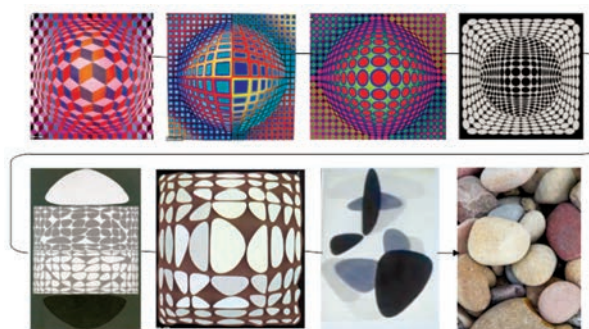


ті, шукаючи таку естетичну форму зображення природи суцього, щоб вона, з одного боку, не копіювала дійсність (навіть у видозміненій стилізованій формі), а з іншого – була її художньо-естетичною інтерпретацією як комбінація простих геометричних елементів у композиції завдяки модульній сітці.

Тому задля поліпшення розуміння семантичної логіки творів оп-арту та створення ефективного у подальшій практичній роботі асоціативного об'єктивного природного фундаменту нами також було розроблено мультимедійну презентацію, в якій проілюстровано візуальний ряд творчого формотворення у його природній та геометричній мові (рис. 1).

**Висновки.** Проведений природний педагогічний експеримент доводить необхідність впровадження до програми професійної підготовки майбутніх дизайнерів самостійного модуля з дисципліни «Художньо-естетична інтерпретація творів образотворчого мистецтва». Адже ситуація нерозуміння різноманітного спектра інтегративних дисциплінарних та природних зв'язків у художньо-проектній діяльності має дуже негативні прояви у когнітивних аспектах студентів та безпосередньо стосується їхньої творчої активності в навчальній та діловій галузі життя. Окреслені матеріали природного експерименту та діагностичного етапу нашого дослідження мають велике значення для розробки означеної дисципліни з метою підвищення ефективності навчально-освітнього процесу у вищій школі дизайну та формування висококваліфікованих фахівців.

Перспективи подальших розвідок бачимо в дослідженні та обґрунтуванні моделі підготовки майбутніх дизайнерів до художньо-естетичної інтерпретації творів образотворчого мистецтва.



**Рис. 1. Художньо-естетична інтерпретація природних мотивів**

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DOI <https://doi.org/10.51647/kelm.2020.5.2.2>

## ROLA AMERYKAŃSKIEGO SZKOLNICTWA WYŻSZEGO W SUKCESIE STUDENTÓW

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**Adnotacja.** W artykule przedstawiono analizę definicji osiągnięć uczniów w szkole wyższej. Naukowcy proponują wiele terminów oznaczających pewne aspekty osiągnięć podczas procesu uczenia się: „sukces akademicki”, „sukces w szkolnictwie wyższym”, „osiągnięcia naukowe” i inne. Ale w ramach naszych badań właściwe jest użycie terminu „sukces studenta”, ponieważ pozwala nam to na szersze zdefiniowanie tego pojęcia. Badania amerykańskich naukowców

pokazują różne poglądy na ten problem, dostarczają różnych interpretacji. Wynika to z różnorodności amerykańskiego systemu szkolnictwa wyższego. Określenie cech amerykańskiego szkolnictwa wyższego pomaga zrozumieć jego wyjątkowość i przyczynia się do poprawy wydajności. Celem artykułu jest analiza różnic w określaniu wyników uczniów, uwzględnienie specyficznych cech amerykańskiego systemu szkolnictwa wyższego zgodnie z kryteriami opracowanymi przez autora. Przedstawiona analiza pokazuje różne podejścia do definiowania koncepcji sukcesu w szkolnictwie wyższym, co wskazuje na wielowymiarowość tego zjawiska. Proponowane odkrycia stanowią podstawę do dalszych badań nad wynikami studentów w USA.

