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СТУДЕНТОЦЕНТРОВАНИЙ ПІДХІД У СИСТЕМІ ЗАБЕЗПЕЧЕННЯ ЯКОСТІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ

Анотація. У сучасних умовах розбудови вищої освіти в Україні актуалізується питання реалізації ідеї студентоцентризму як необхідного складника системи забезпечення якості професійної підготовки майбутніх фахівців. У статті розглянуто особливості реалізації студентоцентрованого підходу як системоутворювального принципу організації освітнього середовища закладу вищої освіти в умовах сучасних освітніх реалій. Проаналізовано та систематизовано основні ідеї студентоцентризму як підходу до організації освітнього процесу відповідно до його складових, визначених Законом України «Про вищу освіту». Розглянуто процедури реалізації студентоцентрованого підходу відповідно до вимог Стандартів та рекомендацій щодо забезпечення якості в Європейському просторі вищої освіти. Здійснено контекстний аналіз студентоцентризму як характерної ознаки вищої освіти, на основі якого виокремлено суспільний (цивілізаційний), філософський, соціальний, психологічний, педагогічний, управлінський та особистісний аспекти означеного феномену. З'ясовано необхідність створення освітнього середовища, орієнтованого на задоволення потреб та інтересів здобувачів вищої освіти. Розкрито роль ідеї студентоцентризму у проектуванні освітнього середовища закладу вищої освіти. З'ясовано, що студентоцентроване освітнє середовище являє собою сукупність взаємопов'язаних різнобічних умов реалізації освітніх потреб та інтересів студентів, до яких належить система інтелектуально-комунікативних, організаційних, навчально-методичних, інформаційних, технологічних, матеріально-технічних ресурсів ЗВО. Наголошено, що реалізація студентоцентрованого підходу окреслює шляхи проектування освітнього середовища сучасного університету, орієнтованого на постійний розвиток і самовдосконалення майбутнього фахівця, що є необхідною умовою забезпечення якості вищої освіти в Україні.

Ключові слова: студентоцентризм, студентоцентрований підхід, освітній процес, освітнє середовище, професійна підготовка, якість вищої освіти.

STUDENT-CENTERED APPROACH IN THE SYSTEM OF QUALITY ASSURANCE OF PROFESSIONAL TRAINING OF FUTURE PROFESSIONALS

Abstract. In the current conditions of development of higher education in Ukraine the question of realization of the idea of student-centeredness as a necessary component of the system of quality assurance of professional training of future specialists is actualized. The article considers the peculiarities of the student-centered approach as a system-forming principle of the organization of the educational environment of a higher education institution in the conditions of modern educational realities. The main ideas of student-centeredness as an approach to the organization of the educational process in accordance with its components, defined by the Law of Ukraine «On Higher Education» are analyzed and systematized. Procedures for implementing a student-centered approach in accordance with the requirements of Standards and Recommendations for Quality Assurance in the European Higher Education Area are considered. A contextual analysis of student-centeredness as a characteristic feature of higher education is carried out, on the basis of which the social (civilizational), philosophical, social, psychological, pedagogical, managerial and personal aspects of this phenomenon are distinguished. The need to create an educational environment focused on meeting the needs and interests of higher education students has been identified. The role of the idea of student-centeredness in designing the educational environment of a higher education institution is revealed. It was found that the student-centered educational environment is a set of interrelated diverse conditions for the realization of educational needs and interests of students, which includes a system of intellectual and communicative, organizational, educational, informational, technological, material and technical resources. It is emphasized that the implementation of student-centered approach outlines ways to design the educational environment of a modern university, focused on continuous development and self-improvement of future professionals, which is a necessary condition for ensuring the quality of higher education in Ukraine.

Keywords: student-centeredness, student-centered approach, educational process, educational environment, professional training, quality of higher education.



INTRODUCTION

The problem formulation. Ensuring the quality of higher education is a key condition for the formation of the intellectual potential of society, socio-economic and innovative development of the state. This raises the issue of compliance of the level of development of higher education in Ukraine with world standards, improving the quality of education and teaching in higher education institutions, improving the training of competitive professionals in the labor market. Today the development of higher education in the country is carried out through integration into the European Higher Education Area, which provides for harmonization of national and international legislation in the field of functioning and interaction of higher education systems, modernization of educational activities of modern universities (Ilichuk L., 2022, p. 125).

One of the important trends in the development of the European Higher Education Area is the introduction of a student-centered approach, which plays a crucial role in shaping the professional and personal qualities of applicants necessary for further successful life. Student-centeredness, as a modern philosophy of educational activity, requires a new perception and interpretation of values that should dominate in modern European HEIs, as well as changes in the existing concept of educational environment to a student-centered model focused on students, their special academic needs, previous experience and vision career path in the labor market. Therefore, the implementation of the ideas of student-centeredness is a necessary condition for ensuring the quality of training of competitive professionals capable of self-development and self-realization in professional activities and personal life.

