

**НАЦІОНАЛЬНА АКАДЕМІЯ ПЕДАГОГІЧНИХ НАУК УКРАЇНИ  
ІНСТИТУТ ПЕДАГОГІЧНОЇ ОСВІТИ І ОСВІТИ ДОРΟΣЛИХ  
ІМЕНІ ІВАНА ЗЯЗІОНА**

**ХМЕЛЬНИЦЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ  
ЦЕНТР ПОРІВНЯЛЬНОЇ ПРОФЕСІЙНОЇ ПЕДАГОГІКИ**



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ПРОФЕСІЙНА  
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CENTER OF COMPARATIVE PROFESSIONAL PEDAGOGY**



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## CONTENTS

<b>Nellya Nychkalo</b> PECULIARITIES OF PROFESSIONAL DEVELOPMENT OF MASTER PROGRAMS' ACADEMICS AT LAW SCHOOLS OF THE USA .....	6
<b>Natalya Bidyuk, Yurii Kozlovnyi, Myroslav Kryshtanovych</b> LITERACY AND ESSENTIAL SKILLS DEVELOPMENT IN THE CONTEXT OF CANADIAN CORPORATE L&D.....	13
<b>Nataliya Mukan, Lesia Stoliarchuk</b> THEORETICAL FUNDAMENTALS OF FUTURE LAWYERS' PROFESSIONAL TRAINING AT THE UNIVERSITIES OF CANADA AND GREAT BRITAIN .....	20
<b>Svitlana Sytniakivska</b> DEVELOPMENT OF BILINGUAL EDUCATION IN UKRAINE AND ABROAD.....	32
<b>Olga Matvienko, David V. Powell</b> DEMOCRATIZATION AND RUSSIAN EDUCATION .....	40
<b>Olga Komochkova</b> FRAMEWORK OF FUTURE LINGUISTS' RESEARCH ACTIVITIES: THE UK EXPERIENCE .....	56
<b>Julia Demchenko</b> PRACTICAL TRAINING OF HUMAN SERVICES SPECIALISTS IN THE USA .....	63
<b>Olesia Sadovets</b> CAMBRIDGE ENGLISH TEACHING FRAMEWORK AS A MEANS FOR CONSISTENT LANGUAGE TEACHERS' PROFESSIONAL DEVELOPMENT.....	70
<b>Glib Golovchenko</b> PECULIARITIES OF TEACHERS' MEDIA TRAINING IN THE US FORMAL EDUCATION.....	76
<b>Iryna Shcherbak</b> ANALYSIS OF RESEARCH OF STRATEGIES OF POSITIONING OF LEADING UNIVERSITIES OF THE WORLD IN THE INTERNATIONAL INFORMATION SPACE .....	85

## ІНФОРМАЦІЙНІ ПОВІДОМЛЕННЯ

ПРАВИЛА ОФОРМЛЕННЯ І ПОДАННЯ РУКОПИСІВ .....	102
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## **PECULIARITIES OF PROFESSIONAL DEVELOPMENT OF MASTER PROGRAMS' ACADEMICS AT LAW SCHOOLS OF THE USA**

### **ABSTRACT**

*Professional development of legal scholars and teachers who teach disciplines at master programs of the US law schools is rather important as in the field of jurisprudence, new laws, acts and other documents rapidly emerge and disseminate. It leads to the necessity to adopt curricula to new realia, accordingly, prepare legal teachers to give a corresponding course at the university. American society provides a collaborative learning environment for further training of master programs' legal teachers throughout the entire period of their pedagogical activity, creates opportunities for their continuous professional development, where academics are engaged in a challenging course of study, they pursue their ambitions and contribute to the community as talented scholars and leaders. In the United States, the problem of professional development of legal academics is solved mainly through organization of internships at law firms, short-term courses on the basis of large corporations or professional societies, and summer schools. Teachers of legal disciplines during their advanced training at a law firm or company get the opportunity to improve their level of theory, practical skills, face the problems of current legal proceedings, modern technologies, cybersecurity, and when returning to the workplace, the information and experience gained benefit the educational process at master programs for future lawyers. The USA professional societies also have a crucial impact on the development of American higher legal education. These are voluntary associations of legal professionals, including professors that encourage their members to participate in conferences, seminars, lectures on special issues, use specialized materials, and participate in professional development programs and summer schools. Therefore, US law schools have created a mechanism of professional development of master programs' legal teachers at the federal and state levels that gives them the opportunity to acquire new knowledge and remain competitive throughout their career.*

**Keywords:** professional development, master program, academic, legal teacher, US law school, curriculum.

### **АНОТАЦІЯ**

*Підвищення кваліфікації науковців та викладачів, які викладають дисципліни на магістерських програмах юридичних шкіл США, є досить важливим, оскільки в галузі юриспруденції швидко з'являються нові закони, директиви, акти та інші документи. Це призводить до необхідності адаптувати навчальні програми до нових*



