвинених країнах світу і України (друга половина ХХ століття): автореф. дис. на здобуття наук. ступ. канд. пед. наук: спец. 13.00.01 «Загальна педагогіка та історія педагогіки»; Київ. нац. ун-т ім. Т. Шевченка. К., 2005. 26 с.

¹⁰ Глузман А.В. Тенденції розвитку університетського педагогічного образования в Україні: дис... д-ра пед. наук: спец. 13.00.04 «Теорія та методика професійної освіти»; АПН України. Ін-т педагогіки і психології проф. образования. К., 1997. 479 с.

Глузман А.В. Университетское педагогическое образование: опыт системного исследования: Монография К.: Видавничий центр «Просвіта», 1996. 312 с.

¹¹ Луговий В. І. Дослідницько-інноваційний потенціал вищої освіти та його актуалізація в Україні. URL:http://www.ihed.org.ua/images/pdf/7_11_2013_3.pdf.

Луговий В.І. Національна рамка кваліфікацій, які пов'язані з вищою освітою: стан і труднощі розроблення в Україні. URL: <http://www.tempus.org.ua/uk/national-team-here/219-nacionalna-ramka-kvalifikacij.html>.

Луговий В.І. Тенденції розвитку педагогічної освіти в Україні: (теоретико-методологічний аспект): дис... д-ра пед. наук: спец. 13.00.01 «Загальна педагогіка та історія педагогіки»; АПН України, Ін-т педагогіки і психології проф. освіти. К., 1995. 429 с.

¹² Пуховська Л.П. Професійна підготовка вчителів у країнах Західної Європи в другій половині ХХ століття: автореф. дис. на здобуття наук. ступ. д-ра пед. наук: спец. 13.00.04 «Теорія та методика професійної освіти»; АПН України. Ін-т педагогіки і психології проф. освіти. К., 1998. 41 с.

¹³ Сбруєва А.А. Глобальні та регіональні тенденції розвитку вищої освіти в умовах побудови суспільства знань. Сум : СумДПУ ім. А. С. Макаренка, 2008. 80 с.

complex during the period of the beginning of the building of a knowledge society¹⁴.

World-class trends in higher education

Global trends as world-class trends were identified as a result of the joint work of representatives of the countries that signed the Bologna Declaration and the countries approved the communique «New Dynamics of Higher Education and Research for Change and Development society» at by the UNESCO World Conference on Higher Education (2009). The following key positions were discussed, on the basis of which the trends and problems of the world and European higher education were singled out, in particular:

- processes of changes in higher educational establishments;
- improving the quality and increasing the creativity of universities;
- Bologna reforms in the European dimension;
- correction of Bologna transformations in terms of society, higher education and business;
- development of bachelor's educational programs and strengthening their orientation towards labor markets;
- review of master's degrees in Europe;
- Bologna process between requirements and reality;
- a critical analysis of the experience of Bologna reforms in the general European and state contexts;
- quality assurance systems in higher educational institutions, development of an institutional quality culture;
- new approaches to the formation of modern accreditation systems;
- the impact of the global ranking on higher education research and knowledge production;
- the role and mission of universities in the modern world of education throughout life, entrepreneurship and social development¹⁵.

In the context of the interpretation of the term «tendency», these names are somewhat specific, and we represent them without changing the names.

¹⁴ Корсак К.В. Соціально-філософський аналіз тенденцій розвитку тріади «людина – суспільство – освіта» на початку XXI століття: автореф. дис. на здобуття наук. ступ. д-ра філос. наук: спец. 09.00.10 «Філософія освіти»; АПН України, Ін-т вищ. освіти. К., 2006. 36 с.

¹⁵ Основные тенденции развития высшего образования: глобальные и болонские измерения / Под науч. ред. д-ра пед. наук, профессора В.И. Байденко. М.: Исследовательский центр проблем качества подготовки специалистов, 2010. 352 с.