Analysis of recent research and publications. The issue of introducing the idea of student-centeredness in the educational environment of higher education institutions has recently been widely discussed by the academic community. Understanding the philosophical aspect of this problem through the prism of human-centeredness is represented by the scientific works of V. Andrushchenko, I. Ziaziun, V. Kremen, S. Klepko, V. Lutai, O. Kulyk, Yu. Rashkevych. Theoretical and methodological principles of the student-centered approach are studied by I. Babyn, V. Zakharchenko, T. Kuprii, V. Luhovyi, O. Martynchuk, A. Melnychenko, A. Stavytskyi, S. Stepanenko, Zh. Talanova, O. Sharov, A. Shudlota etc.

In modern scientific research the peculiarities of realization of student-centered approach in the system of quality management of professional training of future specialists (M. Boiko, S. Hlikman, N. Sosnytska) are revealed; the analysis of the phenomenon of the student-centered educational environment and its resources in the institution of higher education is carried out (O. Zablotska, I. Nikolaieva); student centrism is considered as a factor in improving the quality of educational services (A. Kolot, M. Chumak); the peculiarities of the organization of the educational process on the basis of partnership and respect, based on the subject-subject relations of teachers and students (T. Ravchyna, H. Shemeliuk) are determined; methods of student-centered teaching and learning are characterized (O. Palamarchuk); the aspect analysis of student-centeredness as a characteristic feature of modern university education is carried out and the conditions of efficiency of its realization are revealed (I. Kliuchkovska, I. Kozlovska, M. Opachko). At the same time, further attention needs to be paid to the implementation of the student-centered approach in freelance education, the creation and design of a student-centered educational environment as an important condition for ensuring the quality of professional training of higher education seekers.

AIM AND TASKS RESEARCH – to carry out an aspect analysis of student-centeredness as a characteristic feature of modern university education and to reveal the features of the student-centered approach in higher education institutions as a necessary condition for ensuring the quality of professional training of future professionals.

RESEARCH METHODS: study of normative documents, scientific sources and modern approaches to solving the problem of student-centered approach in higher education institutions; analysis, synthesis, generalization and systematization to highlight various aspects of the idea of student-centeredness; modeling and forecasting of strategic directions of development of modern university and ensuring the quality of training of future specialists in the design of student-centered educational environment.

RESULTS OF THE RESEARCH

In the context of increasing competition in the provision of educational services, the need to improve the system of internal quality assurance in higher education is outlined. In this context, it is advisable to focus on modern institutional tools and innovative approaches that can provide quality training for highly qualified professionals in demand in the labor market. One of such tools is student-centeredness, which involves expanding the rights and opportunities of higher education, developing new approaches to teaching and learning, improving educational programs in the context of implementing a competency-based approach in higher education, designing a student-centered educational environment.

The relevance of implementing a student-centered approach is outlined in the European Union's Higher Education Agenda (Paris Communiqué, 2018), Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015). These strategic documents emphasize the need to involve students in decision-making in the management of a modern higher education institution, in particular to improve the educational process, create a developing educational environment, develop procedures for evaluating and monitoring the quality of higher education. Implementation of the idea of student-centeredness increases the opportunities of higher education students in choosing educational programs, forming individual educational trajectories, providing quality and easily accessible educational resources and student support, creating conditions for the formation of competencies necessary for successful life.

The signing of the Bologna Declaration by Ukraine contributed to the study and understanding of European trends in higher education and the intensification of scientific research to develop ways to reform it in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). Important in this context



is the TUNING project (Tuning educational structures in Europe), initiated by European universities with the support of the European Commission (Tuning Educational Structures in Europe, 2000). The project aims to form a common methodology for comparability and compatibility of levels and content of educational programs in different subject areas of higher education. Its main goal is to develop fundamentally new approaches to the creation, improvement, implementation, evaluation and improvement of educational programs. One of such approaches is the student-centered approach as a new paradigm of higher education, which should be taken into account in the process of ensuring the quality of professional training of future professionals.

The introduction of world standards for the quality and functioning of higher education is one of the main trends in its transformation. Implementation of ESG standards and the TUNING project contributes to improving the quality of higher education in the European Education Area, ensures compliance with common approaches to the quality assurance system of teaching and learning at European, national and institutional levels, recognition of mobility within national borders and beyond, quality assurance mechanisms and procedures in the European Higher Education Area. The main requirements for building a quality management system are outlined in the international standards ISO 9001 and ISO 21001, which define quality indicators aimed at developing, implementing and ensuring the functioning of effective quality management systems (Vorobyova O., Horokhova M., Ilichuk L., Tverezovska N., Drachuk O., Artemchuk L., 2022).