реалій, відповідно, готувати викладачів до читання нового курсу в університеті. Американське суспільство забезпечує середовище для подальшого навчання викладачів магістерських програм з права протягом усього періоду їхньої педагогічної діяльності, створює можливості для їх постійного професійного розвитку, що дозволяє їм не лише задовольняти власні амбіції, але й ставати кориснішими для громади в цілому. У США проблема підвищення кваліфікації викладачів юридичних шкіл вирішується головним чином шляхом організації стажування в юридичних фірмах, на короткострокових курсах на базі великих корпорацій чи професійних товариств та літніх школах. Викладачі юридичних дисциплін під час підвищення кваліфікації в юридичній фірмі чи компанії отримують можливість підвищити рівень теоретичних знань, практичних навичок, розглянути проблеми судочинства та альтернативних способів вирішення спорів, навчитися застосовувати сучасні технології, дбати про кібербезпеку, а при поверненні на робоче місце інформація та набутий досвід сприяє навчальному процесу на магістерських програмах для майбутніх юристів. Професійні товариства США також мають вирішальний вплив на розвиток американської вищої юридичної освіти. Це добровільні асоціації юристів та професорів, які заохочують своїх членів брати участь у конференціях, семінарах, лекціях, програмах професійного розвитку, літніх школах, при цьому використовувати спеціалізовані матеріали. Зрозуміло, що американські юридичні школи створили ефективний механізм підвищення кваліфікації викладачів магістерських програм з права на федеральному рівні та на рівні штатів, що дає їм можливість здобувати нові знання та залишатися конкурентоспроможними протягом усієї своєї кар'єри.

**Ключові слова:** підвищення кваліфікації, магістерська програма, професор, викладач юридичних дисциплін, юридична школа США, навчальна програма.

## INTRODUCTION

No matter how good pre-service training for teachers is, it cannot be expected to prepare teachers for all the challenges they will face throughout their careers. Education systems therefore seek to provide teachers with opportunities for in-service professional development in order to maintain a high standard of teaching and to retain a high-quality teacher workforce (The Professional Development of Teachers, 2009).

The way scholars and teachers raise level of their proficiency in the US universities plays a significant role when educational work is evaluated. Professional development of legal scholars and teachers who teach at master programs of the US law schools is also very important. Thus, in the field of jurisprudence, the emergence and dissemination of new laws, acts and other documents lead to the necessity to update curricula almost every year or add new modules and, accordingly, prepare legal teachers to give a corresponding course at the university.

Taking into account these trends, it becomes obvious that a teacher of a legal discipline, who graduated from the law school many years ago, will encounter a difficulty to teach a new module within master program. Professional development allows a legal teacher to obtain an integral perception of his course and its place among other disciplines, treat a legal profession in a modern aspect; permits him to act as an experienced mentor and organize competitive interdisciplinary curricula. Moreover, further training enables a legal teacher of master program to become interchangeable with other peers. Thus, legal teachers should be responsible for their own advanced training to maintain a high level of theoretical knowledge, practical skills and quality of teaching in accordance with changing requirements.



### **THE AIM OF THE STUDY**

The objective of the article is to describe the peculiarities of professional development of master programs' academics at law schools of the USA and demonstrate that further training of master programs' legal teachers is an integral part of their continuous professional development.

### **THEORETICAL FRAMEWORK AND RESEARCH METHODS**

The quality of teaching has a crucial influence on teaching-learning process that is why a great number of scientists in our country and abroad analyze the problem of assessment of teachers' professional activities at law schools. Native researchers focus their attention to various aspects of professional development, problems of personal development, cognitive abilities improvement, etc. Foreign investigators (N. Khei and K. Wilbur (2018), U. Teichler (2015), F. O. Larbi and M. A. Ashraf (2019), etc. analysed teacher performance assessment, evaluated its influence on teaching-learning environment, mobility of international academics and its advantages to university's basic goal achievement of preparing future specialists.

Nevertheless, the problem of professional development of master programs' academics at law schools of the USA has been less in the limelight in Ukrainian scientific and methodical publications, it justifies the importance of this issue. To identify the level of readiness of the current problem the method of analysis and synthesis of pedagogical methodological, social sources was used. The method of generalization was applied to conclude the article.

### **RESULTS**

Evidently, American society provides a collaborative learning environment for further training of master programs' legal teachers throughout the entire period of their pedagogical activity, creates opportunities for their continuous professional development, where academics are engaged in a challenging course of study, they pursue their ambitions and contribute to the community as talented scholars and leaders. Most of new legal knowledge is produced by governmental agencies, legislation bodies, globalization processes, and this affects the activities of governmental institutions, non-profit organizations, law firms and corporations, therefore they should play a leading role in organizing special courses for teachers of master programs at the US law schools. Currently, in the United States, the problem of professional development of legal academics is solved mainly through organization of internships at law firms, short-term courses on the basis of large corporations or professional societies, and summer schools. In addition, American premier law schools provide their scholars and teachers with paid annual sabbatical leave every 6 years so that they could promote themselves as scientists, visit foreign research centers, universities and generalize their experience. At the same time, universities bear all the costs of providing travel and accommodation for their employees abroad. As U. Teichler (2015) states, mobility of academics, persons active at higher education institutions and other research institutions is viewed as very important for academic progress in general, for international understanding, comparative analysis and as a counterbalance to parochial thinking in general (p. 7). This is a very effective method of professional development because it completely directs a legal teacher to research the issue that matches his academic interests and gives tangible results in the form of monographs, experiments, discoveries.

Moreover, leading law schools in the USA, on the basis of their faculties, organize online advanced training courses for law school teachers, what allows them effectively





combine professional activities with study. Exchange programs for legal teachers between universities and enterprises, internships, attraction of practicing lawyers to educational process in master programs at law schools are widely practiced in the USA.

Teachers of legal disciplines during their advanced training at a law firm or company get the opportunity to improve their level of theory, practical skills, face the problems of modern legal proceedings, modern technologies, cybersecurity, and when returning to the workplace, the information and experience gained benefit the educational process at master programs for future lawyers.