There are significant researches in the context of the study of global trends in the development of higher education made by P. Altbach, L. Riesberg, L. Rambli (report «Trends in global higher education: monitoring academic revolution»)¹⁶, O. Biryukov («The Global Academic Revolution and Contemporary Inclusive Development: Main Trends and Problems»)¹⁷, I. Naliotova, O. Prokhorova («Transformation of the Values of Academic Culture in the Conditions of Globalization»)¹⁸, I. Kharchenko, V. Busygina (grant research «The system of higher education and challenges of modernization») and others.

The trends and challenges outlined in the report «Trends in Global Higher Education: Tracking the Academic Revolution» (P. Altbach, L. Rysberg, L. Rambli)¹⁹ on the development of higher education, in particular university education, are:

- global socio-economic environment;
- the explosive character of massification;
- World University Ratings;
- contradictions between social and personal good;
- increase of the private sector and privatization of universities;
- research university and research environment;
- students and curricula; contradiction of isomorphism;
- globalization and internationalization (opportunities, challenges, risks);

¹⁶ 21. Тенденции в глобальном высшем образовании: мониторинг академической революции / Доклад, подготовленный для Всемирной конференции ЮНЕСКО по высшему образованию 2009 года. Перевод Е.Н. Карачаровой. URL: <http://unesdoc.unesco.org/images/0018/001831/183168e/pdf>.

Терентьсва Н. Тенденції розвитку університетської освіти у контексті академічної революції / Педагогічна освіта і наука в умовах класичного університету: традиції, проблеми, перспективи: у 3-х т. – Т. 1. Підготовка педагогічних кадрів у вищій школі: виклики, проблеми, динаміка змін: зб. наук. пр. / за ред. М. Свтуха, Д. Герцюка, К. Шмидта. Львів: ЛНУ імені Івана Франка, 2013. С. 357–364.

¹⁷ Бирюков А.В. Глобальная академическая революция и современное инклюзивное развитие: основные тренды и проблемы. URL: <http://innclub.info/wp-content/uploads/2011/10/бирюков.doc>.

¹⁸ Налетова И.В. Трансформация ценностей академической культуры в условиях глобализации. URL: http://analiculturolog.ru/journal/archive/item/300-article_10.html.

¹⁹ Тенденции в глобальном высшем образовании: мониторинг академической революции / Доклад, подготовленный для Всемирной конференции ЮНЕСКО по высшему образованию 2009 года. Перевод Е. Н. Карачаровой. URL: <http://unesdoc.unesco.org/images/0018/001831/183168e/pdf>.

- constructive actions of positive discrimination, quotas, programs of reservation of places;
- teaching and support of various student contingents;
- mobility management;
- quality assurance;
- orientation to educational outcomes;
- global trends in financing higher education;
- elite and semi-senior higher educational establishments;
- worsening of the qualification of the faculty;
- the growth of the number of teachers working part-time or incomplete;
- bureaucratization of the professorship;
- global academic market;
- diversification of student contingent;
- transformation of higher educational institutions and higher education systems; teaching at a traditional university;
- factors that change university teaching;
- new curricula and changes in the content and objectives of tertiary education;
- approaches to student learning based on educational outcomes;
- Information and communication technologies and distance education;
- system-wide policy and research universities;
- trends in the field of fundamental research;
- the connection «university – industry»;
- research and teaching profession;
- model «learning – work»;
- business education;
- leadership training and professional development;
- Intellectual Property Licensing;
- university processes (policy development, internal organizational structure);
- changes in reception models;
- successful training: from admission to completion;
- professionalization of management and leadership of the system of higher education and leadership, etc²⁰.

²⁰ Тенденции в глобальном высшем образовании: мониторинг академической революции / Доклад, подготовленный для Всемирной конференции ЮНЕСКО по высшему образованию 2009 года. Перевод Е.Н. Карачаровой. URL: <http://unesdoc.unesco.org/images/0018/001831/183168e/pdf>.

