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Transport education in the higher education system within the context of modern socio-economic processes

This article deals with the peculiarities of transport education in the higher education system. It is mentioned that the system of sectoral transport education adequately understood as a thorough inspection of time, showed high potential and stable prospects for development. However, there are a number of problems that need to be solved in the nearest future so that transport universities retain their leading positions in the system of native education and get the right to decent support from the state.

The industry faces the acute need to create an innovative system of personnel training and scientific support for the development of transport.

Today education in the whole world is undergoing drastic changes. First of all, it is related to the phenomenon of globalization containing the most powerful integrative processes, bringing both enormous advantages and enormous dangers. Education as a factor enabling the country to meet the specified tendencies has a special role.

The leading Ukrainian universities, namely: National Aviation University, National Transport University, Ukrainian State University of Railway Transport, Odessa National Maritime University, are faced with such problems as:

- orientation towards infrastructure, not transport;
- separation of academic tasks from real problems and modern technologies;
- lack of multimodality in the education system;
- location of education in the conditions of globalization is the locus of science.

There is also a tendency for the reduction of transport universities: in recent years there has not been a single private transport university, and some universities have been merged.

The largest number of transport industry employees is concentrated on road and rail transport. There are also numerous individual entrepreneurs in the motor transport industry. In addition to the employees of the organizations of own transport, it is necessary to take into account also those who work in the field of logistics and transport infrastructure. Today at the Ukrainian labor market there is a clear shortage of skilled engineers, including in the transport industry. Recruiters of recruitment agencies indicate an increase in the number of requests for engineers-designers and engineers in the areas of mechanics, hydraulics, electricity, assembling equipment, etc. Transport engineers can find themselves in logistics companies of different levels, in marketing and forwarding services, in the logistics

system of wholesale and retail trade in transport equipment, spare parts, component parts and materials necessary for exploitation.

Diversification is mastering the production of new goods and services, and on the whole that means extending the enterprise on new kinds of activity of the organization.

Thus far, there is an aggregate of diversification principles:

– matching principle – meeting the need in graduates able to solve complex tasks of modern production;

– education quality principle – necessary increase of the quality of general and vocational training and the level of demands to professional staff qualification;

– person-orientation principle – meeting the need of a personality in the diversity of educational services;

– the principle of freedom of choice – extending the liberties of educational institutions in providing educational services.

The general features of diversification are novelty and expansion of activity due to this novelty. Such activity must not have an analogue in the previous experience since the notion 'novelty' is connected with the notion 'innovation'; however, not every innovation is diversification. Considering the above mentioned, we enlist the most significant features of diversification in the education system:

– interdisciplinary connections and interdisciplinary integration – interaction of knowledge resulting in obtaining new knowledge;

– variability – diversity of existing educational instituions (school, lyceum, gymnasium, institute, university, academy);

– multiple-level structure – Bachelor / Master programs or college [3].

We find it necessary to mention that methodological foundations of the diversified education system are as follows:

– organization of training based on redevelopment of contents and optimization of training methods taking into account the processes of succession and integration;

– vocational training integrity achieved through interconnecting its main components on the basis of integration with the training and upbringing, motivation of studying;

Moreover, diversification finds its reflection at the field, regional and local levels and is characterized by significant growth of a number of private programs and sharp increase of financial-economic and juridical programs. However, it is worth noting that today we observe the end of the first stage of higher education, global diversification (both in Ukraine and in the world) and the start of the second diversification stage. Since the first stage was connected with quantitative increase of educational institutions and the number of students, the next stage is dealing with solving the problems of contents character. The new diversification stage the higher education system is entering is connected with the transformations that are happening in science. All the above mentioned phenomena together actually constitute the essence of education economization. Nevertheless, it is necessary to mention that for a long time economization of education and its commercialization were considered identical processes.

It is worth noting that the processes of education economization belong to the most important factors of economic development of the country and cause social changes. Whereas education is increasingly becoming to be considered not as education for the sake of educating and obtaining 'pure knowledge', but as a powerful factor of social development enabling countries to reach new innovational technological frontiers. This means that education is considered generally as a major factor of socio-economic progress and provision for sustainability of the social system.

Nevertheless, the education level of the population of any country is almost the most important factor in its sustainable development. Specialists from the Organization for Economic Co-operation and Development (OECD) claim that the 'pace of basic long-term economic growth in OECD countries depends on support and extension of knowledge base. In many OECD countries, the actual increase of additional value in knowledge-based fields has exceeded the rate of general economic growth for the past two decades. The process of globalization is accelerating these trends. Less and less frequently comparative advantages get defined by the wealth of natural resources or low-cost labor force, but more and more frequently – by technological innovations and competitive knowledge application; economic growth today means both the process of accumulating knowledge and the process of accumulating capital [2].