And what is more, the high level of theoretical preparation of legal teachers of master programs is often valuable and is used by law firms' employees in solving emerging problems. At the same time, universities benefit from the fact that during the semester or throughout the academic year, lectures or seminars are taught by a specialist who obtained specific experience, knows features of a legal phenomenon, problems and requirements for training future lawyers.

The USA professional societies also have a crucial impact on the development of American higher legal education. These are voluntary associations of legal professionals, including professors, that encourage their members to participate in conferences, seminars, lectures on special issues, use specialized materials, participate in professional development programs and summer schools. Fellowship in legal professional associations and organizations promotes one's credentials, qualifications, benefits personal and professional development. The following list of legal professional associations and organizations is a basic tool for people who pursue professional development or want to connect with legal professionals who share common interests (Legal Professional Associations&Organizations, 2019):

– *American Academy of Forensic Sciences (AAFS)* is a membership organization that provides leadership to advance science and its application to the legal system.

– *American Association for Justice (AAJ)* provides lawyers with the information and professional assistance needed to serve clients successfully and protect the democratic values inherent in the civil justice system.

– *American Bar Association (ABA)* is a membership organization for practicing attorneys, in-house lawyers, legal professionals, law students, and more.

– *American Health Lawyers Association (AHLA)* is the nation's largest, nonpartisan educational organization devoted to legal issues in the health care field.

– *American Immigration Lawyers Association (AILA)* advances the quality of immigration and nationality law and practice and enhance the professional development of its members.

– *Association of Corporate Counsel (ACC)* is the world's largest organization dedicated to in-house counsel.

– *Association of Eminent Domain Professionals (ADEP)* is an organization of professionals in a variety of disciplines specializing in the field of eminent domain.

– *Association of Legal Administrators (ALA)* is the undisputed leader in the business of law and law practice management.

– *Association of Prosecuting Attorneys (APA)* provides valuable training and technical assistance to prosecutors in an effort to develop proactive and innovative prosecutorial practices.

– *National Association for Legal Professionals (NALS)* is a leader in the legal services industry.



– *National Association of Consumer Advocates* (NACA) is a nationwide organization of more than 1,500 attorneys who represent and have represented hundreds of thousands of consumers.

– *National Association of Criminal Defense Lawyers* (NACDL) is the preeminent organization in the United States advancing the mission of the nation's criminal defense lawyers.

– *National Association of Hearing Officials* (NAHO) is a membership organization comprised of individuals involved in the process of administrative adjudication and others.

Professional societies in the USA have become a leading link in the provision of continuing education both for practicing lawyers and legal teachers. They cover not only purely legal or technical issues, but also the implementation of professional management functions. According to O. Skliarenko, these needs are clearly manifested in the work of lawyers serving such specialized businesses as IT technologies, pharmaceuticals, agriculture, tourism, etc. He states that from a once conservative adviser on the application of legislation, a lawyer has in a fairly short time turned into a consultant who knows and understands the specifics of his clients' business and participates in making business decisions in certain specific situations. (*Kak za poslednee desiatiletie izmenilas professiia iurista v Ukraine?*, 2013).

As American practice shows, the more decentralized the national higher education system is, the more legal teachers tend to voluntary cooperation. At the same time, there are no formal schemes, thus academic freedoms and university autonomy provide them with discretion and moral right to voluntary association and choice of methods of association, therefore, most of the legal teachers at US universities are members of the corresponding professional associations. United by professional interests, they exchange mutual ideas and opinions during personal meetings, and via professional journals. This helps control the development of university science, the quality of teaching, contribute to further skills development of legal teachers.

Professional associations are organizationally linked, and are semi-officially governed by the American Council on Education (ACE) (American Council on Education, 2020), the National Research Council (NRC) and the Social Science Research Council (SSRC, 2020). As a rule, these associations are nonprofit, financially independent organizations that corroborate legal academics, promoting interdisciplinary research, and connecting them with politicians and citizens. ACE has turned into an association of universities and colleges, a kind of an administrative unit that fulfills the functions of an association of associations. The programs for the annual meetings of these associations include issues such as violations in the field of university governance, development of the administrative university system, the state of individual student services, possible collaborative research projects, verification of mis- and disinformation, etc.

Some professional associations are composed almost entirely of university professors; others include representatives of other professions. For example, the American Bar Association focuses primarily on matters of professional practice but, at the same time, it reflects the long-term trend of organizing an association around a specific discipline that links higher education with other sectors of economy. In general, the influence of professional associations on the activities of higher legal education in the United States is extremely large. US government and legislative bodies at the national or state level apply for information to the associations of university leaders to found out the state and prospects of higher education.



## CONCLUSIONS

Therefore, US law schools have created a mechanism of professional development of master programs' legal teachers at the federal and state levels that gives them the opportunity to acquire new knowledge. Thus, in a rapidly developing world, under the conditions of current economic situation, legal teachers of master programs at US law schools are forced to make more and more efforts to maintain their competitiveness, gaining new knowledge and showing the ability to satisfy the ever-increasing demands of society.

A separate research can be devoted to investigation of professional development of master programs' legal teachers at the national level at law schools of Ukraine.