Among the global trends of higher education development, taking into account the realities of the 21st century, scientists and analysts, based on the effects of the introduction of international ratings causing tension between universities of the so-called «world class» and mass universities, distinguish the following:

- international student mobility, which consists of two streams (the flow of students from Asia entering the main academic systems of North America, Western Europe and Australia; the flow of students within the European Union within the framework of student mobility support programs);
- changing the nature of teaching, learning and educational programs: the tasks of most universities – less to teach basic disciplines and to offer more professional programs for a wide range of students;
- increasing the importance of providing education for education, qualifications and accountability;
- a change in the funding of higher education and an increase in the debate «public benefit – personal benefit»;
- revolution in the private sector of university education (the emergence of quasi-commercial educational institutions);
- the change of the teacher's profession (tension, reaction to massification, reduction of the general level of qualification of the faculty, the global character of the academic labor market, insufficient wages, the loss of a professorship of autonomy, the transfer of powers from academics to officials, bureaucratization of university science, etc.);
- the formation of a research environment (research universities as direct participants in the global network of information and knowledge, the change of the triangle «university – science – industry» to «university – government – industry» with the subsequent differentiation of universities to research, teaching, research and research, intellectual property issues);
- dissemination of information and communication technologies;
- trends taking into account key demographic changes (expansion of the contingent of students at the expense of foreigners, representatives of different age groups and social strata, etc.);

Тенденции обновления систем и образовательных стандартов высшего образования государств-участников СНГ в контексте Болонского процесса: итоговый аналит. доклад / В.И. Байденко [и др.]; науч. ред. В.И. Байденко. М.: Исследовательский центр проблем качества подготовки специалистов, 2006. 158 с.

– trends taking into account the consequences of economic crises (reduction of budget funds for university studies, reduction of student loans, increase of tuition fees, etc.)²¹.

The presented trends, although partly overlapping, however, reflect the scientific positions regarding their selection.

These trends are observed during the Second Academic Revolution in the context of creating a new market for educational services through open access to higher education, when organizational and corporate business values are replaced by classical academic, and universities must adapt their activities to the requirements of socio-cultural development. These changes are directly related to the specifics of the K (knowledge)–society (knowledge-based society), including the specifics of the new K-economy, or the innovation economy.

Generalized global trends that determine the development of higher education period of the Second Academic Revolution, we present in Table 1.

Table 1

Global tendencies, determined the development of higher (university) education during the Second Academic Revolution

| <i>Global tendencies</i> | <i>Mega tendencies</i> | <i>Sub tendencies</i> | <i>Local tendencies</i> |
|---|--|--|--|
| the global socio-economic environment; massification; world university rankings; increasing the private sector and privatizing universities; research university and research | international student mobility, consisting of two streams (students from Asia and within the European Union); change in the nature of teaching, training | university higher education; professionalization; transformation of university education: from elitist through mass to | accumulation of knowledge; development of self-government; development of the sphere of technical protection of information; |

²¹ Іванюк І.В. Сучасний стан громадянської освіти в Україні. Аналітичний звіт / Громадська організація «Об'єднання «Агенція розвитку освітньої політики». URL: <http://edudevelop.org.ua/publications/5-suchasnij-stan-gromadyanskoji-osviti-v-ukrajini.html>.

Основные тенденции развития высшего образования: глобальные и болонские измерения / Под науч. ред. д-ра пед. наук, профессора В.И. Байденко. М.: Исследовательский центр проблем качества подготовки специалистов, 2010. 352 с. Р. 14-20.

