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Content Component of The Educational Process As A Competitive Advantage of Ukrainian

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Abstract— The research aims to outline strategic directions of the competitive policy of education development in Ukraine considering the content component of the educational process. The conceptual foundations of administrative mechanisms application in education, taking into account new challenges for the educational system, are characterized. The practical nature of the educational process is substantiated and the main features disclosing it are emphasized (longevity, cyclicity, and components as determinants of its content). The components of the educational process are mapped and explained for all levels of education. The article determines various criteria of public governance applied to secure the competitiveness of educational establishments. The nature of competencies-personnel synergy of educational process improvement in terms of motivation is mapped. The main parameters in education are analyzed, namely, the dynamics of average monthly wages in education are defined. The priorities of educational process improvement in educational establishments of Ukraine are determined.

Keywords— educational establishments, competitiveness, educational services, education, administrative mechanisms.

I. INTRODUCTION

The educational process is the basic indicator of the educational establishments competitiveness and capacity to gain competitive advantages. It must be organized following the standards specified by the state and, at the same time, take into account the possible autonomy of educational establishments, the needs of students, and external environment challenges. The development of global mobile space makes educational establishments consider international progressive approaches to the organization of the educational process in order to:

- secure high-quality services in conditions of global competition for pupils and students, as well as the best teaching staff;
- maintain proactive functionality of education as a driver of progressive changes;
- take into account the standards of international education regulation with the conclusion of agreements and the use of other forms of educational integration on the way to consistent knowledge exchange and society



intellectualization.

II. RECENT RESEARCH AND PUBLICATION ANALYSIS

The issues of education development in Ukraine and its peculiarities are addressed in several studies. In particular, O. Hrynkevych et al. substantiate the competitiveness of the higher education system as an economic sector, use for that matter different ways of modeling these scenarios, and determine the economic efficiency of educational establishments in the context of financial management innovativeness (Hrynkevych et al., 2020, 2018; Krupka et al., 2020).

The system of education quality maintenance through public regulation of educational establishments' activity is substantiated in the studies of N. Popadynets et al. (2019), S. Kvit (2018), O. Paska (2020), S. Panchyshyn (2020), L. Shevchenko (2016).

Meanwhile, N. Kobidze (2021) focuses on the research of administrative mechanisms in education that secure a direct impact on the establishments' activity. Indeed, the system of administrative mechanisms in education should combine external and internal tools. In this regard, external tools can be used on regional (depending on the degree of public authorities' decentralization), national, and international levels. International administrative standards can be considered as patterns and should be ratified on the national level.

K. Peterson (1984) argues that administrative mechanisms in education can be situational or hierarchical: 1) supervision and control of "input" processes; 2) control of actions (accomplishment of administrative and educational tasks); 3) control of results. This point of view is shared by I. Gryshova et al. (2017), emphasizing that administrative mechanisms create conditions to monitor the development of the educational system in quantitative and qualitative assessment, which is an essential direction of education regulation tactics.

H. Andryeyeva (2015) mentions that orientation on achievement of public regulation efficiency indicators in this sector is the specifics of administrative mechanisms application to secure the competitiveness of educational establishments. The author addresses the list, accessibility, and quality of educational services, as well as the competitiveness of educational establishments. Along with legal factors, administrative mechanisms restrict the activity of entities that are inefficient or affect the achievement of general objective in the industry. Therefore, due to the impact of administrative mechanisms, the competitiveness of educational establishments consolidates their input in general progressive changes in education, securing its competitiveness on a global scale. A. Romin (2014) mentions that administrative mechanisms outline certain "rules of the game" for all entities in education since the interrelation between various components of an educational establishment's activity and external environment is the basis for decision-making regarding the improvement of the establishment's competitiveness. The same opinion is expressed by Y. Kuzmin et al. (2011), who declare that this group of mechanisms is essential for the organization of an

administrative framework for the activity of educational establishments on their way to secure competitiveness, including standards, rules, procedures, directives, regulations, administrative documentation, etc.

Therefore, currently, there are many bottlenecks in the research of issues related to the use of certain mechanisms to increase the quality of educational services and thus improve the competitiveness of educational establishments.

III. RESEARCH METHODOLOGY AND METHODS

The research is based on official regulations, analytical reports, and scientific literature regarding the foundations of the educational process and the nature of the competitive policy.

The research uses a historical-logical method to examine theoretical foundations of competition and detect main features of the educational process development, the methods of theoretical generalization and systemic and historical-economic analysis to analyze the genesis of educational services provision based on competitive advantages, determine major obstacles, and substantiate the further development directions, and system approach to substantiate conceptual foundations of the educational process development, etc.