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### **LITERACY AND ESSENTIAL SKILLS DEVELOPMENT IN THE CONTEXT OF CANADIAN CORPORATE L&D**

#### **ABSTRACT**

*The research is an attempt to analyze the issues of adult literacy and essential skills (LES) development in the context of corporate education in Canada. Literature review of official documents and scientific works revealed the importance of functional literacy development which encompasses literacy in its traditional understanding and other skills essential for the sustainable development of an individual, company, nation, and mankind. The important role of the private sector in this respect is undisputable. Since Canada is one of the most developed countries in the world, its experience in the area of adult LES development is assumed to be an exemplar for other countries. Because of this, the paper outlines the state of adult LES promotion and enhancement in Canada focusing on the role of the private sector in the process. Digital literacy is regarded as one of the essential skills of the 21<sup>st</sup> century, thus the experience of Canada in technical upskilling of the working population is considered as well. The research reveals that increasing investment into employees' learning is beneficial for an individual and a company alike. Therefore, significant attention is paid to the experience of Canadian companies in this area. Cooperation of various stakeholders is crucial for addressing the issue of low levels of literacy and essential skills, thus, the paper dwells on some national programs and local initiatives facilitating cooperation between public and private sectors for advancing the literacy level of working adults in Canada. The results of the research wrap up with one of the effective approaches to developing LES training in the corporate context as recommended in the scope of Advancing Workplace Learning, a wide-scale national project dedicated to various aspects of corporate L&D in Canada.*

**Keywords:** literacy and essential skills (LES), digital literacy, adult education, skills gap, workplace learning, learning, and development (L&D), corporate education, Canada.

#### **АНОТАЦІЯ**

*Дослідження є спробою проаналізувати проблеми грамотності дорослих та розвитку основних навичок (LES) у контексті корпоративної освіти в Канаді. Огляд*



літератури офіційних документів та наукових праць виявив важливість розвитку функціональної грамотності, яка охоплює грамотність у її традиційному розумінні та інші навички, необхідні для сталого розвитку особистості, компанії, нації та людства. Важлива роль приватного сектору в цьому відношенні є безперечною. Оскільки Канада є однією з найрозвиненіших країн у світі, її досвід у галузі розвитку ЛЕС для дорослих вважається прикладом для інших країн. У зв'язку з цим, у статті зазначено про стан просування та вдосконалення ЗНЗ для дорослих у Канаді у контексті ролі приватного сектору в процесі. Цифрова грамотність розглядається як одна з найважливіших навичок XXI століття, а тому також враховано досвід Канади щодо покращення технічних навичок працездатного населення. Показано, що збільшення інвестицій у навчання співробітників вигідно як для окремої людини, так і для компанії. Тому значну увагу приділено досвіду канадських компаній у цій галузі. Співпраця різних зацікавлених сторін має вирішальне значення для вирішення проблеми низького рівня грамотності та основних навичок. Таким чином, стаття висвітлює деякі національні програми та місцеві ініціативи, що сприяють співпраці державного та приватного секторів для підвищення рівня грамотності працюючих дорослих у Канаді. Результати дослідження підсумовують один із ефективних підходів до розробки тренінгів ЛЕС у корпоративному контексті, як це рекомендовано у рамках широкомасштабного національного проекту *Advancing Workplace Learning*, присвяченого різним аспектам корпоративного навчання та досліджень у Канаді.

**Ключові слова:** грамотність та основні навички (LES), цифрова грамотність, освіта дорослих, недостатня кваліфікація, навчання на робочому місці, навчання та розвиток (L&D), корпоративна освіта, Канада.

## INTRODUCTION

In the turbulent times of constant change, the ability to develop necessary skills is of immense importance for any individual striving for a decent life. Literacy as a set of functional skills is a foundation for building up further learning in nowadays society. UNESCO World Conference of Ministers of Education on the Eradication of Illiteracy in 1965 declared that functional literacy should be a concern not only of formal educational institutions as the whole society should be involved in the issues related to enhancement and promotion of it (*World Conference, 1965*). This placed the private sector of the economy among key stakeholders in the efforts for expanding functional literacy.

Personnel learning and development is one of the key factors resulting in the success of any business and, eventually, developed state economy. Similarly, the stronger pool of skills a country has, the more advanced economy is built on it (OECD & Statistics Canada, 2005). Corporate learning and development (L&D) function should take literacy and essential skills of personnel into consideration when elaborating and implementing strategies for employees' professional development. Herein, skills gaps analysis becomes a cornerstone for any L&D function or organization as timely identification and addressing of insufficient level of literacy and essential skills (LES) result in a more productive and efficient workforce.

Canada is the state with a highly developed economy. It actively promotes and enhances LES for the welfare of its citizens as well as in the international arena. As evidenced by the Survey of Adults Skills results in the scope of the Programme for the International Assessment of Adult Competencies (PIAAC), Canada reached scores in



literacy, numeracy, and problem-solving in a technology-enriched environment higher than the OECD average. Because of this, the experience of Canada in maintaining high results in adult literacy and its immediate response to skill gaps of the workforce is worth analyzing for other countries to take up the best practices.

#### **THE AIM OF THE STUDY**

The research is an attempt to analyze the issues of adult literacy and essential skills (LES) development in the context of corporate education in Canada. The following goals derived from the aim of our study: to outline the main issues of adult LES development in the Canadian corporate context; to dwell on the role of digital literacy of the workforce; to consider the ways of addressing LES gaps in the scope of Canadian corporate education; to conclude the most effective approaches to LES development in the context of corporate L&D in the researched country.