**Słowa kluczowe:** osiągnięcie sukcesu studentów instytucji szkolnictwa wyższego, charakterystyka amerykańskiego systemu szkolnictwa wyższego, kryteria, różne podejścia do definicji.

## THE ROLE OF AMERICAN HIGHER EDUCATION IN STUDENT SUCCESS

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**Abstract.** The article presents an analysis of the definitions of student success in higher education. Scholars offer many terms to outline certain aspects of achievement during educational process: “academic success”, “success of training”, “success of the education”, “academic achievement” and others. But within our study, it is appropriate to use the term “student success”, because it allows us to define this concept more broadly and capaciously.

American scientists’ studies show different views on this problem, provide different interpretations. This is due to the diversity of the US higher education system. Identifying the features of American higher education helps to understand its uniqueness and help increase efficiency.

The purpose of the article is to provide an analysis of differences in determining student success, to consider the specific characteristics of the US higher education system according to the criteria developed by the author. The presented analysis demonstrates a variety of approaches to defining the concept of success in higher education, which indicates the multidimensionality of this phenomenon. The proposed conclusions provide a basis for further research of the study of student success in the United States.

**Key words:** achieving student success, higher education institutions, US higher education system characteristics, criteria, different approaches to definition.

## РОЛЬ ВИЩОЇ ОСВІТИ США У СТУДЕНТСЬКОМУ УСПІХУ

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**Анотація.** У статті представлено аналіз визначень успішності студентів у вищій школі. Вчені пропонують багато термінів для того, щоб окреслити певні аспекти досягнень під час навчального процесу: «академічний успіх», «успіх у вищій освіті», «навчальні досягнення» та інші. Але в рамках нашого дослідження доречно використувати термін «успіх студента», що дозволяє нам визначити це поняття більш широко.

Дослідження американських вчених показують різні погляди на цю проблему, надають різні тлумачення. Це пов'язано з різноманітністю системи вищої освіти США. Визначення особливостей американської вищої освіти допомагає зрозуміти її унікальність і сприяє підвищенню ефективності.

Метою статті є аналіз відмінностей у визначенні успішності студентів, розгляд специфічних характеристик системи вищої освіти США відповідно до розроблених автором критеріїв. Представлений аналіз демонструє різні підходи до визначення концепції успіху у вищій освіті, що свідчить про багатовимірність цього явища. Запропоновані висновки дають основу для подальших досліджень вивчення успішності студентів у США.

**Ключові слова:** досягнення успіху студентів, заклади вищої освіти, характеристики системи вищої освіти США, критерії, різні підходи до визначення.

**Introduction.** Success is defined as an achievement by a person or group of people of significant results that distinguish them from others in some area of social activity, which is accompanied by a special state of emotional satisfaction that occurs after overcoming the significant obstacles.

Achieving student success in college or university is a very difficult issue, as it is demonstrated by several studies in pedagogy and psychology. Learning perspectives and personal circumstances should be the subject of student success research. The consideration of these factors is necessary for formulating conclusions of the study of this issue at the university level. The specific of American higher education system provides a rich ground for the scientific search of student success as it is very diverse and autonomous, has a variety of institutions and student characteristics.

According to American educators, student success is affected by many factors, J. Berger and S. Lyon believe that student success is influenced by measures aimed at the process of retaining students during their studies, J. Barber, J. Braxton, G. Kuh believe that student success depends on the academic and social engagement of students in learning, their integration into the academic environment. The importance of active student participation in academic and extracurricular activities was studied by A. Astin. J. Bean's theoretical developments on the problem of moral exhaustion and emotional burnout of students during their studies have brought many benefits in overcoming the problem of outflow of students in higher education. The characteristics of students and their relationship with purposefulness and persistence in learning process were considered by J. Allen, I. Barnett, R. Bandler, K. Bauer, S. Eaton, J. Graham, A. Maslow, D. Nordstokke, S. Robbins, W. Tinto and others.