Problem statement. The article aims to outline strategic directions of the competitive policy of education development in Ukraine considering the content component of the educational process.

IV. MAIN RESEARCH RESULTS AND DISCUSSION

The content of the educational process is regulated by the current legislation of Ukraine from the viewpoint of scientific, methodological, and pedagogical measures related to personality development by providing it with an opportunity to get defined competencies (they are determined for every educational level) and further realize them (Law of Ukraine On education, 2017). The definition shows the direction of the educational process and does not provide the details of its specifics on various managerial levels. Instead, in practice, the educational process stipulates that an educational establishment organizes the process of knowledge acquisition for a pupil/student with institutional confirmation and following the approved educational program, the right to which is secured by the state (Osadchyi, 2019).

The following major features disclose the practical nature of the educational process:

- longevity;
- structure (cyclicality);
- components as determinants of its content (Table 1).

TABLE 1 EDUCATIONAL PROCESS COMPONENTS WITH UNIVERSALIZATION FOR ALL EDUCATIONAL LEVELS

Components	Subcomponents	Activity directions (areas)
Pedagogical component	Educational component	Educational activity Methodological developments Scientific research
	Disciplinary component	Patriotic education Labor education Psychological assistance Inclusive support
Personnel component	Teaching staff Management staff Support staff Maintenance staff	Workload Motivation Growth (advanced training) Scientific-pedagogical partnership
Material and technical component	Property	Classrooms, auditoriums, etc., their improvement Basic equipment
	Methodological framework	Forms, means, and methods of education Curriculum materials
	Technological framework	Computer equipment Internet connection Digital educational environment
Organizational component	Forms of educational process organization	Classroom studies Practice Individual work Knowledge control measures
Institutional-managerial component	Regulations	Standards regulated by the state (state educational standards, etc.) Internal rules and standards (educational programs, etc.)
	Informal approaches	Academic freedom Scientific and pedagogical innovations
	Management	Internal management Supervisory boards External management
	Self-government	Student government Pupil government Parent committee Academic establishments' staff
	Integration	NGOs Cluster and other associations Contractual cooperation forms

Source: compiled by the authors

The educational component is in the basis of the educational process and is directed at the development of defined competencies. The competencies-based imperative of the educational process changes its understanding through a subnational approach when the educational process is seen as a trajectory (line) of the growth (development) of a student (Tsybalaru, 2016). Competencies are a specific indicator of the education of an individual expressed in gained knowledge and ability to act in various situations (Khoma, Malesh, 2018). Competencies must be identified and evaluated. Competitive advantages of an educational establishment in the global space depend on their quality since a pupil/student gains knowledge and skills to use it in different activities – professional, civil, scientific, creative, etc.

The development of competencies on various educational levels is regulated by the law through transforming main provisions into the competencies-based paradigm of educational establishments' activity:

- at the level of preschool education – promotion of cognition of nature and subject's world, interaction with the world, and development of a child as a personality in various activity types (Ministry of Education and Science of Ukraine, 2022);
- at the level of general secondary education – forming of key competencies and cross-cutting development skills across

the selected subject areas that stipulates the change of the main objective of the educational process from “the learning of actions, development of abilities and skills” to “developing an ability to learn” (Ministry of Education and Science of Ukraine, 2021; Bondarenko, 2019);

- at the level of professional and pre-higher education – gaining skills to accomplish individual tasks, use the skills and abilities in the workplace, responsibly perform professional duties, and achieve planned goals (Hordiyenko, 2020);
- at the level of higher education – securing the integral efficiency of personal and professional development considering the realities of information society and with the departure from anachronistic practices of knowledge reproduction (Tsapovska, 2020);
- at the level of postgraduate education – an extension of specialized knowledge and gaining of higher qualifications, usually scientific, innovative, and creative activity.

Accumulating and synergizing on various educational levels, the acquisition of competencies with an opportunity for their application in a certain environment should secure personal “self-development” and “self-presentation” in conditions of current social transitivity (Makarova, 2021).