#### **THEORETICAL FRAMEWORK AND RESEARCH METHODS**

There is a growing body of research on the issues of adult literacy and essential skills development; however, it is still insufficient enough (Beder, 1999; Krudenier, 2002). According to Comings and Soricone (2007), the following questions require more attention from LES researchers: target audiences (TA) requiring LES training, approaches that work most efficiently for various TAs, ways of learning effectiveness evaluation.

Researchers in the field mostly employ the definitions of literacy coined by international organizations. Recalling education as a fundamental human right, the above-mentioned UNESCO World Conference (1965) recognized adult literacy as an integral part of human development influencing economy and welfare not only of a state but of the whole of mankind. Ten years later the UNESCO member states returned to Iran to reaffirm the statement that literacy should be regarded as a fundamental human right in the Declaration of Persepolis (*Declaration of Persepolis*, 1975). Involvement of the private sector, especially in its cooperation with the public one, into literacy issues were highlighted in the Framework for Action to Meet Basic Learning Needs (*World Declaration*, 1990) and the Hamburg Declaration on Adult Learning (*Adult Education*, 1997). The UN Sustainable Development Goal 4 refers to the necessity of equal education for all and announces common efforts towards eradicating illiteracy among youth and adults. The Incheon Declaration proclaims a commitment to “ensuring that all youth and adults, especially girls and women, achieve relevantly and recognized functional literacy and numeracy proficiency levels...” (*Education 2030*, 2015, art. 10).

Galloway (n.d.) notes that “definitions of literacy have broadened over the past half-century” (p. 3). Now it is widely recognized that “countries with lower skill levels risk losing competitiveness as the world economy becomes more dependent on skills” (OECD, 2013, p.6). Understanding literacy has expanded beyond knowing how to read and write to learning how to acquire information needed for the prosperity of a person in society (*World Conference*, 1965). As defined by UNESCO, literacy enables people “to identify, understand, interpret, create, communicate and compute using printed and written materials” (*Aspects of Literacy Assessment*, 2005, p. 40). A functionally literate person can read, write, and calculate “for his/her own and the community’s development” (Unesco & General Conference, 1979, p. 18).

An increasing number of studies are dedicated to digital literacy which is essential for any individual living in the 21<sup>st</sup> century. Though the nature of the concept is rapidly changing, attempts to define it and elaborate its classifications were made by some scholars (Boechler, 2014; Chinien & Boutin, 2011; Stordy, 2015). Some research includes digital



literacy in the broader term of “literacy” (*Menial No More*, 2011). Digital skills for the workforce are sometimes differentiated as a separate level of the essential skills which include office application proficiency, social media, IT language understanding (*Digital Skills*, 2016). Hadziristic (2017) argues that “there is no single measure of digital literacy” (p. 12) and claims such wide-scale studies as PIAAC to be imperfect. Since technologies are constantly advancing, it is difficult to define boundaries of the term, therefore, digital literacy is widely associated with adaptability to change in a technology-enhanced environment.

A relatively many researches were dedicated to the importance of LES training at the workplace (Ananiadou, et al., 2004; Gray, 2006; Salomon, 2009); however, Benseman (2012) claims that few of them are “based on original research studies” (p. 29). The analysis presented in this paper is based on the publicly available information published by Statistics Canada, Organisation for Economic Cooperation and Development (OECD), Conference Board of Canada, Brookfield Institute for Innovation + Entrepreneurship, Frontier College.

Analytical methods of scientific research are applied in order “to obtain, decode or make explicit information which is hidden, encoded or entailed by the information in a preexisting knowledge base” (Kosterec, 2016, p. 84). Methods of systematization and generalization enabled a thorough analysis of the findings of the above-mentioned organizations. Induction and deduction led to a more prudent interpretation of specific concepts and revealing regularities as well as discrepancies among concepts and approaches. These methods allowed us to retrieve and interpret valuable information on literacy and essential skills development in the researched country.

## RESULTS

Canada is a signatory nation of major international organizations proclaiming education and thus literacy as a fundamental human right. In 1976 Canada ratified the Bill of Human Rights which states that fundamental education should be “encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education” (*International Covenant*, 1966). It implies the importance of LES development in various contexts throughout an individual’s life, including at the workplace.

The Government of Canada’s Office of Literacy and Essential Skills (OLES) claim that LES is “needed for work, learning and life”, they are “the foundation for learning all other skills” and “help people evolve with their jobs and adapt to workplace change” (Employment and Social Development Canada, 2015a). The Office associates essential skills with literacy and enlists nine of them: reading, writing, numeracy, thinking, working with others, document use, oral communication, computer use/digital skills, and continuous learning (Employment and Social Development Canada, 2015b). Hayes (as cited in Jackson & Schaetti, 2013) stresses the importance of literacy complexity for “firm and national prosperity”, but first and foremost for an individual to be “able to participate fully as a Canadian citizen” (p. 7).

There is a direct correlation between levels of proficiency among the working population and their wealth. Generally, earnings of literate individuals on average tend to be 70% higher than those lacking essential skills (Heisz et al., 2016). Additionally, people with low literacy proficiency are likely to experience long periods of unemployment. The data from the Programme for the International Assessment of Adult Competencies (PIAAC) evidenced that Canadians show results that are above average when it comes to assessing literacy and essential skills. Nevertheless, the authorities are concerned that 17%



of the population showed the literacy proficiency level one (Heisz et al., 2016). 32% of adult Canadians demonstrated level two.