Formally and legally, student-centeredness in Ukraine is defined by the Law of Ukraine «On Higher Education», which proclaims its implementation mainly through the development of internal systems for ensuring the quality of higher education in the HEI. The document characterizes student-centeredness as an approach to the organization of the educational process, which involves encouraging applicants for higher education to the role of autonomous and responsible actors in the educational process; creating an educational environment focused on meeting the needs and interests of students, in particular providing opportunities for the formation of individual educational trajectory; building the educational process on the basis of mutual respect and partnership between participants in the educational process (Law of Ukraine «On Higher Education», 2014). Approval at the legislative level of the idea of student-centeredness in higher education is a natural embodiment of the declarations proclaimed and adopted by Ukraine in the context of the Bologna Process.

A systematic approach to the implementation of student-centeredness as a phenomenon that takes place in the environment of higher education, involves its consideration in various aspects: social (civilization), philosophical, social, psychological, pedagogical, managerial and personal (Opachko M., Kozlovska I., Kliuchkovska I., 2021, pp. 130-131).

The social aspect of student-centeredness determines the basis on which educational processes are carried out in higher education. It characterizes the vector of development, the dynamics of combining the individual components of the educational space into integrated structures. Without directly affecting the problem of student-centeredness, this aspect determines the financial and economic, managerial and innovative mechanisms for its solution.

The philosophical aspect encourages the analysis of the possibilities of philosophical concepts in revealing the nature of student-centeredness as a philosophical phenomenon that is part of the philosophical paradigm of human-centeredness. In the formation of the philosophy of student-centrism plays a crucial role in anthropology – the philosophical doctrine of human nature, and axiology, in particular, axiologization of education (education as a personal, social and state value, as evidenced by the statutory right to education; human self-esteem object of the pedagogical process).

The social aspect of the problem of student-centeredness is determined by the ability of society to ensure the implementation of its cross-cutting ideas. It is a question of the organization of social and human rights support of life of applicants, satisfaction of their social needs, civil rights, financial and economic and legal and legal inquiries. It provides for ensuring the rights and freedoms of student youth, equal access to education and educational programs, information resources, academic mobility, as well as medical, legal, health, leisure, information services that accompany the educational activities of the HEI. This aspect of student-centeredness consists in the development of civic, national and spiritual forces of the individual on the basis of democratic and pluralistic values, the establishment in the educational environment of the ideals of tolerance and political correctness.

The psychological aspect of student-centeredness covers situations related to both the «inner» world of the individual (the system of basic values of the individual and their correlation with universal and national) and the «external» (system of individual attitudes, environment, work and study, politics and public life). In this context, student-centeredness focuses on the harmonization of personal connections that accompany the processes of learning, adaptation and becoming a future specialist. The focus is on the development of intellectual, personal and professional qualities that ensure the self-realization of students in the educational environment of HEI, the ability to predict and design an individual trajectory of personal and professional development and self-improvement. The psychological aspect of student-centeredness is to mobilize the internal potential resources of the individual to establish effective interaction with the participants of the educational process, stakeholders, employers, representatives of youth and public organizations, etc. in various areas: classroom and extracurricular activities, research and creative centers, volunteer actions and other spiritual and moral events.

The pedagogical aspect of student-centeredness lies in the features of the organization of student-centered approach to learning as the implementation of values that help to establish human-centeredness in education, develop innovative thinking, creativity and initiative of applicants. The potential of humanistic pedagogical values becomes the basis for changing the thinking and system of teachers' attitudes towards students as carriers of a new worldview



and worldview. This aspect outlines the student-centered approach to the development and creation of educational programs, their content; determination of criteria for assessing the academic achievements of applicants and their consistency with methods, forms and means of learning, program results and competencies; introduction of innovative educational technologies and use of the potential of individual educational trajectories for personal and professional development of students; using the opportunities of pedagogical practices for the development of creativity and self-realization of students; study and implementation of advanced pedagogical experience, increasing the index of skills of teachers, etc. The pedagogical context adjusts to the establishment of the pedagogy of cooperation, partnership, co-creation with the use of the potential for dialogue and respect for the individual.

The managerial aspect in the context of student-centeredness serves as a link between students and other participants in the educational environment. Management at the administrative level involves the participation of student representatives in the councils of faculties and universities, the creation of the student council as the highest collegial governing body, the student union and student societies. The individual level of management involves the use of teachers to manage the development of student personality by means of discipline by stimulating activity, differentiated approach and individualization of tasks, involving applicants in project activities, participation in competitions and creative contests, consulting and partner support in research activities. control over issues of academic integrity, etc.