The competencies-based approach to the research of the educational process is reasonable from the viewpoint of

scientific substantiation of its regulation priorities. Meanwhile, the following issues can be set as a goal:

- the evolution of the educational process with the gradual development of the competencies-based requirements and verification of their reasonability through practical activity;
- modernization of the educational process with the improvement of its individual components, namely with regard to standardization, the introduction of the competencies-based approach, intensified learning of math and foreign languages, integration of ICT, consolidation of humanitarian and natural sciences components, etc. (Kostetska, 2017);
- the situational adaptation of the educational process with the introduction of new approaches to its organization due to instability and force majeure circumstances (for instance, a combination of offline and online learning in conditions of the COVID-2019 pandemic, organization of online learning, and simplification of educational process in conditions of war, etc.);
- reforming of the educational process with the transition to the fundamentally new approaches in its organization, introduction of new educational levels, educational programs and standards, etc.;
- a new conceptual understanding of the educational process objective that expands the functionality of an educational establishment in terms of meeting the social demand for purposeful impact on innovative transformations (Razumenko, 2013).

The competencies-based paradigm of an educational establishment's activity focuses on results and the need to improve various content components of the educational process. Meanwhile, it should take into account the experience of organization of educational process in the previous years with the established learning traditions and global trends of its improvement, including in the framework of education internationalization and globalization. The state role should lie in legal regulation, control, and application of a system of methods indirectly impacting the activity of educational establishments to secure the orientation of educational process on the development of pupils'/students' competencies, which:

- meet the requirements of current development – global, national, and local;
- meet the needs of economic development and labor market in the country (regions);
- meet the social (value-added) and personal (perception, development, realization) needs.

The improvement of the educational process content is the requirement of securing the competitiveness for educational establishments. There are numerous options of such improvement across the educational process components. It is essential to focus main efforts on the components that eliminate bottlenecks, strengthen current practices, and (or) allow offering the fundamentally new approaches to the provision of educational services (Table 2). In this regard, creativity and innovativeness of the educational process organization are of utmost importance in conditions of growing autonomy of educational establishments and in the framework of legal and

regulatory provisions established by the state. The public regulation tasks are the following:

- regulation of mandatory educational process standards with methodological recommendations regarding the traditional learning forms and methods;
- regulation of the development of educational establishment activity market environment that boosts the motivation to improve educational process in terms of acquiring the competitive advantages on the market;
- establishment of acceptable limits of application of unconventional approaches to the educational process organization for educational establishments to search for new educational services quality improvement solutions, creation of new market niches and segments, and positioning on the market by non-typical features.

The development of the market environment and the increase of competition between educational establishments in both national and global spaces make the application of unconventional teaching methods increasingly relevant.

Different methods are applicable to different levels of education. In general, the main trends in the practice of the educational process organization include the methods of gamification, co-learning, cross-training, flipped classroom, VAK- learning (Visual-Auditory-Kinesthetic), etc.

Unconventional learning methods usually are the object of research in pedagogics with the specification for various educational levels and professional training directions. From the viewpoint of public governance, stimulation of educational establishments to use unconventional teaching methods should be based on personal motivation. A teacher should have sufficient financial motivation, moderate load level, and opportunities for professional training, learning, and development to pursue advanced practices in education. It is the human imperative of the educational process organization that is the decisive one in terms of securing its quality and improvement. A person – teacher or manager – as a knowledge and information carrier secures through one's labor activity the progress of the educational process with the reverse resulting reaction in the development of students' competencies. In such a way, a competencies-personnel synergy of the educational process improvement emerges in the activity of educational establishments (Fig. 1)

The state sets the requirements to teachers and managers of educational establishments through professional standards, special assignments procedure, certifications with the salary category assignment, professional training (during 5 years – at least 150 hours with annual distribution), wages and remuneration establishment procedure, workload and social protection standards establishment (pensions, duration of leave, etc.). Together these parameters and conditions generate the motivational framework of a teacher's activity – starting from promoting the profession's image and competitive selection of the best staff and ending with productive, devoted, and creative scientific and pedagogical activity bringing respective benefits. The teachers, in the course of their activities, should develop their competencies, which define their professionalism in the complex interaction with labor conditions and competitive

environment.

The competencies should be developed in conditions of the pedagogical partnership. In the course of testing and development of knowledge and skills of methodological, psychological-pedagogical, communicative, managerial, and value-adding nature, a teacher acquires cognitive (pedagogical and professional knowledge), operational-technological (knowledge of interaction methods), and personal (a teacher's ideals and personality) competencies (Voitsehivskiy, 2015). The development of the teachers' competencies is a continuous process. It secures their ability to use unconventional teaching methods and provide knowledge and information in compliance with new social and economic needs.

