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UNIVERSITY TEACHER'S MISSION: VISION FOR THE SECOND DECADE OF BOLOGNA PROCESS

Building the joint area of higher education in Europe within the framework of the Bologna process, other processes of integration and national self-determination have shown the need to create a new model of university education and rethink the role of the educator in it. The isolation of professors and students, which presented in the most part of the twentieth century, was to a certain extent a brake on development, which required shaping new relations in the educational environment. In this connection, as a target could be offered formation of conditions for the upbringing of a modern self-sufficient personality, who clear understands the national level achievements and their contribution to the world development, possesses the ability to think critically, to work in a team, to respect different opinions and values. Joint activity of the teachers and students in the educational process, research work and other activities is the method of achieving this goal.

Key words: higher education, university, quality assurance, university teacher, mission, model.

Introduction. Forming their missions world leading universities include in the documents a number of issues that concern quality of teaching and learning. Involving the most advanced in research and pedagogic staff is considered among the most important conditions of successful operation and development of such institution.

For example, Cambridge University's 2015-18 Action plan contains the positions that are focused on effectiveness, efficiency, and innovation of teaching process; and it bounds these with promotion and appointment of teaching staff. In general they call this system of action as Teaching Excellence Framework that needs to raise the profile of high quality teaching. For encouragement the most successful teachers the Pilkington Teaching Prize was established [1].

Oxford University creating it development policy organized the investigation to safe the reputation of thriving and attractive teaching institution, with excellence in both undergraduate and graduate education. The special commission inquiry report contains the whole chapter that is dedicated to teaching and learning quality assurance, where innovation achievements and best practice examples were stresses as the important instruments of teaching quality [2].

Nevertheless, new realities of the period of the last decade demonstrate fostering of the process of switching universities from research model for the best youngsters to simplified model of teaching institutions that strive to commercial goals and enroll everybody who applied to. The process became clear by the end of XX [3] and strengthened later being shaped by now [4]. Russian practice as well as European and North American demonstrate the necessity to adapt to the state demands to get enough funding and save the status [5]. There are four keystones [6] in the modern mission of the university; all they commercialization, commodification, competition, and classification are the features of business body. Bologna process that runs in Europe since 1989 and involves 49 countries tries making the process smarter, but it has not solved yet the problems with mission and quality of teaching staff.

Under these conditions a new role of university teacher is shaping but just the tradition of Russian higher school and national mentality allow to save the best of abandoning university system and adjust them mutually when possible [7]. Analyzing and generalizing current and developing features of university teacher mission within a potential model of university QA system is the aim of the presented work.

Model of quality. Quality assurance (QA) has always been one of most discussed topics when it comes to higher education. Given the diversity of perspectives on what constitutes a good quality, experts could not agree on a universal conceptual framework for quality assurance in

higher education. QA could be linked to the planning process, which involves everyone in the organization and which aims to develop a culture of quality enhancement within every department of the organization [8]. In other way, QA is a systematic maintenance and improvement process that is characterized by a continuing review of the alignment of educational programs with education, scholarship and infrastructure standards. That concern is used by the important international organizations [9] and [10]. Satisfaction of stakeholders' expectations through a structured process is also among the aims of QA in universities [11]. Another definition by Green [12] pointed at the relation between quality assurance and the concept of learning organization: universities, which undertake quality assurance initiatives, seek to achieve quality assurance through learning and conforming to standards set by the training organization.

These could be generalized [13] in the way of QA consideration as a global, "all-embracing" concept aiming the systematic assessment, the control and the improvement of programs, institutions and systems via a solid quality culture. Obviously, it can be realized under active, creative, and blanket participation of teaching persons.

Within Bologna process above the mentioned new duties there are some difficulties that concern the switching to new circumstances [14] that also changes their importance in teaching and governance. Clear understanding of teaching staff position and role permits to create a new model of QA for modern university [15] that meets the ideas of European area of higher education and could be available for developing countries.

Results and discussion. The emergence of young people needs in education as an actual human value is clear [7]. Entering the university they have in mind to get some benefits including opportunity to realize their abilities, real values of human life and meaningful orientations, to feel the multidimensionality and completeness of life through active participation in transformation of the surrounding world. When in higher education system young people strive to become professional and as well they have also the aims of civil self-determination, self-knowledge and self-realization. These needs of students should be solved in unity, and university teacher must aim it. Teacher should also to train students to learn individually to master fundamental and applied knowledge and skills independently; to ensure the professional growth of a young man. That allows to reveal the richness and diversity of people's connections, to shows forms and ways of their joint activity; to create conditions for the student's unique personal reserves discovering, their self-realization.

Under these circumstances of contemporary society the mission of university teachers repeatedly expands and becomes more complex. A university professor portrait as a lecturer who is able to deliver the foundations of scientific knowledge is not acceptable already. Indeed, students bargain for high competence in professional activities, independent worldview and civic position, good orientation in the modern changing society issues from every teacher. They expect that a teacher does not shy away from helping young people solve their personal and social problems. So, education at the university becomes effective if the teacher manages to link the transferred knowledge and skills with joint with the students educational, scientific and production activities in classroom and extracurricular activities. Just in formal and informal interaction and interrelation, in team working the most effective socialization and self-realization of a young man in education would be achieved.

