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COMPARATIVE ANALYSIS OF MASTER TRAINING CURRICULUM IN VETERINARY MEDICINE IN UKRAINE AND THE USA

Bologna declaration has greatly intensified the interest in the problems of degree education in Ukraine.

As our country became interested in the issue of Master's Degree programs [1], it started to carefully study the norms and to borrow certain basic aspects in this direction from other, more developed countries, namely the USA.

Taking into account the American experience in the development of Master's degree curriculum is quite important, as the lawmakers of Ukraine and several other countries, chose the higher education system of the United States as the main landmark, which they tried to combine with the inherited "Traditional system".

The main purpose of this study is to compare the features of the professional training of Masters in "Veterinary Medicine" in Ukraine and the USA, to identify the positive aspects of foreign experience and identify opportunities for their implementation in our higher education system.

At the moment, there is still a big difference in how the USA and Ukraine understand and perceive the importance of for the country. And here is the question of how does the masters training curriculum in Veterinary Faculty differ and what are the positive characteristics of this programme in the USA.

Although the requirements for preparing to get a Masters degree in Veterinary Medicine in the US and Ukraine are, in my opinion, identical. Ukraine is somewhat prevented from fulfilling these requirements in full capacity and therefore does not reach the level of the United States. Namely: reviewing the US, it can be noted that in almost

every university students can independently solve practical problems in the preparation process, having access to a large number and variety of animals, not just phantoms, through the creation of shelters for homeless animals, clinics, University-based laboratories. We should admit, it is a great advantage because students have the opportunity to learn based on the method of situations, cases, experiments, and collective projects. It is also worth noting that in recent years, almost 60% of the funds are spent by the US universities on research work come from the federal government, while in Ukraine, teaching methods are based on lectures, seminars, discussions and very little money is spent on providing quality masters training of veterinary specialists.

However, this should not sound hopeless for Ukraine, as there are shelters that are maintained through philanthropy, sponsorship and a small amount of state support. But, unfortunately, it is irrelevant to the educational level because there is a lack of information flow regarding the organization of development and cooperation of philanthropists, the state, volunteering and science.

And in my opinion, to solve this issue it is necessary to create scientific cooperation with people full of enthusiasm, who would develop the scientific area by involving the state, volunteers, philanthropists, as well as foreign specialists for exchange of experience; to conduct university-based courses, master classes; put on demand for every teacher to annually confirm and improve their qualifications by organizing seminars, courses and webinars [3] at universities, to adopt up-to-date education tools [4, 5] which in their turn will have an impact on the development of Veterinarian industry in Ukraine. And it is important to create laboratories for conducting scientific experimental research at each institution, which is important for the Master's staff.

References

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