

Міністерство освіти і науки України
Державна наукова установа «Інститут модернізації змісту освіти»
Інститут педагогіки НАПН України
Рада молодих учених при МОН України
ГО Інноваційний університет
Університет Григорія Сковороди в Переяславі
Центр інноваційного навчання та трансферу технологій

**ПЕДАГОГІКА СУЧАСНОСТІ:
ВИКЛИКИ І ПЕРСПЕКТИВИ ЦИФРОВОЇ ДОБИ**

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Відповідальні за випуск: Басюк Л. В., Лукашевич Ю. Л.

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Жерновникова О. О. – доктор педагогічних наук, професор

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Збірник матеріалів містить результати досліджень учених, аспірантів, здобувачів освіти, представлених на всеукраїнській конференції «Педагогіка сучасності: виклики і перспективи цифрової доби» в Переяславі 17 січня 2023 року.

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Liliya Batyuk,

Candidate of Biological Science (PhD), Associate Professor of the Department
of Medical and Biological Physics and Medical Informatics
Kharkiv National Medical University
E-mail: lili.batyuk@gmail.com
ORCID 0000–0003–1863–0265

Oksana Zhernovnykova,

Doctor of Pedagogical Science (DSc), Professor,
Head of the Department of Mathematics,
H. S. Skovoroda Kharkiv National Pedagogical University
E-mail: oazhernovnykova@gmail.com
ORCID 0000–0002–5383–4493

THE NATIONAL QUALIFICATIONS FRAMEWORK IN THE GERMAN HIGHER EDUCATION SYSTEM

The systems of higher education in the countries that are participants of the Bologna process involve an understanding of the role of higher education, higher education institutions, students, academic staff and public partners. The national qualification framework is a key element of higher education in the Federal Republic of Germany and clearly defined. Descriptions of higher education qualifications were developed taking into account both level classification and branch classification.

Relevance of the research. Against the background of uncertainty and upheavals of modern times, which the European Community of States is experiencing, the future of the European Union is inextricably linked to cooperation between European states. Against this background, in order to confidently respond to current challenges, it is necessary to exchange ideas and cooperate with our European partner countries, and it is more important than ever to constantly improve modern education systems. The invasion of the Russian Federation on the territory of the independent Ukrainian State on February 24, 2022 led to considerable mobility of citizens in a global scale, as people began to actively move between countries. Because of the war in Ukraine, most of our citizens left for Poland. The second place in terms of the number of newly arrived refugees is occupied by Germany [1]. For many newcomers to these countries, the issue of “recognition” of both academic and professional qualifications obtained in different countries has become essential. So, for example, when hiring a person who has obtained a qualification in another country, the employer does not always have an idea of what level of education and professional training the person has received and what professional rights are inherent to his qualification. Similarly, in the case of continuing education in another country, questions may arise regarding academic rights (opportunities) that may be granted to a person. There is a need for a universal tool that would allow comparing and comparing qualifications obtained in different countries. Such a tool has become the framework of qualifications, which should provide transparent and understandable

information about all possible qualifications. The development of conceptual approaches to the description of qualifications is currently a top priority for many countries implementing education reforms, especially within the framework of the Bologna process. The situation in this area is quite difficult and is complicated by the presence of several different approaches to descriptions and measurements of educational programs. Among such approaches are those based on terms/years of study, on credits/credit units, on identification of competencies and learning outcomes, and others. Traditional models and methods of describing qualification structures (qualification systems) consist in the application of learning outcomes and competencies, levels and level identifiers, subject indicators and qualification descriptors.

The purpose of the work is to define and discuss the provisions documented in the program documents of the Bologna process, which are implemented by developing a framework of qualifications based on the result approach and a common methodology for their description, using the example of the framework of qualifications applied in Europe, in particular in Germany.

Presenting main material. All countries participating in the Bologna process have committed to develop national qualifications frameworks compatible with the comprehensive framework by 2010 qualifications of the European Higher Education Area (QH-EHEA). Such commitments were made in 2005 and reflected in the Bergen Communiqué [2]. The need to focus efforts on the development and implementation of national qualifications frameworks was also confirmed in 2007 in the London Communiqué [3].