**Main part.** Success in higher education is a difficult question to determine, as many authors have researched and interpreted it from different approaches. More often success in higher education is defined as a synonym of success of training, but in our opinion, training is only one of many components of the educational process therefore there is a need for the analysis of scientific developments of this question.

More often, pedagogical theories interpret success as achieving success in learning, considering the quality of education, efficiency, and effectiveness of learning. Up to date, there is no definite understanding of the study of the concept of success in higher education and it provides several terms used for this phenomenon: "success of learning", "student success", "success of training", "success of the education", "success of studying", "success of teaching", "academic success" (Karahanyan, 2017).

Within our study, the most relevant term that defines the versatility of this concept is the term "student success". Thus, student success is the kind of success that a higher education student achieves during the studying and after graduation. The purpose of the article is to define the characteristics of specific of American higher education system which can influence the development of research of student success, to analyze the different aspects of definition of success in higher education.

Materials and research methods. During the research the following methods were used:

- systematic-structural analysis of psychological and pedagogical researches on student success;
- theoretical generalization for the formulation and systematization of conclusions, determination of further scientific pedagogical research in the process of determining the student success in American higher education.

**Presenting main materials.** The historical development of the world's higher education proves that regardless of the form of education, place and type of educational institutions, age social status, gender, race of students – the ultimate goal of higher education is to achieve success. Recognition of this fact provides a basis for a thorough study of what success means, what factors affect success, what hinders success and how student success affects one's future. Many researchers view the concept of student achievement as a diverse and complex issue that requires the study of many sciences. Most scholars agree that success as a scientific category is most studied in psychology and pedagogy, but the problem is that some researchers, interpreting the concept of "student success", associate it more with academic achievement, persistence in passing exams / obtaining a diploma, or rating indicators of performance. However, the definition of success as the achievement of personal goals of the student is of great interest for our study.

World scholars consider student success as a broader concept that goes beyond pure psychology or pedagogy. For example, T. Markovitz (USA) focuses on student success as overcoming obstacles to career growth and success in the future. Canadian scientists A. Stelnicki, D. Nordstokke and D. Saklofske consider success as several personal resources. Australian scholars K. Wilson and A. Lizzio believe that a student's success is a student's achievement in overcoming various obstacles (Kozmenko, 2018).

Since student success is determined by the interaction of many aspects, is a multidimensional phenomenon, so it is not surprising that in modern science there is no single theoretical point of view, which would contain enough theoretical and empirical knowledge to solve this construct (Kuh et al., 2007). According to scientists, student success is the result of the interaction of five approaches (organizational, economic, sociological, psychological and cultural), which include different theories of student success (Kuh et al., 2007).

The organizational approach emphasizes the importance of taking into account the impact of institutional processes and structures on student success, as indicators of effective work of the higher education institution determine its status and rating. The economic approach considers success in terms of financial and material income, investment in the future of the young person, the impact of socio-economic conditions of the student on success and so on. The sociological approach takes care of issues of inequality in education, the problems of socialization of the individual, and the formation of identity.

The psychological approach emphasizes the importance of studying the personal characteristics of students that affect success. The study of personality within the positive psychology proposes a general idea of the basic



qualities which are also specific traits that contribute to success (Korthagann, 2004). Such qualities as creativity, trust and courage are the ones that help a person cope with negative circumstances and help students succeed at university (Gable & Haidt, 2005). So, as it is seen in this research, it is impossible to investigate the student success without the higher education system, as it has the prominent affect on this phenomenon and gives the conditions to realization. The US higher education tries to do their best to provide these conditions.

Higher education plays a vital role in society. Its cost is constantly growing and it places certain demands on the quality of educational services and the effectiveness of education. Success in higher education institutions includes such indicators as content, completeness, depth and strength of the acquisition of knowledge, skills, abilities following the standards of higher education (Dyachenko, 1993). So, the requirements and standards, effectiveness and student success in US higher education is one of the main topic to discuss.