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| environment; globalization and internationalization (opportunities, challenges, risks); constructive actions of positive discrimination against the nation, quotas, programs for reserving places; teaching and support of various student contingents; mobility management; quality assurance; orientation to educational outcomes; world tendencies in financing higher education; elite institutions; worsening of qualification of professor-faculty; an increase in the number of teachers working in a joint-venture or incomplete rate; bureaucratization of professors; global academic market; diversification of student contingent; transformation of | and educational programs; increase in the significance of the quality assurance of education, qualification structures and accountability; change in funding for higher education («public benefit – personal benefit»); change of teacher's profession, transfer of authority from scientists to officials, bureaucratization of university science; changes in the role and mission of universities, the formation of research environments (research universities as direct participants in the global network of information and | egalitarian; masodization; the loss of a university monopoly for the training of highly skilled personnel; the correlation in the educational policy of innovation education and upbringing; development of spiritual, moral, aesthetic and cultural qualities of personality; development of motivation for continuing education; formation of innovative competence; the flexibility of the educational system in the choice of style, such as the acquisition of knowledge, skills and abilities; | protection of intellectual property rights; humanitarian knowledge; scientific and technical development; use of available resources; development of cross-border cooperation; development of the Institute of Human Rights; behavior indicators of activity; development of the global ICT market; intensification; development of scientific activity; formation and development of the market of educational services; educational process in modern higher educational institutions; change status; |
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| higher educational institutions and higher education systems; teaching at a traditional university; factors that change university teaching; new curricula and changes to the content and objectives of tertiary education; approaches to student learning based on educational outcomes; information and communication technologies and distance education; system-wide policy and research universities; trends in the field of fundamental research; connection «university – industry»; research and teaching profession; model «learning – work»; entrepreneurship education; leadership training and professional development; | knowledge, the change of the triad «university – science – industry» to «university – government – industry» with the subsequent differentiation of higher educational institutions in the research, training, educational research, the problem of intellectual property); dissemination of information and communication technologies; taking into account key demographic changes; trends taking into account the consequences of economic crises. | creation of a holistic «educational space»; gender policy; regulation of the sphere of employment; the relationship between the labor market and the market for the provision of educational services; media of globalization; development of paradigms. | the influence of the media; ethno-national processes; use of IT to improve the quality of studying at universities; the development of technocratic and humanistic approaches; the process of releasing workers; innovation and investment activity; development of state-level higher education administration; in the educational sphere; the evolution of scientific ideas and inventions, etc. |
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| licensing of intellectual property; professionalization of management and leadership of the system of higher education and leadership, etc. | | | |
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Trends in the development of university education in Ukraine

Let's emphasize some trends that are related to the development of university education, which somehow have been reflected in the scientific research of Ukrainian researchers of the XXI century:

- tendencies of accumulation of knowledge;
- tendencies of self-government development;
- trends in the development of scientific communication;
- trends in the protection of intellectual property rights;
- trends in gender policy;
- tendencies of humanitarian knowledge;
- tendencies of scientific and technological development and scientific activity;
- trends in the use of available resources;
- trends in the development of cross-border cooperation;
- trends in the development of the Institute of Human Rights;
- trends in the development of educational discourses;
- trends in the development of paradigms;
- trends in the development of the global ICT market;
- trends in the relationship between the labor market and the provision of educational services;
- tendencies of educational process in modern higher educational institutions;
- trends in the influence of the media and communications;
- trends in the regulation of employment;
- trends in the formation of geopolitics and geostrategy;
- tendencies of ethno-national processes;
- trends in using IT to improve the quality of education in universities;
- media trends of globalization;

- tendencies of development of technocratic and humanistic approaches;
- trends in the development of the current socio-cultural situation in society;
- trends in changing the basic social proportions;
- trends in the world labor market;
- tendencies of innovation and investment activity;
- trends in the development of public administration in higher education;
- trends in the educational sphere;
- tendencies of the evolution of scientific ideas and inventions;
- trends of the development of university organizations;
- trends of transformation of the university into the institution of production of applied knowledge;
- tendencies of fundamentalization of university education, etc.

These trends are inherent in each country, but they have their manifestations depending on the geopolitical, socio-economic, legal and administrative situation.

Ukrainian universities, as a corporation of scientific thought, learning, implementation and innovation, have come up with the need to address the issue of forming a new generation of people with a new type of thinking, and for that, certain steps have already been taken. The scientific thought of the post-Soviet space has revealed that innovative thinking is a continuation of the creative, higher level of intellectual development of the individual in the information society (post-industrial K–society), a new level of production and industrial relations, society, human activity on the knowledge and outcome basis as a source of development, determination and generating innovations with a compulsory moral, ethical and spiritual component. It is the thought that is marked by the growth of new knowledge in the form of socially useful innovations, can be considered innovative thinking²².