Moreover, the prevalent education orientation towards the market requests has ambiguous consequences. Organization of higher education exclusively on the basis of private investments.

Education brings profits for the society as a whole, but not only for its separate members.

Considering this, one understands the special role that should be given to science by state and national educational policy. To operate normally, especially in the field of fundamental sciences, education needs state support since the above mentioned sciences actually constitute the essence of the future innovational technologies able to increase dramatically, labor productivity at the society scale, and the quality of life as well, and resulting in decreasing the existing social tension.
Regarding economization of the sphere of education, we address the analysis of the Western European education systems. The idea concerning the fact that knowledge is a main resource of global economy became widely spread when it was introduced for the first time at the European universities in 1960's. Since the 1980's, it has grown much stronger because of the application of the Bologna Declaration principles and the resulting initiation of the above mentioned models [5].

Within this context, we dare not refuse to analyse the 'McUniversity' principle – the one deep- rooted in the Western society and more and more frequently fulfilled in Ukraine as well.

It is worth mentioning that in 1993 the American sociologist G. Ritzer in his bestseller book 'The McDonaldization of Society' stated that mcdonaldization is a social process distinguished by dominating principles of a fastfood restaurant which affect all the spheres of the American society and together with that – the other parts of the world. The sociologist admits that nowadays mcdonaldization principles are as significant as gothic temples used to be in Europe of the 13th century. In

accordance with the above mentioned principle, most business structures and organizations are established and developed, and the McDonald's itself is considered a model of efficiency, predictability and automatization [6].

Nevertheless, the mcdonaldization principle is gradually moving in the sphere of higher education (university in particular) and finds its reflection in the following:

– rationalization which is used as a method of eliminating superfluous services; at the same time it provides the possibility of choice;

– application of advertisement; G. Ritzer calls it 'false close friendship' which performs manipulative influence on consumers and creates illusion [6];

– collaboration (an emphasis on behaviour of the consumer, freedom and impartiality);

– consumption (i.e. the use of consumer products for satisfying individual needs).

So we come back to the idea whether we may admit that modern universities should be called McUniversities. Addressing the idea of a McUniversity, we are to mention that it was introduced by the British sociologists M. Parker and J. Jary in 1995 [4].

Continuing the ideas of M. Parker, in 1996 the American sociologist G. Ritzer in his paper 'McUniversity in the Postmodern Consumer Society' stated that universities are slowly changing and becoming to look like consumption assembly lines – such as shopping malls, Disneyland, cash dispensers etc. And universities obtain depending on new consumption facilities in order to enable consumption of educational services in every country of the world. Within the universities, students and their parents are recognized as consumers, and the university is gradually becoming a mere component of the consumer society. Whereas students get acquinted with the consumption world before entering the university, and teachers, understanding the consumption tendency, recognize students as clients and consider education a product We are to notice that somehow similar ideas can be found in the works by the American sociologist J. Levin, whose research has discovered the following: 1) higher education is not the centre of life of most students; 2) students want to cooperate with universities the way they cooperate with banks or fast food restaurants; 3) students reckon on correlation of price and value, and that does not presume involvement of additional money [5].

In our opinion, Ukraine's transport education should focus on: restructuring of financing systems for education and science, creation of multidisciplinary and multimodal research centers for solving transport problems, promoting academic mobility, implementing educational competences, setting up professional associations of transport engineers, co-operation between higher education institutions in the field formal and informal education.

In addition, transport universities require government grants for major repairs of buildings and structures, modernization of the training and laboratory base and the purchase of new equipment. The problem and decent salary of the teaching staff and the support of young scientists remain.

Nevertheless, there is a more understandable and encouraging role that should be taken away by the people in the state and the state's educational policy. For the normal functioning, especially in the field of fundamental Sciences, education needs

state support, since it is the areas of science that constitute the essence of future innovative technologies, which, in turn, can significantly increase productivity throughout society, and consequently, the quality of life. After all, education is increasingly beginning to be seen not as education for the sake of education and the acquisition of "pure knowledge", but as a powerful factor of social development, which allows countries to reach new innovative technological frontiers. In other words, education is generally regarded as the main factor of socio-economic progress and ensuring the sustainability of the social system.

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