During the National Symposium on Student Success (2007) it was stating that “for the past half century, higher education has been a major driver of US economic competitiveness. But at a time when higher education has recently provided opportunities for citizens and society to succeed, quality indicators of higher education indicate the risk of losing America’s historical advantage in training skilled workers in the growing potential of other countries” (Ewell & Wellman, 2007).

The main problems faced by American educators are common in other countries, they are the difficulties associated with developing strategies in the following areas to improve the efficiency and quality of education:

- creation of a system of criteria for student success and efficacy of the higher education institutions;
- regulation of tuition to create more favorable opportunities for student admission;
- implementation of programs to help students achieve success;
- improving the credit system to promote student mobility;
- standardization of educational courses and curricula, etc. (Eckel, 2005).

But despite all these challenges American higher education is the example of one of the most powerful educational system. It has its peculiarities and distinctive features, which should be regarded in our research. The prominent features of American higher education are the diversity and size of institutions, autonomy, competitiveness and accessibility (Eckel, 2005).

Summarizing the description of the US higher education system, we can identify the following features and characteristics which are presented in the Table 1.

Therefore, the presented table contains the author’s generalization of the features of the US higher education system, which is not perfect and has to be supplemented and revised. But the main purpose of our study is to demonstrate the uniqueness of this system. According to American researchers, in its size, diversity of educational institutions and students, freedom from state control and reliance on market forces, the US higher education system has no analogs. In applying the experience of higher education in the United States, it is important to understand the basic tenets of American educational philosophy – “distrust of government, faith in markets and reliance on education as a gateway to social mobility” (Eckel, 2005: 19).

Thus, based on the peculiarities of the higher education system, the efforts of American educators are aimed at improving the quality of education, the efficiency of institutions, as well as student success. As mentioned earlier, the definition of success has long been equivalent to academic success, which implies high academic achievements. Terms such as “academic success”, “learning success”, “learning efficiency”, according to researchers, are similar in meaning, but not identical concepts (Kocharyan et al, 2009).

According to M. Shabalina, “academic success, being a qualitative characteristic of the effectiveness and efficiency of students’ learning activities, is expressed in such objective indicators as academic achievement, the level of development of a cognitive activity, cognitive independence, creativity and reflection” (Shabalina, 2009). The author found that academic success is manifested on three levels:

- activity-practical, focused on achieving significant learning goals;
- psychological, which takes into account the subjective satisfaction of the student’s personality with the process and results of educational activities;
- mentally-axiological, which involves the correlation of learning outcomes with moral ways to achieve success (Shabalina, 2009).

Success in learning involves a good mastery of knowledge, skills, abilities established by the curriculum, which is reflected in the assessment scores. Student success involves the creation of a set of conditions that can achieve significant learning outcomes. The student and his/her social environment purposefully create special conditions that organize the learning process and contribute to the desired result (Kozmenko, 2017).

The success of education can be defined as an integrated assessment of the student’s effective activity in mastering the cultural and historical experience of mankind, which provides one with the satisfaction of cognitive interests and the disclosure of potential mental abilities. Also, the result of the activity causes students an emotional state, which expresses a personal positive attitude to learning and a sense of self-satisfaction (Andreeva, 2014). Determining the success of higher education O. Birina provides an interesting interpretation of this concept. She points out that learning success is an integral indicator of the ratio of student achievement and pedagogical success of teachers as equal subjects of the learning process (Birina, 2014).

The researcher explains that the academic success of students is “an integral assessment of the effectiveness of the student’s activities in mastering the cultural and historical experience of mankind (knowledge, skills, abilities, moral guidelines and values), which ensure one’s satisfaction of cognitive interests and disclosure of potential mental opportunities” (Birina, 2014). It is important to add that this process should evoke positive emotions and feelings of self-satisfaction.

