

AVERAGE QUALITY OF ENVIRONMENTAL EDUCATION IN THE FORMATION OF A NEW UKRAINIAN SCHOOL

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Discussed the challenges facing environmental education in the development of a new Ukrainian school. The problems of formation and implementation mechanism of state management in secondary education and management systems for their formation. The recommendations regarding the system of high-quality environmental education and ways of determining control and training for teaching the subject of ecology at all levels of secondary education. As the direction of existing mechanisms of public administration in secondary education and their distribution on the direction of secondary education. The necessity of introduction of uniform quality secondary environmental education.

Key words: quality education, environmental education, environmental secondary education, governance, the new Ukrainian school of formation education.

Formulation of the problem. Today, many environmental trends and the formation of Ukraine's educational policy as a whole have influenced the sphere of environmental education. From the middle of the twenty-first century, the activities of governments from different countries of Europe, America, and Asia have become more active in terms of ensuring equal access to education and improving its quality and have acquired the character of a well-defined global trend. The priority directions of the state policy of Ukraine was the provision of one of the constitutional human rights – the right to a high-quality education.

Analysis of recent research and publications. The formation of a quality environmental education system in Ukraine is based on the Laws of Ukraine "On Education", "On General Secondary Education".

In state documents, in particular the Laws of Ukraine "On Education" [1], "On General Secondary Education" [2], the National Doctrine "The Concept of the Development of Ukrainian Education for the Period 2015-2025» [3], in which the project "New Ukrainian school «[4], in which the main constitutional changes of state policy are defined.

Selection of previously unsettled parts of the general problem for today there is no clear mechanism of public administration regarding the introduction of environmental education on the prosthetic of all studies in secondary education.

The purpose of the work. The main purpose of this work is to provide an analysis of the main mechanisms of public administration of the system of quality environmental education in secondary education and provide a structure for use.

Presentation of the main material. The implementation of this extremely important policy area involves creating all the necessary conditions for this, namely: ensuring an adequate level of budget financing, developing adequate regulatory and regulatory reforms and introducing new and effective forms of control over the activities of educational institutions and public administration and assessment bodies the results of the func-

tioning of the ZSO and the ZSEO, providing the industry with all the necessary resources of high quality and in full, expanding the forms of social support Lodi, encouraging learning more.

The decisive role in the implementation of Ukraine's educational policy, primarily in relation to its priority areas, belongs to public administration authorities, in particular the general average. The normative documents defining the powers of the central and regional bodies of state administration of the ZSO state that they should participate in "the formation and implementation of the state policy in the field of education, creation of conditions for the acquisition of citizens of the full ZSO" [5], as well as to take measures providing educational institutions with an appropriate level of pre-school, out-of-school, general secondary and vocational education, organizing their teaching and methodological support, and promoting qualifications [6].

In recent years, the Ukrainian government has been paying much attention to the educational sector, focusing its efforts on its development. Thus, in the Strategy of Economic and Social Development of Ukraine (2015-2025) [7] it is stated that "the level of education of the population of Ukraine is one of the highest among the countries of Central and Eastern Europe. According to the National Human Development Report of the United Nations Development Program (UNDP), the gross enrollment rate in Ukraine in 2013 was 79.6% (for comparison: the world average is 65%, in developing countries – 61%, Highly-developed OECD countries – 94%, in Eastern Europe and CIS – 77%) [8, p. 56]. "Ukraine has high standards of education and significant achievements in the development of this industry. The general level of coverage by education exceeds the level of countries with an average level of GDP per capita, and on some indicators reaches the level of high-income countries «[9, p. 261]. Positive shifts are the increase in the proportion of graduates of the 9th form, who continue to study for a full ZSO in the NEC: from 62% in 2013/14 to 69% in the 2015/16 academic year [10, p. 57]. However, despite the traditionally high

rates of development of domestic education, it is in a difficult situation: it is quantitatively reduced and qualitative levels of pre-school and general secondary education are reduced; education in the village does not meet current standards [10, p. 261]. Namely in the ZSO system, secondary education sectors such as nature protection, economic, etc. are affected, due to the lack of teaching staff and the lack of clearly structured curricula.

Consequently, the situation in the system of ecological education in Ukraine shows that there is a problem of insufficient provision of equal access to quality education in Ukraine as one of the main problems of the system of public administration of ZSO. It is a cumulative result of the negative effects of a variety of external and internal factors. Among them, the most influential influence, in our opinion, are:

1. The ineffectiveness of the mechanism (absence of necessary conditions) for the implementation of the legislation on the development of the ZSO and the violation or inadequate and incomplete implementation through this separate legal documents.

2. Continuous underfunding of the ZSO system and the lack of adequate reforms to the financing mechanism of education and redistribution of funds to its subsystems. As a result, the limitation of funding for the educational sector, in our opinion, was the reason:
 - physical inaccessibility of general educational institutions due to the reduction of the network of small-scale schools in rural settlements and their remoteness from the place of residence of children;
 - aging of the material and technical base of the CHP, deteriorating conditions of their operation (emergency condition, the need for major repairs, etc.);
 - to increase the shortage of pedagogical personnel with sufficient graduates of higher educational institutions;
 - the lack and outdatedness of the educational-methodical basis for educational areas of secondary education and the reduction of the number of classes with profile education;
 - reduction of the level of general education of students of the National Medical University.

3. Translating a substantial part of the financial burden on parents due to the lack of public expenditure on education.

4. Significant stratification of the population by income and depletion of the majority of the population, which, in view of the previous paragraph, causes the financial inaccessibility of ZSO for poor families.