The response of Canadian authorities was instant. Currently, the Government of Canada's National Essential Skills Initiative funds the National Research Project on Literacy as a Poverty Reduction Strategy with the main purpose to provide low-skilled adults "with the knowledge, confidence, resilience, and autonomy they need to overcome the challenges they face and live productive lives" (*Literacy and Essential Skills*, 2019, p.2). The Project puts a lot of effort into collecting and analyzing data for various stakeholders, including the private sector, for them to make grounded decisions on increasing investments into LES development of adult Canadians.

Digital literacy of the workforce is an essential issue for talent development and Canadian organizations pay a lot of attention to its promotion and enhancement. The OECD's PIAAC project revealed that Canadians were above average in technology use (OECD & Statistics Canada, 2005). On the contrary, there is a lack of ICT-skilled talent to fill in all related positions (Wolfe, 2016). This shortage is addressed by attracting professionals from abroad: immigrants constitute 40 % of ICT specialists in the country (ICTC, 2016). Overall, Canada does not have any standards for digital literacy upskilling at the workplace (Hadziristic, 2017). In 2010 the Ministry of Industry Canada launched the Digital Economy Strategy Consultation intending to stir discussion for the elaboration of a national digital literacy strategy. Large companies, such as IBM and Microsoft, were regarded as important partners in this process (ICTC, 2010). A Government of Canada called for increasing of "understanding of the relationship between digital skills and relevant labor market and social outcomes" (Government of Canada, n.d.). The strategy pronounced the importance of LES development beyond basic education, in the workplace inter alia.

Training, especially on LES development, covered by an employer is beneficial for both, an employee and business. Some studies demonstrate a strong correlation between LES development of employees and enhanced performance and job retention (Gyarmati et al., 2014). Other advantages include "more customers satisfaction, productivity gains, and fewer production mistakes" (CB Insights, 2014). Because of this, the issue of investing in LES development at the workplace became a topical issue for Canadian employers. Multiple types of research of corporate L&D show the trend of increasing investment into employees' learning (ATD, 2019; Cotsman & Hall, 2018). During the last decade of the 20<sup>th</sup> century and by 2010 the average annual sum spent on training of an employee dropped by 40 %. This tendency changed later and with each year the expenditures increase. However, these indicators for Canadian companies still lag behind the US ones (Cotsman & Hall, 2018). The research has shown that undertaking corporate learning programs eventually leads to paying raise by 5–9 %. When low-skilled workers are trained, the salaries increase by 15 % (Ci et al., 2015). At the same time, companies tend to invest much more (around 70 % of their training budget) into the development of their higher-ranking managers (Ci et al., 2015). This is inconsistent with the fact that the development of a low-skilled workforce requires more training to create high value in the long term.

The CB Insights names several excuses Canadian companies use for not providing workplace LES training. The first argument against it is the perception that literacy training is the responsibility of formal primary and secondary educational institutions. While this is true and the Canadian government puts a lot of effort into the development of education, adults of working age might have lacked proper training at school in the past. Another excuse relates to the fear of losing trained employees. This is irrational since employing





unprofessional people is much more degrading for the company. Some companies are not convinced inefficiency of LES training costs, while numerous studies proved the opposite. And finally, LES training is sometimes regarded as not affordable for business. The solution to this is launching multiple initiatives to promote adults' LES development and enable it in various contexts (CB Insights, 2014). As small and medium businesses usually do not secure sufficient costs to support a well-developed L&D function, there was a suggestion to subsidize small and medium Canadian businesses to allow them to finance LES training of employees (Asliturk et al., 2016).

Since literacy proficiency is important for companies as well as for employees' prosperity, L&D organizations have to put efforts not only into ensuring learning opportunities but also in motivating and engaging the workforce into self-development. Windisch (2015) points out that, though workplace learning can help an employee develop LES, low-skilled adults are not able to find the job motivating or offering proper training in the area. Additionally, some studies of Canadian work-related training confirm that motivation from labor unions and all stakeholders at the workplace, like managers and colleagues, play an important role for low-skilled workers' desire to develop LES (Bélanger and Robitaille, 2008).

Cooperation and knowledge sharing between various stakeholders, private and public sector, is actively encouraged in Canada. One of the initiatives aimed at enhancing the LES of working adults, especially women, in the Workplace Services Training Program from the Calgary Immigrant Women's Association (CIWA). The program is dedicated to literacy upskilling of adults in communities and cooperation with employers on the development of LES curricula for workplace learning. In the scope of this cooperation, specific learning materials, for example, illustrations of objects used during work, are created to cover the identified needs (*Literacy and Essential Skills*, 2019).

Another bright example of cooperation between public and private sectors is the Advancing Workplace Learning project funded by the Government of Canada's Adult Learning, Literacy, and Essential Skills Program (ALL ESP). It is a pool of valuable resources for efficient and effective corporate training.