Table 1

## Characteristic features of the US higher education system

Criteria of higher education	Characteristic
Types of higher education institutions	<ul style="list-style-type: none"> <li>– Variety of types of institutions;</li> <li>– classification of institutions depends on the different basis: scientific activity, selectivity, signs of an elite;</li> <li>– creation of specific institutions: tribal colleges, Black universities, religion colleges, etc.;</li> <li>– community colleges;</li> <li>– two-year colleges;</li> <li>– institutions of the focus orientation of education.</li> </ul>
Source of finance	<p>Variety of sources: federal, governmental and state funding, community funds, private donations, charitable contributions, student tuition fees, grants, different funds and private gifts; endowment and other investment earnings; sales from auxiliary enterprises and services.</p> <p>It is possible to have combinations of sources.</p>
Institution governance and administration	<ul style="list-style-type: none"> <li>– Decentralized management, the presence of a board of trustees, which appoints (approves) the president (chancellor) of the higher education institution;</li> <li>– three types of organizations that provide accreditation of higher education institution: regional, national and specialized;</li> <li>– the internal organization and structure of the higher education institution depends on the size and mission of the institution;</li> <li>– the main organizational structure that regulates the academic activities of the institution – the senate of the faculty.</li> </ul>
Degrees	<ul style="list-style-type: none"> <li>– In addition to the traditional degrees of associate's degree, bachelor, master, Ph.D., there is a master's degree in business administration (MBA), professional degrees (medicine and law);</li> <li>– there is no state regulation of the requirements for obtaining the degree (standards depends on the higher education institution' point of view, according to the certification requirements of the state)</li> </ul>
Pedagogical doctrine	There are two concepts of learning: liberal and general education.
Reforms	<ul style="list-style-type: none"> <li>– Carried out due to the initiatives of the government, Department of Higher education, foundations, associations, and public organizations;</li> <li>– regular updating of curricula, accreditation standards, student and higher education establishments' success indicators.</li> </ul>
Educational process	<ul style="list-style-type: none"> <li>– The cost of education is too high, but there is a system of financial aid and various grants for higher education students;</li> <li>– full autonomy of higher education institutions in the choice and creation of curricula, courses, training criteria;</li> <li>– available admission to the higher education institution, which takes place on certain general criteria (results of SAT and ACT, GPA, other factors), but admission to certain institutions based on a strict selective approach;</li> <li>– system of credits;</li> <li>– migration of students from one institution to another; enrollment in several higher education institutions;</li> <li>– terms of study can vary and be determined by the student;</li> <li>– the extension of the learning terms in higher education institutions because of different subjective factors is wide-spread;</li> <li>– the curriculum consists of two components – general education and major;</li> <li>– the ability to choose or change specialization during training;</li> <li>– the tendency to the internationalization of educational programs;</li> <li>– wide opportunities to choose extracurricular activities (student organizations, clubs, courses, sports); various centers and services to help student succeed.</li> </ul>
Students	<ul style="list-style-type: none"> <li>– Variety of characteristics: race / ethnic origin, age, gender, socio-economic status, academic interests;</li> <li>– division of students into: “traditional” and “non-traditional”; “first generation” students; students “at risk” in success;</li> <li>– a relatively large proportion of foreign students.</li> </ul>

**Conclusions.** So, as shown in many researches, the term “student success” is often used to define the efforts that higher education establishments can make to help students achieve their university aspirations. This is often can be seen in the expansion of access to education for certain socially unrepresented groups of students (development of certain educational programs, adaptation or preparation courses, introduction of additional services). Also, student success can be a conclusion about the individual or group level of achievement.

In addition, from the perspective of state and federal policy, student success typically means access to low-cost higher education, short-term study, a degree and employment and post-university career. The definition of student success from the institutional point of view, within US higher education system, student success can mean keeping students in the first year, forming a persistent attitude of students to learning, gaining meaningful knowledge, active participation in the educational process, which contributes to high quality student experience.

Other definitions of student success relate to the organization of greater inclusiveness and achieving equal rights of students or increasing the level of readiness to study in colleges and universities. Thus, the degree of research of the problem demonstrates different approaches and views on this concept, and the American system of higher education provides many successful examples of studying the formation of student success.

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