

# MODERNISATION OF HIGHER EDUCATION AND ITS GLOBALISATION

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*Abstract.* The paper discusses the issues of problem in both teaching and learning processes. The importance of high quality teaching and the need for professional teaching training are also mentioned here.

*Key words:* education, learning, teaching, student, motivate, goal, enthusiasm, success, increase, knowledge, desire, search

## МОДЕРНІЗАЦІЯ ВИЩОЇ ОСВІТИ ТА ЇЇ ГЛОБАЛІЗАЦІЯ

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*Анотація.* Обговорюються проблеми процесів викладання та навчання. Також зазначається важливість висококваліфікованого викладання та необхідності професійної підготовки та постійної практики спеціалістів.

*Ключові слова:* освіта, навчання, викладання, студент, мотивувати, мета, ентузіазм, успіх, підвищувати, знання, бажання, пошук

Everybody knows that education is “the action or process of teaching someone especially in a school, college, or university” [3]. But not everyone remember that in the process of teaching and learning both teachers and students should be engaged totally.

Nobody would contest that we need high quality teaching and learning throughout our education and training systems. In our schools, public inspectorates are charged with ensuring exactly that. “But what do we mean when we talk of quality teaching and learning in higher education, where there may be no set curriculum, training in pedagogical skills is rarely on the menu, and higher education institutions are so varied in their sizes, budgets, missions and objectives, not only between but within individual countries?” [1] A generic one size fits all standard of quality teaching and learning in higher education may be hard to define given the level of disparity in the higher education sector; but that hardly justifies the current reluctance to acknowledge the need for professional teaching skills for those who are already teaching or who intend to become career teachers in higher education. The need for professional training as a teacher at primary and secondary

school level is generally taken for granted but remarkably, when it comes to higher education there seems to be an all too common assumption that such professional teacher training is not necessary, as if it is somehow an idea unworthy of the professional academic. While the content of any such professional teacher training for the third level sector is not a matter for this report it is worth dwelling on some of the characteristics of quality teaching and learning. “Teaching and learning in higher education is a shared process, with responsibilities on both student and teacher to contribute to their success”[1]. Within this shared process, higher education must engage students in questioning their preconceived ideas and their models of how the world works, so that they can reach a higher level of understanding. But students are not always equipped for this challenge, nor are all of them driven by a desire to understand and apply knowledge, but all too often aspire merely to survive the course, or to learn only procedurally in order to get the highest possible marks before rapidly moving on to the next subject. The best teaching helps students to question their preconceptions, and motivates them to learn, by putting them in a situation in which their existing model does not work – and in which it matters to them that it does not work and in which they come to see themselves as authors of answers, as agents of responsibility for change. That means that students need to be faced with problems which they think are important. They need to engage with new questions which are bigger than the course itself, which have relevance to their own lives and which provoke a lively participation far beyond simply getting through assessment or exams.

Quality teaching and learning has broad horizons, taking place in a research-rich environment, where the subject matter is driven by the latest knowledge and research, delivered in a way which “encourages students to develop academic literacy and both subject specific and generic skills which they can apply immediately in the real world, especially in the labour market” [1]. The best teaching encourages students to be aware of and to draw on the research not only of the teacher, but also of fellow academics within and beyond the university or

college, including internationally. “In this era of increasingly rapid globalisation, the teaching and learning experience for all students must be globally connected, enabling students to develop an understanding of how their subject is viewed and pursued in different parts of the world” [1]. During the course of your deliberations any teacher may be very impressed by the exciting leadership that is now available and which extends the boundaries of teaching and learning, although still on a relatively modest scale. It would be great to look forward to a time when the new ideas on models of learning, on interdisciplinarity, integrated learning, on team pedagogy, on deep learning etc. will be mainstreamed, inspiring a new generation of students to reach levels of intellectual literacy that stretch them beyond merely ‘good enough’ to ‘excellent’.

A first step is to create the conditions in which the higher education sector gives parity of esteem to both teaching and research, “so that the higher education teacher knows that he or she has to invest not simply in a command of his or her discipline, whether it is law, literature or science, but must invest in being a good teacher and will be rewarded appropriately for doing so” [1]. Some higher education institutions have already taken substantial steps towards this goal, but even they would not claim that it is a universal experience throughout all their programmes. Their enthusiasm and successes to date encourage us to believe that while many barriers to the full professionalization of higher education teachers is some way off, it is a goal worth setting and a destination which is our best chance of achieving excellence in teaching. It is also an important vehicle for ironing out the vast disparities in educational outcomes which are not the best use of the resource that is the brain power of our people. It also makes the profession of higher education teacher an exciting one, more fulfilling, dynamically self-interrogating, and therefore selfupdating and useful. It has the capacity to shift the learning environment into a very different and much more attractive arrangement. And I would like to finish my work with the words of John Dewey, who said “Were all instructors to realise that the quality of the mental process, not the

production of correct answers, is the measure of educative growth, something hardly less than a revolution in teaching would be worked” [2]. Especially important it would be needed in the educational crisis circumstances.

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