The personal aspect of student-centeredness reflects the personal history of growing up, including the transformation of values, development of cognitive abilities, gaining experience of emotional and value attitudes to the world and behavior in different situations. The nature of this aspect of student-centeredness in the involvement of figures (primarily teachers, mentors, representatives of scientific and pedagogical and socio-spiritual centers) who inspire, guide, serve as a positive example and example for reproduction; to the process (acquisition of knowledge, improvement of skills and abilities, development of research skills, ways of reproducing samples and producing creative ideas); to oneself (the desire to understand oneself, to preserve one's individuality and uniqueness, awareness of one's place and purpose in the system of existing and future connections, personal responsibility for one's own actions and deeds).

The student-centered approach in higher education is based on the idea of providing future professionals with a «chance to get first place in the labor market», increase their «value» in employers, thus meeting the current needs of the latter (Rashkevych Yu., 2014, p. 17). Its implementation is carried out primarily through the development of educational programs focused on the formation of competencies and learning outcomes, taking into account the needs and interests of higher education, giving them greater opportunities in choosing the content, pace, method and place of study (National Education Glossary, 2014, p. 61). In addition, the concept of student-centeredness is realized through student-centered learning, which involves active cognitive activity of applicants, increasing responsibility for their own learning. Student-centered learning is based on a competency-based model of educational activities, which involves creating a favorable educational environment that can ensure the formation of professional and personal qualities of future professionals needed for further life, on the basis of equality and mutual respect.

Student-centered educational environment from the standpoint of a systematic approach is seen as a system created in the world (global level), country (regional level), higher education institution (local level) interconnected diverse conditions for meeting the educational needs of students, quality higher education and competitiveness in the labor market. At the local level of the student-centered educational environment, such conditions include a system of HEI focused on meeting the educational and other needs and interests of higher education seekers, including:

- intellectual and communicative (the presence of a high scientific, cultural and professional level of scientific and pedagogical workers; the predominance of dialogical style of interpersonal communication; the functioning of socio-psychological services);
- organizational (students can choose an individual educational trajectory, including educational programs, electives, research topics, bases of practice; availability of a convenient schedule; regulation of the content and quality of education through participation of applicants in the work of academic councils, educational and methodological commissions development and updating of educational programs, procedures for ensuring the quality of higher education; systematic monitoring of the quality of educational services);
- educational and methodical (development and use of modern educational programs, curricula, varied programs of disciplines, syllabi, textbooks, manuals, workshops, glossaries, etc.);
- information (availability of information systems of higher education institutions, websites of structural units and departments, information base of the Internet, repositories, paper and electronic media of libraries, etc.);
- technological (use of various technologies of teaching and learning, control and evaluation of the results of educational achievements of applicants);
- material and technical (availability of modern material and technical base of higher education institution taking into account various needs of students, including persons with special educational needs) (Zablotska O., Nikolaieva I., 2021, pp. 30-31).

The generalization of modern scientific achievements and experience of domestic HEI makes it possible to identify some areas of improvement of the quality assurance system of higher education on the basis of student-centeredness. Among them: shifting the approach to the development of educational programs to the level of consultations with all stakeholders, including those seeking higher education; conducting constant monitoring of the quality of higher education and educational activities of higher education institutions; creation of a student-centered educational environment; providing conditions for personal and professional self-development of students; attracting applicants to participate in academic mobility programs;



creating conditions for the formation of individual educational trajectory of students; involvement of practitioners in the organization of the educational process; working with stakeholders and tracking graduates' careers; professional training of future specialists on the basis of partnership pedagogy, etc.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The student-centered approach is a key tool for achieving the goals of the Bologna Process. The implementation of the student-centered approach is impossible without understanding the essence, basic ideas and tools of student-centered learning as an innovative approach to the organization of the educational process in higher education institutions. The need to implement a student-centered approach in a modern university necessitates a contextual analysis of this problem, which allowed to distinguish social (civilizational), philosophical, social, psychological, pedagogical, managerial and personal aspects of student-centeredness.

The ideas of student-centeredness are the basis for designing an educational environment that provides conditions for self-development, self-organization and self-realization of student youth in professional activities. Student-centered educational environment is a set of interrelated diverse conditions for the realization of educational needs and interests of applicants, which includes a system of intellectual and communicative, organizational, educational, informational, technological, material and technical resources of the HEI.

We see prospects for further research in the implementation of a comparative analysis of the implementation of the ideas of student-centeredness in foreign and domestic higher education institutions.

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