Professionalization of students is possible in full if they are included in the system of business relations with teachers, external specialists and different students. It is just university education that should ensure the creative interaction of all participants in the pedagogical process in various types and forms of class and extracurricular work. Achieving the goals of students' professionalization is carried out on the basis of variational curricula and programs that allow exercising the training process both through the content of educational and scientific work. This will be successful if university teacher within traditional content of the professional education

systematically uses the author's achievements in research and design activities. That allows the teacher to win the true authority of the students; and young people gain confidence in the possibility of professional growth through cooperation with the teacher-researcher.

An important place in the system of higher education takes experience gaining in labor organizing, in particular, in intellectual activity. Mental labor involves the mastering by the worker in knowledge and skills as well as in knowledge and methods of research organizing and educational, cognitive and productive activities. Higher school practice confirms the need to target training of future specialists in the scientific organization of their labor as a significant element young man professional training; it affects its professional level, fosters social adaptation of students, their ability to self-development and self-realization. The absence of the skills of organization culture of university students' labor activity results in loss of creativity both in academic and research work, in social interaction, in loss of interest in professional and in any different type of human activity.

The problem of students' professionalization is deeply connected with the problem of its socialization. Effective mastering in the profession is necessary but it is not a sufficient condition for the successful life of a person. The production sphere in a modern society is no longer a technocratic one only but the field of human interaction, also. This sphere has changed last tens dramatically. The best example is the student oriented teaching that was brought by Bologna process. The sphere cannot be longer the "home" of specialists who trample on the spiritual and moral foundations of humanistic attitudes between people. Therefore, any leader must know human nature and be able to organize the production process in a way that preserves human individuality. Just here we are faced with the real problem of higher education that is in acquisition of the experience of social interaction by the students. It is the teacher of higher education who enters into the direct contact with young people in various types of educational and different partner activities and brings available samples of social behavior and interaction.

In the best traditions of higher school the teacher appears in front of students both as an academic teacher and also as a person who is an informal leader for young people with high intelligence and human charisma and spiritual culture [16]. In the teaching process a teacher really stimulates the growth of the national self-awareness of the youth, emphasizes its attention to respect of all peoples, to the needs of civilized integration into the world community. The development of national self-consciousness should become an element of student socialization that opens the prospect of its social responsibility finding for the fate of its fatherland, which realizes in the growing need in students' professional development and self-realization.

In the modern world the formation of national self-consciousness is a priority task of socialization and education of young people. Every state considers the growth of the national consciousness of men (and not nationalism) as a condition of peaceful coexistence of people, as the development of intensive cooperation between people of different states, ethnic groups, and as a way of the development of universal values by everybody.

Instilling in students the love of their country and respect for national traditions creates the preconditions of appealing the young man meaning of life, gaining their freedom and responsibility. Higher school teacher in the educational process is advisable to use the sources of the science development as a part of the national culture within the concepts of interdependence and interrelation of "universal values" and "national values" to disclose the transition of national values into universal world cultural heritage.

This issue is more than an autonomous issue of socialization and education of the individual but it represents the issue of self-actualization of youth, also. After all, human self-actualization begins with searching the meaning of life, discovering its role in rapidly changing world. Youth cannot settle for a passive role of observer or listener only. Students are actively engaged in the search of their ways of self-realization. Hence, creating conditions for full self-knowledge and

self-realization of youth is the task of a teacher. Therefore, university teacher is the author of projects of specialist training as a cultural educated person. Professors should create their educational programs in the specific University at the level of direct interaction with students. The creativity of a teacher helps to students with their own ideas and projects elaboration through goal-setting, selection of educational content, choice of methods, means and forms of joint activity, and style of relationship.

Research activity of students is also among the forms that stimulate professionalization, socialization and self-realization [17]. This type of activity allows deepening and applying the acquired knowledge and skills, to gain the experience of creativity, to develop activity and independence, to form partnership skills, to test intellectual, volitional, emotional and moral principles, to discover psychophysical ability and reserves, to understand and share values of surrounding. Just in the research work all the kinds of university training could be integrated that provides synergetic effect. It is known successive in science student is usually among the best in different ways, too. Involved in research students are the most creative, self-critical, persevering and emphatic. They have more their chance to succeed their life goals.

Conclusion. The analysis of the approaches in teaching university students shows the necessity to pay attention to professional training component as well as to forming a self-sufficient personality who will be successful in its carrier and life. Instilling word values through demonstration of national attainments in the world content, respect to colleges' opinions, skills in communication and self-development are the most important features of modern university educational model, in which a teacher becomes more than a tutor but the prospecting example of a specialist and a person. The available receipt of this goal consummation is in mutual educational and research activities of students and teachers.

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