Labor remuneration is the foundation of the motivation for the use of unconventional teaching methods. According to official statistics, in 2021, the average monthly wage in education was UAH 11,800, or 80.0% of the average wage rate for all economic activity types in Ukraine. Despite the regular government's announcements of wage increases for teachers, the wage increase pace during 1995-2021 was 1.23 – the same as the total rate in Ukraine (Fig. 2) The minimum wage in education was only UAH 6,500 in 2021. An opportunity to get an increase improves the situation (online calculator of wages in education considering the category, educational establishment type, workload, experience, job prestige bonus, checking notebooks bonus, classroom management bonus, work achievement bonus, etc. is available on the Internet (Osvitriya, 2021)), but the basic teachers' remuneration threshold is too low in Ukraine.

Deriving from the basic wages of a teacher of the highest category in Ukraine and comparing it with the rates in other

countries, in particular European ones, the following conclusions can be made:

- firstly, there is a significant gap between absolute average monthly wages in Ukraine and more developed countries in dollar equivalent;
- secondly, the share of the wage of a teacher of the highest category in Ukraine is less than 50 % of the average wages, which is a serious demotivation for employment in education, namely general secondary education, and thus the development of educational establishments on competitive grounds (Fig. 3).

The low level of labor remuneration in education in Ukraine, especially in preschool and general secondary education, is supplemented by the problem of excessive pedagogical workload and additional requirements to scientific, methodological, organizational, and other activities, which prevents teachers from professional training and application of advanced teaching methods by them and urges them to search for alternative income, including through private tutoring.

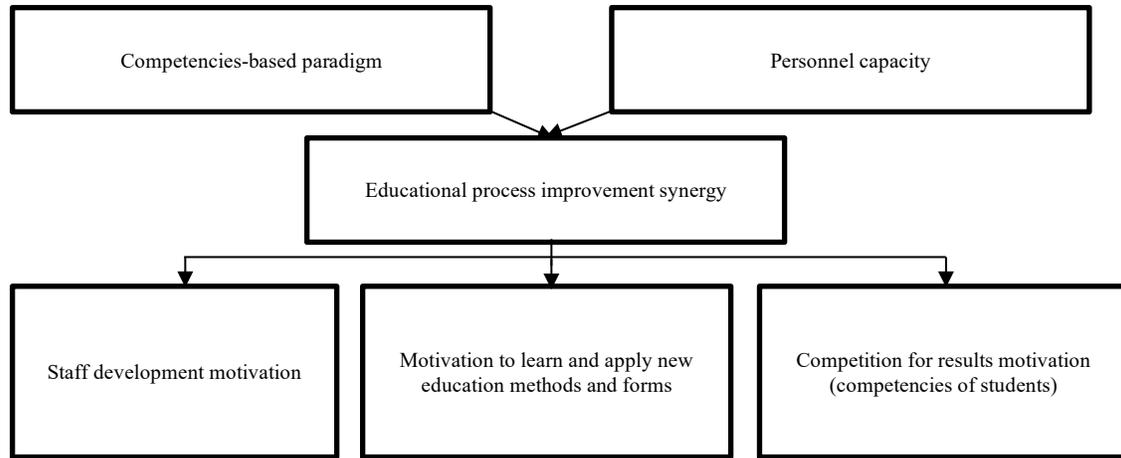
Labor remuneration significantly exceeds average rates in the most developed countries like Germany, Canada, Japan, the Netherlands, Spain, etc. This ratio largely outlines the public policy vector in the development of society, knowledge economy, and investment in human capital. On the other hand, higher labor remuneration is to some extent defined by market conditions in education. Yet, governmental funding of education is the measure of stability and consistency of social development with a mental educational environment that values education, knowledge, intellect, and professionalism (the display of knowledge use in practice).

TABLE 2 PRIORITIES OF EDUCATIONAL PROCESS IMPROVEMENT IN EDUCATIONAL ESTABLISHMENTS OF UKRAINE

Components	Improvement priorities
Pedagogical component	Application of unconventional learning methods (gamification, co-learning, cross-training, flipped classroom, VAK- learning, etc.). Optimization of learning content with the view to move away from the mass private tutoring practice. Involvement of practitioners in the educational process. Enhancement of educational services provision in the framework of self-education. Development and granting of educational services for specific categories of the population (education for adults, education for people with special needs) Development of the youth patriotic education and volunteering system.
Personnel component	Application of additional personnel motivation methods with the development of a special social package.
Material and technical component	Establishment of a creative educational space following the regulatory standards. Development of a network of STEM classes, auditoriums, and laboratories. Infrastructure revitalization to develop a network of educational establishments. Development of digital educational environment.
Organizational component	Monitoring of the knowledge quality based on the analysis of entering the higher educational levels, employment, emigration, etc. Development of an educational establishment's brand.
Institutional-managerial component	Creation of scientific-educational, educational-productive, and other cross-industry clusters. Creation of supervisory councils at educational establishments. Maintenance of integrity – educational, pedagogical, academic.

