THE CHALLENGES AND OPPORTUNITIES OF CURRENT POLICIES IN EUROPEAN SECONDARY AND TERTIARY EDUCATION

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With Ukraine ranking below average in the latest program for international student assessment (PISA 2018 [5]), the necessity of bringing significant changes into its secondary and higher education system has now become the focus of the academic discourse. Numerous researchers recognize Europe as a major source of successful policies and practices, with countries such as Estonia, Finland and Ireland, leading in PISA rankings.

The Education and Training Monitor 2019 [1] by European Commission, which outlines a statistical overview of the main education and training indicators and focuses on policies to modernise secondary and higher education, has revealed a number of positive changes over the 9-year period (2009 through 2018). In particular, according to the EU average: a) the number of early leavers from education and training (age 18-24) has decreased by 4,4 %, constituting some 10.6 % in 2018; b) tertiary education attainment in European countries has increased to 40.7 % compared to 32.3 % in 2009; c) employment rate of recent graduates by educational attainment has reached 81.6%; d) adult participation in learning (age 25–64) has risen by 1,6 %; e) significant changes are observed in education investment: in 2018 expenditure on public and private institutions per student reached as much as €11 413. However, the proportion of 15 year-olds underachieving in reading, maths and science has either remained the same (as in the case of reading, with 19,5 % and 19,7 % students underachieving in 2009 and 2018 respectively and maths, with 22.3 % underachievers in reading as of 2008 and 22.2 % in 2018), or has increased – as observed in science, with 17.7 % 20.6 % underachievers for the respective years [1].

To analyze the incentives that could contribute to overall successs in secondary and tertiary education, it might be worth considering the educational policies and practices of the countries leading in numerous international student assessment rankings over the last decade, such as Estonia and Finland. According to the report by the European Commission [1], Finland is now facing teacher shortages for kindergarten and special needs education. According to the OECD Teaching and Learning International Survey (TALIS) [4], the proportion (58.2 %) of Finnish teachers who believe that theirs is a valued profession is the highest in the EU (17.7 % at EU level). The proportion who are satisfied with their job is 88 %, just

below the EU average of 89.5 %, but does not drop among teachers with over 5 years of work experience. Overall, 78.9% of teachers say that if they could decide again, they would choose to become a teacher (EU average 77.6 %), with teachers with more than 5 years of working experience slightly lower (78.0%, EU average 76.4 %). The proportion reporting that teaching was their first career choice is lower than the EU average (59.3 %, EU average 65.7 %).

The report [1] reveals some growth in education inequalities and decreased education expenditure in Finland. the PISA surveys [3] showed that inequalities in educational outcomes linked to gender, migration, socio-economic background and area of origin had increased. Parents' socio-economic status and the view of education in a family influence learning outcomes in basic education. New policy measures aim to improve the quality, effectiveness and internationalisation of higher education. Demand for graduates in Information and Communications Technology is high and difficult to meet. Implementation of vocational education and training reform is ongoing, and reforms are planned to foster adult learning. Teachers are predominantly female, and the profession is ageing. As in other EU countries, most teachers are women. At primary level women make up 80 % of teachers, at lower secondary 75 % and at upper secondary 60 %. At tertiary level, women make up 52 % of teaching staff. In vocational education and training, slightly over half of teachers are women. Over the three preceding years, Finland demonstrated an improved participation in continuing professional development. At the same time, Finnish teachers do not feel sufficiently prepared in ICT or to teach in multicultural and multilingual settings, according to TALIS [4]. The overall teachers' digital competence has nevertheless improved, but differences persist in the use of digital tools. Among the undisputable advantages of Finnish tertiary education, according to the report [1] is strong university-business cooperation and high learning mobility.

In terms of Estonia, it must be mentioned that this country is developing an education strategy for 2021–2035, aiming to bring gradual changes to the system to respond to changes in the labour market and society. Due to demographic trends and the limited responsiveness of the education and training system to labour market needs, aligning skills supply and labour demand remains a challenge. Estonia is sharing a common problem for EU countries – ageing of the teaching population coupled with the low attractiveness of teaching profession. In Estonia, every second teacher in primary and secondary education is over 50 years old and almost every fifth is over 60. Many schools report difficulties in hiring teachers in specific subjects, particularly in mathematics, chemistry, physics, geo-

graphy and biology, while university programmes to train subject teachers are generally undersubscribed. This could be explained by the low status of teaching profession in Estonia. Only 26.4 % of Estonian teachers believe that their profession is valued in society [4]. The government is increasing salaries to help make the profession more attractive.

Although the level of education is Estonia is high compared with many other EU countries, there are significant imbalances in aligning skills supply to labour demand. Existing data suggests that there is a shortage of cognitive and other transversal skills (OECD, 2019b). Employers expect more general knowledge from graduates of vocational education and training and more practical knowledge from higher education graduates. Although young Estonians have a good level of basic skills, educational outcomes are lower in rural areas and among graduates of Russian-medium schools. On the whole, higher education is insufficiently aligned with labour market needs. Estonian adults update their knowledge and skills through learning more often than the EU average but the need for upskilling and reskilling remains high, especially for the low educated.

On the whole, a cross OECD countries, almost one of every five students does not reach a basic minimum level of skills to function in today's societies (indicating lack of inclusion). Students from low socio-economic background are twice as likely to be low performers, implying that personal or social circumstances are obstacles to achieving their educational potential (indicating lack of fairness). Lack of inclusion and fairness fuels school failure, of which dropout is the most visible manifestation – with 20 % of young adults on average dropping out before finalising upper secondary education [2].

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КОМПЕТЕНТНІСНИЙ ПІДХІД ПРИ ПЛАНУВАННІ ТА ПРОВЕДЕННІ УРОКІВ БІОЛОГІЇ У НОВІЙ УКРАЇНСЬКІЙ ШКОЛІ

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У зв'язку з радикальною зміною методологічних парадигм вивчення природничих наук у навчальних закладах, вчителі та методисти з біології прийшли до висновку, що необхідно сформувати у учнів системне мислення про живу природу як середовище існування, а також стратегію поведінки сучасної людини в біосфері. Тому основна мета шкільної біологічної освіти – сформувати в учнів цілісну картину живої природи на основі емоційно-ціннісного ставлення до людей, природи, до світу взагалі. Урок – це така організація навчальних занять, при якій зберігаються часові та локальні рамки, постійний склад учнів і певна дидактична організація. Урок є частиною навчально-виховного процесу і на нього, як і на навчально-виховний процес впливають: 1) державні стандарти та програми, 2) зміни, що відбуваються в суспільстві, які обумовлюють соціокультурну і економічні умови для розвитку всіх сфер, у тому числі і освітньої; 3) сучасні педагогічні концепції та освітні технології навчання [3].

Ми виходили з припущення, що в учнів 10–11-х класів можна ефективно формувати біологічні поняття, якщо в процесі здійснення навчання учнів будувати навчальний процес на основі компетентнісного підходу до побудови уроку біології. Ми вважаємо, що використання елементів системи освітніх технологій на основі різноманітних компетенцій, прийомів розвитку когнітивних умінь учнів сприятиме формуванню, розвитку і кращому засвоєнню біологічних понять учнями.

Ступінь розуміння та розв'язання всіх цих проблем суттєво впливає на ефективність уроку. Для сучасного уроку біології характерними ознаками є:

1) спрямованість уроку на головне та на особистість учня;
2) гуманізація навчання та гуманітарний потенціал;
3) варіативність і гнучкість структури уроку;
4) системний підхід до побудови уроку;