V. Delia distinguishes the following types of innovative thinking: paradigm, conceptual, technological, ideological and methodological, predictive, modeling, combinatorial. We describe those that, in our opinion, are formed in the process of acquiring university education. Paradigmatic innovative thinking has an epistemological nature, produces methodological innovations in fundamental research, characterized by acquiring and

²² Делия В.П. Инновационное мышление в XXI веке. Балашиха: изд-во «Де-По», 2011. 232 с. Р. 68, 77-81.

mastering the system of scientific knowledge, the application of which provides the production of the necessary innovations, their implementation and replication. Paradigm innovative thinking has the ability to determine the strategic model for the development of a particular direction of professional innovation reality. Conceptual innovative thinking is generated by innovations of a constructive nature in the context of the implementation of the paradigm, a complex innovative solution of key issues, and develops new scientific approaches and constructive principles. Technological innovative thinking creates knowledge-intensive innovations in order to implement conceptual development, such as new technologies, innovation processes, implementation activities, etc. Prognostic innovative thinking has a high level of forecasting, which determines the prospect of development and inhibition of innovation mechanisms through knowledge of theoretical doctrines, concepts, systems, etc. Modeling innovative thinking is characterized by the level of heuristic generation of innovations and the creation of information computer products, simulation of the process of solving contradictions, etc. Combined innovative thinking generates innovations, new knowledge, synthesizing them from other spheres of science and empirical knowledge and experience in the field of challenges and challenges²³.

As tendencies we highlight the decline in the quality of educational services as a result of the forced search of additional sources of profit; downward mobility (potentially talented graduates of universities do not find vacancies for teaching or research positions); the tendency of meritocracy in higher education (the desire of universities to recruit well-known specialists, which will increase the rating positions of the institution, rather than invest resources in training their own staff); the tendency to aging a skilled teaching staff that is professional. At the same time, young people seek employment in universities, however, either immediately for postgraduate study or for positions that do not fit their competencies. A significant number of qualified teachers who are not able to implement in higher educational institutions tend to realize themselves in other areas of activity.

The emergence of new trends in the educational sector has necessitated its updating and revision. The fundamental changes in the market of educational services for higher education in our time are carried out under

²³ Делия В.П. Инновационное мышление в XXI веке. Балашиха: изд-во «Де-По», 2011. 232 с. Р. 77-81.

the influence of the following factors: acquiring knowledge of the status of fixed capital for social development; reducing and changing the mechanisms of state financing of education; development of new information technologies; processes of globalization, internationalization and Europeanization of education. Despite the benefits of transnational education, traditional forms of education are unlikely to lose their significance. So, it's worth to determine the ways to implement a strategy to achieve an effective balance between traditions and innovations in this area.

The overwhelming majority of researchers distinguish, describe, characterize key / main / leading trends, identifying these concepts. For us, this question is controversial, since the identification of the main tendencies, in our opinion, involves the outline of secondary and / or secondary; key – general; leading – insignificant, and such positions are not always followed in the dissertation research.

We identified the following trends in the development of university education, which previously did not focus on the trends:

- transboundary (increasing access to education through open educational resources and distance learning and information and communication technologies; creation of mega-universities);

- politicization (state support for scientific and innovation activities of universities, multidimensional tertiary education, forecasting of changing needs in the educational sphere, political decisions on funding universities, diversification of profits);

- institutionalization (definition of profiles, priorities, missions, tools, etc. – creation of the potential of the public benefit of university education);

- increased participation rates (increasing student contingent by expanding access to all levels of higher education, financial and educational support for representatives of the poor and marginalized populations, expanding the non-state educational services sector, targeting different types of contingent);

- anticipation of the needs of the society (increasing attention to the natural, technological, engineering, mathematical, social and humanitarian sciences, open access to scientific literature and the exchange of research results, entrepreneurship training, provision of vocational training);

- evolution of teaching and learning (training specialists in planning education and research, solving the problems of training highly qualified teaching staff, in particular, through the improvement of teaching methods);

- commercialization / or commercialization and competition (the movement of intellectual capital to create mutually beneficial for all participants of a market product from the objects of intellectual property in order to profit);

- consolidation (university unification in order to solve common problems and strategic tasks; cooperation between governments, institutions, students, employees, employers, etc.);

- noospherization of university education (formation of critical-innovative potential of the university and new human thinking in the conditions of university education);

- growth of social responsibility (response to social, economic, scientific and cultural aspects, formation of global knowledge for solving global problems, development of critical thinking and active citizenship, awareness, openness and transparency of activity of the institution within its autonomy).

