

осваиваемой действительности. Таким образом, речь идет не о непосредственной трансляции культуры от преподавателя к обучающемуся, а о процессе ее самосозидания каждым субъектом образования. Культурологическая образовательная парадигма ориентирована не столько на освоение массива знаний, сколько на формирование способностей к продуктивной деятельности, использующей индивидуально значимое знание в качестве необходимого средства. В связи с этим основными формами образования в культурологическом подходе выступают творческая деятельность и общение педагога с учащимися [1].

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TRENDS IN THE DEVELOPMENT OF HIGHER EDUCATION IN POLAND

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Synopsis: This paper presents the major changes which have been made in higher education and research in years 2010 and 2011. The changes relate to financing issues of research, higher education, Polish Academy of Sciences and research institutes. This paper presents the issues of education and scientific promotion system in Poland.

For many years there was wide discussion about condition of Polish education and the needs for its amendment. As a result, between 2010 and 2011 new acts were adapted, concerning Polish Academy of Sciences, financing of education, the establishment of the National Science Centre, the establishment of the National Centre for Research and Development, as well as research institutes. The most important were: "The Act amending the Act - Act on higher education, Act on the academic degrees and the academic title as well as on the degrees and the title within the scope of art and some other acts". The aim of those changes was to achieve higher quality of education, better preparation for a changing economy, increase in the participation of Polish's scientists in major international research projects, and creation of perspectives for Polish universities for sustainable development and permanent increase in research potential [ASSUMPTIONS ... 2009].

One of the key measures in achieving those goals is a mechanisms for efficient functioning of the university, so that more and more funds will be distributed through competitions, and funding from the government budget will depend on learning outcomes and research results.

An important element of the reform was the introduction of pro-quality amendment of stationary grant and the found of support for the best universities, staff and students. A special role is played by the National Center for Science and the National Research and Development Centre.

Trends in Higher Education

In new regulations universities won't be able to freely shape the number of students, with an increase of more than 2% (full-time students) Ministry of Research and Higher Education acceptance will be required. Postgraduate studies need to be similar to other types of studies, conducted by the University, and last a minimum of two semesters.

For the assessment of the quality of education Polish Accreditation Committee (PKA) was established. Each head of basic organizational unit should elaborate unit strategy in line with university's development strategy. Also new is that the head (and his deputy), as well as Rector and Vice-Rectors may be appointed by election or competition.

In terms of funding, beyond the stationary fund obtained so far by the universities, new quality fund for the best basic organizational unit, staff, students and doctoral students was created. Financial recourses of this fund will be transferred to National Scientific Leading Centers (KNOW), which will be selected in the specific areas of knowledge and education through competitions for five years. That quality fund is also used to finance the units offering degrees with PKA outstanding score; universities for the implementation of quality systems and the National Qualification Framework, fund for doctoral studies in private universities or for support of the best PhD students, 30% of the best doctoral students.

New rules allow university, to commercialize the results of scientific research and development activities to create a limited liability company or joint stock company.

An important objective of the reform was to integrate the education curriculum into the European Higher Education Area, to increase the mobility of students and academic staff.

There was also a deregulation of education standardization, the role of the university has grown in field of defining study degrees and curriculum program, which, however, must be consistent with the National Qualifications Framework, which is a result of the Bologna Declaration.

University should be closer to environment, which means that practitioners will support the creation of study curriculum and didactics. Polish universities, both in terms of didactics and research, tend to be more international. This involves, inter alia, increased number of foreign scientists, but also increased number of foreign students in Poland. A new solution introduced in new Act was to conduct "a central list of academic staff and researchers" (access to the data for Rectors, Deans, etc.). A similar list will apply to students ("the list of students" article 170c.)

Development issue of academic staff

In last two decades the number of students has increased, and for this the number of doctoral degrees increased (from about 1500 in 1991 to about 6,000 in 2006, with a slight downward trend in the following years). Number of granted habilitated

doctors periodically approaching to one thousand, but usually was lower (in 2007 was 771).