In the scope of the Advancing Workplace Learning project, the list of recommendations for companies on LES programs development at the workplace has been coined. The first step in approaching LES enhancement at the workplace is an analysis of available resources on LES training, especially from external providers. Very often such services or materials are offered free of charge. Then, thorough needs and goals assessment should be conducted either internally by the efforts of corporate L&D or externally by a specialized local provider. Another piece of advice is to create a team within a company dedicated to LES development of the workforce. Such a team should include representatives of various stakeholders: some employees, labor union members, managers, etc. The next stage of the process is instructional design. The most common learning formats used for literacy training at the workplace are "classes, small groups, or workshops taught by instructors from outside the company" (CB Insights, 2014). Budgeting is essential, so companies have to decide on the approaches best suited to their needs which are cost-efficient and affordable at the same time. Funding programs from the government or local specialized organizations might be considered as well. One more important aspect of LES development at the workplace is the relevant and considerate marketing campaign. Employees should see the value in undertaking such training. The last recommendation for employers is to work on creating a culture of continuous learning and integrating it into a



broader corporate culture. Putting efforts into promoting learning within an organization is the best solution for any company from a long-term perspective.

### CONCLUSIONS

Our investigation has shown the importance of developing literacy and essential skills in the workplace. The experience of Canada in this respect can be an exemplar for other countries. Timely response to identified skills gaps is essential for the effectiveness of LES training. Canadian authorities encourage the research in the area and provide funding and support to cover the literacy gaps of the adult population.

Digital literacy is usually regarded as an aspect of the broader concept of literacy. Promotion and enhancement of digital literacy training are of paramount importance in the rapidly changing 21<sup>st</sup> century. The shortage of ICT professionals in Canada is partially covered with attracting foreign specialists. At the same time, there are some programs at local and national levels dedicated to the technical upskilling of adults and support of business in this respect.

Enhancement of employees' LES level has undisputable benefits for the company as it improves performance, decreases turnover, leads to more happy customers. Therefore, employers should consider increasing investments in LES learning of low-skilled workers. Canadian companies show this tendency within the last decade. At the same time, the government provides financial support for adults who need LES training for their jobs. Cooperation of various stakeholders is crucial for addressing the issue of low levels of literacy and essential skills. There are some wide-scale programs and local initiatives facilitating cooperation between public and private sectors for advancing the literacy level of working adults in Canada.

Companies should consider the following steps in approaching the development of LES training for the workforce: resources analysis, learning needs analysis, forming a dedicated team inside a company, instructional design conducted by a corporate L&D, external provider, or both, budgeting, marketing of an initiative, constant development of learning culture inside an organization.

All in all, the presented study reveals some of the Canadian best practices in the promotion and development of literacy and essential skills of adults in the corporate context. Other countries should follow the example of the Canadian public and private sectors in addressing the knowledge and skills gaps of the working population.

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#### **THEORETICAL FUNDAMENTALS OF FUTURE LAWYERS' PROFESSIONAL TRAINING AT THE UNIVERSITIES OF CANADA AND GREAT BRITAIN**

##### **ABSTRACT**

*The article presents the results of analysing the main theoretical fundamentals underlying future lawyers' professional training in the context of university education in Canada and Great Britain. It shows that the development of educational and professional training programs in the field of law in the higher education system of the countries under study is based on a combination of such philosophical and pedagogical theories as cognitivism, constructivism, pragmatism and progressivism. The essence of the above-mentioned theories is revealed and their influence on the organization of educational activity for training highly qualified lawyers is emphasized. The paper identifies and characterizes the principle ideas and concepts that are effectively implemented in the process of legal specialists' professional training at Canadian and British universities, namely: active learning, student-centred learning and service learning. In this respect, attention is focused on the transformation of the role and functions of a teacher and a student in the educational process. The importance of applying a student-centred approach to training future lawyers, which shifts the emphasis from teaching to learning, is highlighted. It is established that the strategy of active training of law students at the universities in Canada and Great Britain is implemented through the use of discussion, problem-solving methods, case method and various types of simulations. It is noted that the concept of service learning is embodied by combining classroom learning with participation in the work of legal clinics and volunteer programs in these countries. The expediency of conducting further comparative and pedagogical research on this issue to outline the possibilities of using constructive ideas and to improve the future legal specialists' training in higher legal educational establishments in Ukraine is substantiated.*

**Keywords:** professional training, cognitivism, constructivism, pragmatism, progressivism, active learning, student-centred learning, service learning, Canada, Great Britain.

##### **АНОТАЦІЯ**

*У статті представлено результати аналізу основних теоретичних засад, які покладені в основу професійної підготовки майбутніх юристів в умовах університетської освіти Канади та Великої Британії. З'ясовано, що розробка освітньо-професійних програм підготовки фахівців у галузі права в системі вищої освіти досліджуваних країн ґрунтується на поєднанні таких філософсько-*



*педагогічних теорій як когнітивізм, конструктивізм, прагматизм і прогресивізм. Розкрито сутність вищезазначених теорій та підкреслено їх вплив на організацію освітньої діяльності для підготовки висококваліфікованих правників. Виокремлено та подано характеристику головних ідей та концепцій, що ефективно реалізуються у процесі професійної підготовки фахівців з права в канадських та британських університетах, а саме: активного навчання, студентоцентрованого навчання та навчання через суспільно-корисну працю. У цьому контексті акцентовано увагу на трансформації ролі та функцій викладача та студента в навчальному процесі. Наголошено на важливості застосування студентоцентрованого підходу до підготовки майбутніх юристів, який передбачає зміщення акценту з викладання на навчання. Виявлено, що стратегія активного навчання здобувачів вищої юридичної освіти в університетах Канади та Великої Британії реалізується шляхом використання дискусійного, проблемно-пошукового методів, кейс-методу та різних типів симуляцій. Зазначено, що концепція навчання через суспільно корисну працю втілюється шляхом поєднання аудиторного навчання з участю у роботі юридичних клінік та волонтерських програм у досліджуваних країнах. Обґрунтована доцільність проведення подальших порівняльно-педагогічних досліджень цієї проблематики з метою окреслення можливостей використання конструктивних ідей та вдосконалення професійної підготовки майбутніх фахівців у галузі права в закладах вищої юридичної освіти України.*

**Ключові слова:** професійна підготовка, когнітивізм, конструктивізм, прагматизм, прогресивізм, активне навчання, студентоцентроване навчання, навчання через суспільно-корисну працю, Канада, Велика Британія.