CONCLUSION

The vast majority of them are regional according to the region of distribution (with the exception of the trend of noospherization – subtendency); in time the manifestation – local (besides the tendency of evolution of teaching and teaching systems – through); for consequences that can be estimated – discursive; according to the dynamics of the manifestation – prognostic (with the exception of the tendency of politicization – dynamic). For the set goals for the development trends include all of the above trends; tendencies of evaluation may be tendencies of transboundary nature, institutionalization, commercialization, anticipation of the needs of society; tendencies of establishment or receipt / seizure – growth of social responsibility; trends as a manifestation – consolidation, growth of participation rates, evolution of teaching and learning. In any case, having convergent and divergent manifestations, trends can not be uniquely attributed to a particular group, which makes it impossible to single-class classification, making it somewhat arbitrary.

We have every reason to highlight the development of innovative university complexes as a trend, one of the main goals of which is to improve the quality of education, taking into account the current requirements of the labor market on the basis of the integration of educational, scientific and innovative activities, as well as the use of intellectual, material, informational resources and the results of scientific

research. research on priority directions of development of science and technology for training specialists in the educational subsystem of the university complex.

According to the results of the research, the following recommendations were formulated: to optimize the conditions of training in the new generation of human beings by means of: – a combination of in-depth study of the main subjects with the study of specific courses for the formation of innovative thinking, which are characteristic of elite education; – ensuring close contact with academic institutions for the implementation of the latest pedagogical technologies and specialized courses; – support of world-class scientific schools for stabilization of the system of informational and material support of science; – state support of talented youth, gifted students, perspective postgraduate students and doctoral candidates, creation of conditions for realization of intellectual potential of citizens, provision of innovation fund for scientific researches; – the effective realization of social functions of science, forming the spiritual and intellectual (educational, cultural, etc.) and project-economic (generalized system technologies, economic, etc.) potential of society.

The process of generating innovation to take into account the basic principles of human formation – a highly skilled specialist with a new type of thinking: socialization (involves the ability of the person to correctly assess social phenomena and predict their attitude and behavior in accordance with their functioning), axiology (involves education on universal (general civilization) values, which determine social development), active living and social / civic attitudes (is a condition for mobilizing students and facilitating forms the level of communicative, organizational skills and creativity), referents (provides the development of meaningful personalized ideals with noospheric thinking), professionalization (develops professional knowledge, creative abilities, respect, ability to generate professionally significant innovations), culture (forms a culture of behavior, outlook, behavior), spirituality (defines the essential and meaningful state of man), physical and moral perfection (involves the active introduction of healthcare-saving technologies, the harmonization of physical, emotional and intellectual development), etc.

SUMMARY

This scientific research represents the results of the study of vector directions for the development of university education as a segment of higher education in the context of changes in the Second Academic Revolution. The author outlines the global (world-class) tendencies of higher education development, which caused relevant changes in the university segment. A refereed review of domestic (Ukrainian) research on the identification of trends in the development of university education in the world and Ukraine is presented. The trend is defined as the direction of the development of anything, and bias tends to be predominantly bias, which leads to the prevalence of authorial predictions, and not the state. The importance of innovative thinking of subjects of educational activity of institutions of higher education is emphasized. Formation of a person with a new type of thinking will contribute to the creation of a new knowledgeable product in society. The essence of such tendencies as transboundary, politicization, institutionalization, growth of indicators of participation, anticipation of the needs of society, evolution of teaching and learning, commercialization and competition, noospherization, growth of social responsibility are outlined. *Keywords:* Second Academic Revolution, trends, global (world-class) tendencies, higher education, university, new type (innovative) thinking

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