5. The fall of moral values and weight of spiritual values in society due to the lack of a consol-

idating national idea, and the reduction of output and, consequently, the demand for labor for a long time. This, in its turn, led to an increase in such negative social phenomena as social orphanhood, the education of children in single-parent families, homelessness and neglect among children of pre-school and school age, begging, child labor, juvenile delinquency. We consider the fact of the existence of the problem of insufficient provision of equal access to a quality OSCE as a consequence of ineffective activities of the state bodies for the quality management of the ZSO, as well as the ineffectiveness of the existing mechanisms for the implementation of the state educational policy and the implementation of government programs to ensure and maintain its quality.

In our opinion, the evaluation of the effectiveness of the state system of quality management of the SSEO and the planning of its activities should be based on a comprehensive study of the object of management influence, that is, the quality of the ZSO as a system, the educational space and the result. That is why the subject of analysis we chose the status achieved by the ZSO system. To this end, it is necessary to identify the reasons that affect the quality of the SSEO and the quality of the final product – a graduate of the M & E, and hence, on the efficiency of public administration of this quality. We consider the SSEO system as the link in the education system, which forms the foundation for the formation of a skilled specialist in the future (whose level of training should meet the requirements of modern production), as well as the upbringing of a citizen with high moral qualities that has personal and socially significant values. The quality of higher and vocational education depends also on the effectiveness of the OSCE, since these educational levels are linked by the continuity of education and is based on the initial results of the previous stage of study. Thus, correction of detected errors, correction of accepted deviations, elimination of violations in the course of implementation of state educational programs will contribute not only to improving the quality of the OSCE as the first educational level, but also to improve the mechanisms of state management of education quality, strengthening the intellectual potential of higher education in the faculty of entrants.

State documents and regulations on the improvement of the quality of education [1] emphasize the importance of increasing the objectivity and reliability of information on the results of the educational activities and the need for monitoring and monitoring the assessment achieved by the state education system. Such an assessment can be made only on the basis of a thorough analysis of the results of the functioning of the ZSO system,

conducted on certain indicators of the development of the educational sphere, which adequately and fully reflect the modern changes.

Quite often, in the reports of the Minister of Education, government officials and the press, there are some data, mostly quantitative, about the results of the development of the education system in a given year and they look like an illustration of general success or failure. At the request of the government, independent research organizations, such as the Ukrainian Center for Economic and Political Studies named after Olexander Razumkov [2] or UNDP [3], study some of the problems that arise in the field of education. Unfortunately, the preparation of the annual consolidated analytical review based on a certain national system of indicators of the quality of ZSO and illustrating the dynamics of change and the course of reforms, determining the main tendencies, problems and prospects for the development of the education system has not yet become commonplace with the Ukrainian government and state administration bodies of the ZSO and a logical conclusion when summing up the academic year and planning for further activities. In our opinion, this is due to the following reasons:

- the imperfection of the existing system of indicators for the development of the ZSO system in general and separately for all its categories that are not oriented to the assessment of educational activities;

- Effectiveness of implementation of educational reform of the effectiveness of state quality management of the ZSO and does not provide an opportunity to carry out a thorough analysis of political documents;

- the absence of an independent institution in Ukraine that, based on the monitoring results, would assess the quality of the ZSO and its categories, such as the OSCE, and built a forecast on the prospects and trends of its development;

- conservatism and narrow thinking of many public administration officials who rely on their own discretion and do not see much benefit from the scientific study of the consequences of the functioning of the ecological education system, forecasting the prospects for its development and disclosing shortcomings.

According to experts, the main problems of the domestic ecological system of education, including school, at the present stage is [4, p. 23-25]:

- chronic and traditions that have become a significant underfunding of the ZSO system;

- lack of adequate reforms of the mechanism of financing education and redistribution of resources among all categories of ZSO;

- violation of certain legislative documents, in particular, Article 57 of the Law of Ukraine “On

Education” and some others, in terms of guaranteeing equal access to high-quality education for all citizens;

- extremely low civil status of the teacher and his poor social security;

- low level of informatization and computerization of the SSEO system and state management of it at all levels and in all areas of activity, application of modern computer information, multimedia technologies;

- lack of mechanisms for objective control and evaluation of the SSEO system;

- the need for a substantial revision of the content of the OSS, the development and implementation of state standards of education quality;

- the need to revise the content and focus of teacher education, training and retraining of staff for the ZSEO system and the system of public administration education.

The comprehensive analysis of the state of the ZSO in Ukraine is based on our system of indicators and criteria for its quality and provides an opportunity to compare the results of its functioning with other branches and levels of education in relation to total expenditures, the level of social protection, the need for specialists, etc. It enables to analyze the quality and completeness of the implementation of educational state policy, the effectiveness of public administration of the SSEO and to design the prospects for the development of a system of school environmental education in Ukraine. The basis of such an analysis is the systematic approach, which involves studying the state of the ZSEO through the links between all its components, with the environment and other educational subsystems (preschool, vocational, higher, extracurricular education).

Conclusions and suggestions. Thus, the reduction of budget expenditures for the needs of the SSEO is quite logical and logical consequence of the reduction of industrial production and revenues to the state budget. We assume that the prolonged shortage of public funds and the lack of an effective mechanism for their distribution violates the balance of the impact on the ZSO of state education management bodies, reduces the quality of resource provision of the OSCE, the level of social protection for all participants in the educational process and the education of graduates of the HEIs. The comparative analysis of the level of economic development in Ukraine and the size of budget expenditures for the needs of environmental education provides an opportunity to suggest that unacceptably low funding of the ZSO on the final principle is the reason for the violation or impossibility of implementing such priority areas of state educational policy as ensuring accessibility of education and improving its quality.

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