Regarding obtaining a doctoral degree new Act provides some new important solutions. One of the requirement for the initiation of a doctorate is at least one accepted publication of a national range and in-reviewed report of the international scientific conference. Doctoral degree can be obtained by person who has a master degree, passed doctoral examinations, presented and defended a doctoral thesis and is certified in a modern foreign language, or passed the equivalent exam. The doctoral dissertation should be an "original scientific solution to the problem ... and demonstrate a general knowledge of the candidate's discipline ... and the ability to independently conduct scientific work." It can be in form of manuscript, book, thematically coherent set of chapters or articles in scientific journals. It may be part of a collective work, with disclosed the individual contribution of the candidate. One of new things is that "a summary of a doctoral dissertation including reviews should be posted on the web site of university leading particular Ph.D. ..."

For years, the controversy raises the existence of the degree of habilitated doctor. The new Act assumes that "a necessary condition for scientific advancement, which provide the right to become supervisor and head of scientific group, is to obtain degree of habilitated doctor". There are a number of requirements which need to be fulfilled in order to obtain degree of habilitated doctor. To join the habilitation process a candidate should be a person who holds a Ph.D. degree, have scientific achievements, (gain upon receipt of a doctoral degree), which represents a "significant contribution to the development of a particular author's discipline" and has an important scientific activity.

The proceedings shall be initiated upon the request of the applicant, addressed to the Central Commission for Scientific Degrees. The candidate selects the unit which will led the process of habilitation. Commission, after formal evaluation of the proposal, establish habilitation committee consisting of four members, indicated unit designates three members, including one reviewer.

Habilitation Committee, after recognizing of achievements of the candidate, announce the opinion on the granting or refusal of rewarding a degree of habilitated doctor. Responsible unit running the procedure gives or refuses to grant the degree.

The new Act also adopted changes to process of obtaining the title of professor. Maintained need to demonstrate academic achievement, emphasizes the experience in managing research teams, participation in at least three doctoral defenses or two as reviewer, as well as foreign internships and foreign research papers.

Conclusion

1. Briefly presented trends indicate that science and universities await significant adjustments. Changes are designed to increase their competitiveness and quality, both in research and didactics. The main directions of those changes relate to the management and development of scientific staff.

2. The legislature seeks to support the most scientifically creative centers and scientists.

3. It is hoped that the new system of obtaining the degree of habilitated doctor accelerate the promotion of young researchers. In case of doctoral degree three basic changes have been made: one concerns the possibility of replacing the doctoral exam

in a foreign language by the certificate, two reviewers from different university than home and requirement of posting doctoral reviews and summaries on the internet. New function of co-supervisor, person with a doctoral degree, which supports doctoral supervision in the doctoral defense.

4. The main changes concern obtaining the degree of habilitated doctor. So far, the person submitted application for habilitation process to the Faculty Council, according to the new regulations it is required to submit application to the Central Commission for Scientific Degrees, which appoints reviewers and indicates the Faculty Council, which will refer to the application committee. In this situation, there are no habilitation colloquium and habilitation lecture.

5. In applying for the title of professor, achievements such as: scientific publications, experience in managing research teams, three supervisions and two reviews in doctoral or habilitations procedures will play a significant role. Moreover activities such as research fellowships and scientific work in foreign institutions will be equally important.

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ПСИХОЛОГИЧЕСКОЕ ВЫГОРАНИЕ – ИЗЛЕЧИМЫЙ СИНДРОМ

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Согласно общему мнению зарубежных психологов «синдром психического (эмоционального) выгорания» определяется, как состояние эмоционального, психического и физического истощения, развивающегося в результате хронического неразрешённого стресса на рабочем месте. Большинство специалистов в данной области рассматривают синдром как совокупность трёх основных составляющих:

эмоциональное истощение (ощущение психологического перенапряжения, отсутствие энтузиазма в работе и т.д.);