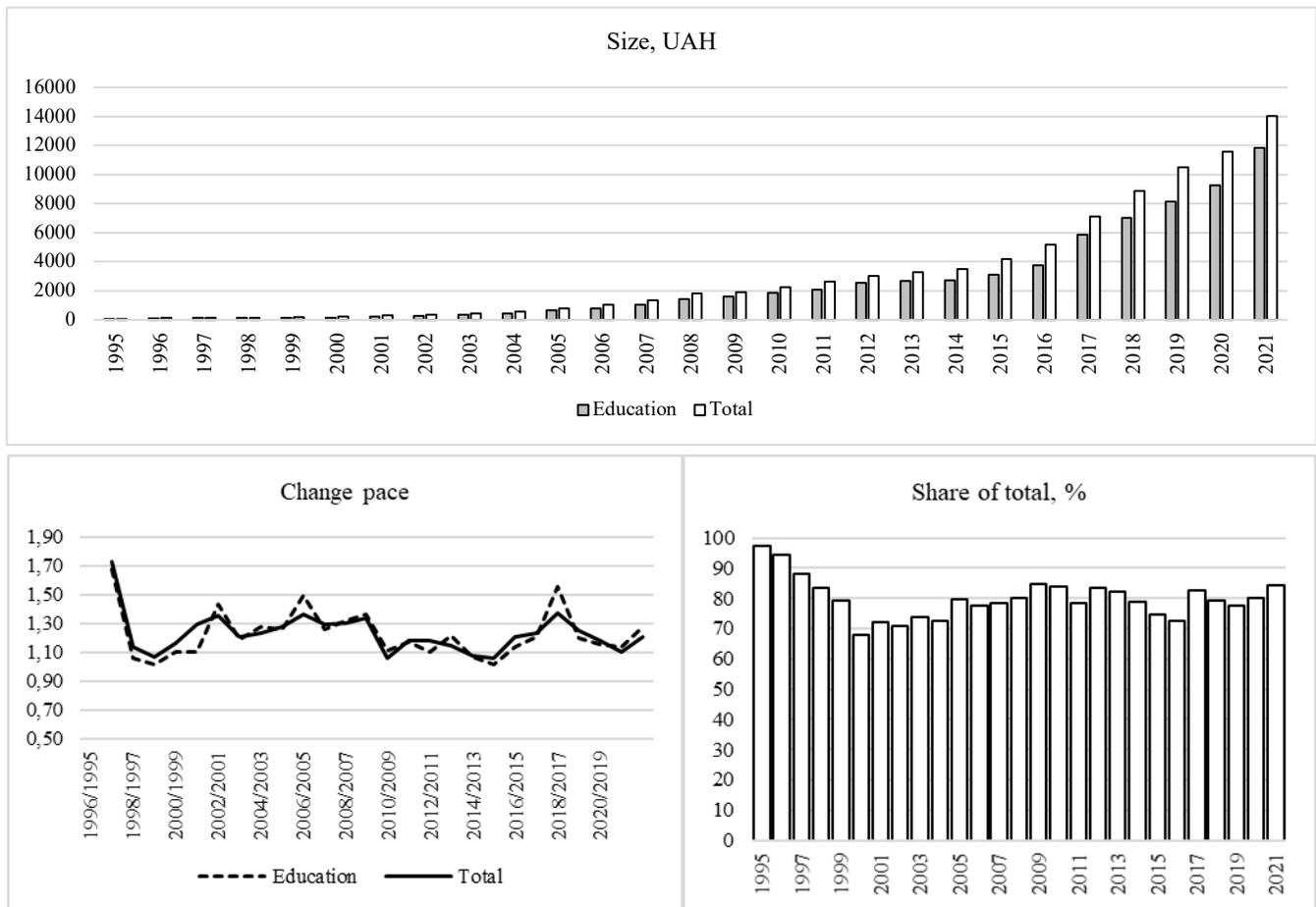
Source: compiled by the authors

FIGURE. 1. THE COMPETENCIES-PERSONNEL SYNERGY OF THE EDUCATIONAL PROCESS IMPROVEMENT WITH REGARD TO THE MOTIVATION



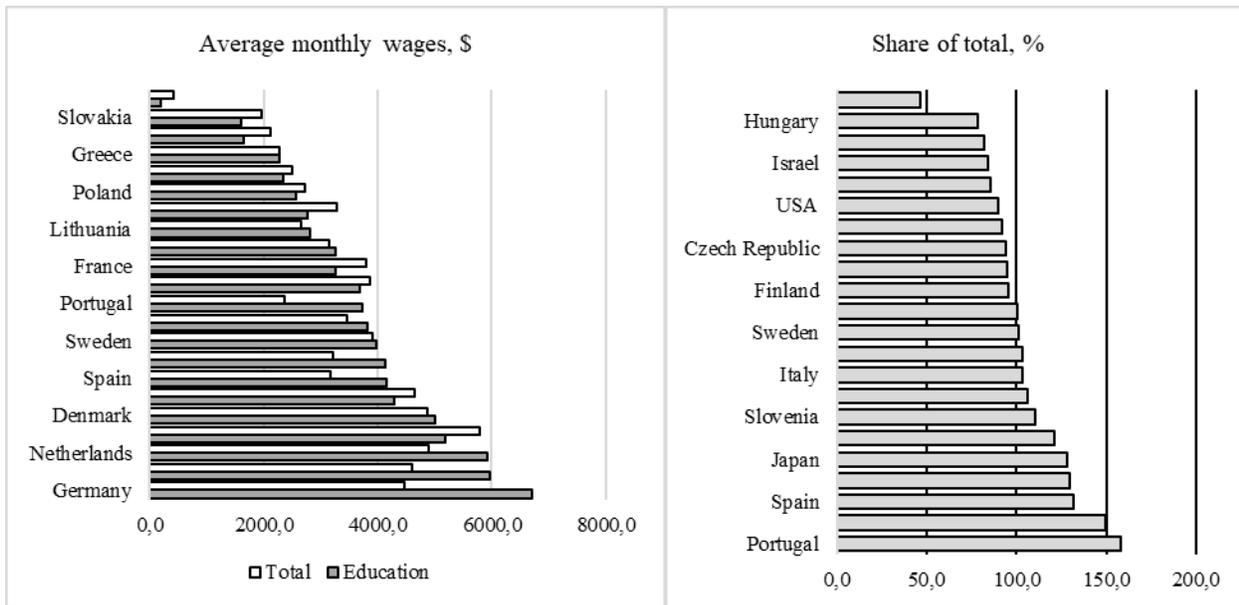
Source: compiled by the authors

FIGURE. 2. DYNAMICS OF AVERAGE MONTHLY WAGES IN EDUCATION AND UKRAINE OVERALL, 1995-2021



Source: (Demographic and social statistics, 2022)

FIGURE 3. AVERAGE MONTHLY WAGES OF THE TEACHERS OF THE HIGHEST CATEGORY IN UKRAINE AND SOME COUNTRIES WORLDWIDE, 2020, \$



Source: (OECD Data, 2022a; 2022b)

The problem of labor remuneration in education in conditions of constant lack of budget funds and uncertainty (the situation with the war in Ukraine narrows the ways of the search for solutions) should be solved comprehensively using various motivators of qualitative scientific-pedagogical activity and combining the efforts of the state (legal regulation of payments from budget funds that generate the obligatory salary for scientific-pedagogical staff (Lomonosov, 2015)) and educational establishments (organization of the internal labor remuneration system directed at motivating the teachers, including the establishment of higher wages due to net income redistribution) (Gerasimenko, 2014).

V. CONCLUSION

Taking into account the reality of the problem solution, the following measures of motivating the scientific-pedagogical staff through labor remuneration and additional financial incentives are relevant for Ukraine:

- stimulation of educational establishments to diversify income sources with the further opportunity of their use to motivate staff;
- implementation of transparent national and regional systems of bonuses for teachers who use unconventional teaching methods shown in high work results;
- maintenance of paid international training with the simultaneous attraction of foreign specialists into the domestic educational system, especially in preschool and general secondary education, which is hardly practiced in Ukraine.

Therefore, the determined priorities of educational process improvement in the context of gaining competitive advantages for domestic educational establishments in the global mobile

space combine various measures in pedagogical, personal, material-technical, organizational, and institutional-managerial areas. The examined priorities are the most relevant for educational establishments in Ukraine with the application universalization on different educational levels. The establishment of these priorities allows departing from the problem-oriented approach to the regulation of educational establishments and focusing on the improvement of educational process strengths the education competitiveness directly depends on.

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