The European Qualifications Framework for lifelong learning (EQF LLL / EQF) covers all levels of education (not only higher education) and is valid for member states of the European Union, countries acceding to the European Union, and countries of the European Union economic space. The first edition of the recommendations on the introduction of the European Qualifications Framework for Lifelong Learning was adopted by the European Parliament and the Council of the European Union on April 23, 2008 [4]. The updated edition of the Recommendations on the European Qualifications Framework for Lifelong Learning (hereinafter - the Recommendations) was adopted on 22 May 2017 [5]. These recommendations directly contain recommendations for states, the European Commission and stakeholders regarding the implementation and use of the European Qualifications Framework for Lifelong Learning, as well as six appendices.

In the European Higher Education Area, qualifications frameworks are implemented at the pan-European and national levels and are divided into:

- European qualifications meta-framework (Qualifications Framework of the European Higher Education Area [6] and European Qualifications Framework for Lifelong Learning [4]);

- National qualifications frameworks, which should cover all educational qualifications (higher education qualifications) in the national education system.

In addition, in order to determine the general requirements for learning outcomes for qualification holders by sector, sector-specific frameworks of qualifications are introduced, which should cover all educational qualifications (higher education qualifications) within certain fields of education [7].

The Executive Agency in Brussels (EACEA) Eurydice, which consists of national agencies in 39 European countries, collects information on the education systems of European countries, as well as on current policy education initiatives, thus creating not only an overview of individual education systems, but also current research reports facilitating the exchange of information and experience between states. The European Union supports this process by building a knowledge base, providing a detailed description of the education system and current policy projects, covering all educational sectors and levels, as well as current reform initiatives and qualifications frameworks that policymakers at national and European level can use to address new and old problems.

The Federal Republic of Germany is located in the center of Europe and is surrounded by nine neighboring states. The territory covers about 357.000 km² and stretches from the North and Baltic Seas in the north to the Alps in the south. Germany has 82.8 million inhabitants, making it the most populous country in the European Union (EU). More than 19 million inhabitants are of immigrant origin, more than 9 million of them are foreigners, and more than 9.8 million have German citizenship. The continuing education schemes offered in the country cover a wide range of continuing general, political and cultural education and continuing vocational training courses supported by a variety of institutions – public and private, not-for-profit and for-profit companies, as well as community institutions, trade unions and others social groups. The Eurydice publication “Education System in the Federal Republic of Germany” presents a detailed description of the German education system and current policy projects. The report covers all education sectors and levels and current reform initiatives. Each member state of the Eurydice network produces such an overview of its own education system. Since the publications are structured in the same way, they allow for transparency and good comparability. All parts of the relevant education systems can also be searched in individual chapters of the Eurydice online encyclopedia.

The development of the German Qualifications Framework for Lifelong Learning (Deutscher Qualifikationsrahmen für lebenslanges Lernen – DQR) is part of a European process based on the Recommendations of the European Parliament and the Council on the establishment of the European Qualifications Framework (EQF), which entered into force in 2008 and were revised in 2017. To implement the EQF, 39 European countries have so far decided to develop National Qualifications Frameworks (NQFs). These NQFs can have a different number of levels and pursue different goals. In addition to Germany, another 35 countries have assigned their NRCs to the EQF as part of the binding process. The aim of DQR is to make the German qualifications system more transparent, to support reliability, availability and quality assurance, as well as to increase the comparability of qualifications. The Federation and the Länder agree that the division of qualifications and degrees by level does not replace the existing system of entry qualifications. The allocation follows the principle that each level of qualification should always be accessible through different educational pathways, and the EU Directive on the recognition of professional qualifications remains an unchanged EU Recommendation.

Conclusions. The debate on education policy in Germany continues to revolve around further measures to develop and ensure the quality of education in relation to

improving the level of education and its mobility. Qualifications frameworks should help learners to gradually acquire qualifications within a particular education system, as well as to move between different systems. In this context, the qualifications framework is designed to facilitate mobility within a particular education system and mobility at the international level. The strategy of the government German against the background of opportunities and challenges is the formulation of clear goals for digital education and the determination of the orientation of educational content. In the sector of teaching and learning in the digital world, German educators follow the principle of the educational mission. In the revised approach to “education in the digital world”, the teaching strategy has been supplemented with recommendations for the digitization of teaching in higher education. It should be understood as impulses and proposals for the formation of digital transformation in all areas of higher education and in higher education institutions in Germany for profitable use.

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