## INTRODUCTION

The beginning of the 21st century is characterized as an era of rapid globalization and integration processes affecting all spheres of political, socio-economic and cultural life of mankind. In the context of global challenges, trends in education are aimed not only at increasing the competitiveness of higher education and the country as a whole, but also at training highly qualified professionals with advanced knowledge, skills and abilities acquired in the learning process.

Nowadays Ukraine has faced several challenges related to the processes of substantial renewal of the legal framework of the state, changing attitudes to human and civil rights and freedoms, promoting the rule of law and the expansion of international cooperation. From this perspective, the training of specialists in the field of law has become especially relevant ensuring the formation, development and functioning of the legal field of public relations, legal culture and legal awareness of the general population, which is a condition for the rule of law and civil society.

An important role in improving future lawyers' professional training in the higher education system of Ukraine is performed by studying world experience, in particular Canada and Great Britain, and outlining the possibilities of using progressive ideas in the higher education system of Ukraine.

## THEORETICAL FRAMEWORK AND RESEARCH METHODS

The study of professional training in the field of law necessitated the analysis of scientific and pedagogical literature considering the specifics of modern higher education in Canada and Great Britain, the problems of future lawyers' training in the university education system of the countries under study: Boon, & Webb, 2008; Bryden, 2014;



Holloway, 2014; Maharg, 2004; Mwenda, 2007; Bihun, 2006; Proskurniak, 2016; Vorontsova, 2015 and others.

Thorough analysis of the legal and methodological framework of future lawyers' professional training, documents on legal education quality assurance at Canadian and British universities as well as educational and professional programs, curricula in law has been conducted to define theoretical conditions underlying the professional legal training in Canada and Great Britain.

A set of theoretical and empirical methods, namely: analysis and synthesis of theoretical research materials of domestic and foreign scientists; induction, deduction and generalization to identify the specifics of training legal professionals at Canadian and British universities, have been used in the research process.

#### **THE AIM OF THE STUDY**

The article aims at a theoretical analysis of the ideas, theories and concepts that underlie the development of educational and professional training programs in law at Canadian and British universities.

#### **RESULTS**

Canada and Great Britain possess an effective legal education system and long-term experience in future lawyers' professional training. Educators and scholars of these countries are actively involved in projects on the development of legal education, conducting research, making reports on global trends in higher legal education, aimed at optimizing the training of future lawyers in accordance with current tendencies in the international educational space. Having a positive image in the international arena, Canadian and British law schools are included in a number of world rankings of higher education institutions, namely: English Global Universities Rankings, CWUR World University Rankings, World Reputation Rankings, QS Higher Education System Strength Rankings, QS World University Rankings by subject, that testifies to the high level of educating students and the professionalism of their graduates in the labour market, the compliance of educational and professional programs to the interests of consumers of educational services.

The results of the research have shown that the design of professional legal training programs at Canadian and British universities (on the example of law schools at the University of Alberta, the University of Calgary, the University of British Columbia, the University of Ottawa, the University of Western Ontario, Queen's University, Dalhousie University, McGill University, York University (Canada) and the London School of Economics, the University of Bristol, the University of Cambridge, the University of Edinburgh, the University of Law, the University of Manchester, the University of Oxford, Durham University, Glasgow University (Great Britain) is based on a combination of such theories as constructivism, cognitivism, pragmatism and progressivism with the application of active learning, student-centred learning and service learning concepts that determine the aim, content, methods and forms of legal education.

In the context of constructivism theory, the professional training of specialists in the field of law at Canadian and British universities is interpreted as a process of independent knowledge construction in the process of educational activity. The student is considered to be a subject of cognition due to the fact that he or she identifies important elements of new cognitive experience, compares them with the existing one, then on the basis of such analysis adapts and modifies his or her own knowledge, i.e. actively generates rather than passively assimilates information. Within the framework of this theory, social constructivist theory is distinguished emphasizing the social orientation of future lawyers' professional training at Canadian and British universities. According to Bruner (Bruner,





1984), learning is based on personal construction and reconstruction of knowledge, which occurs under the influence of socio-cultural environment. Thus, the content of education involves focusing on social issues and problems, active participation of future lawyers in public life, assistance to socially- disadvantaged groups, which is realized through students' practical involvement into the activity of legal clinics and volunteer programs.

An important role in the professional training of legal specialists at Canadian and British universities is played by the theory of cognitivism, which considers the development of students' intellectual abilities in the process of properly organized educational activity. The organization of professional training involves students' active participation in the process of cognition, during which the future lawyer has the opportunity to choose information, generate his or her own hypotheses and make individual decisions, thus comprehensively developing creative, analytical and practical thinking. As stated by Gredler (1997), cognitive structures, namely schemes and mental models, provide meaningfulness and organize the experience so as to enable the student to go beyond the educational information provided to him or her. Within this theory, the teacher should consider the students' initial level of knowledge and their intrinsic motivation, structure and present the material in such a way as to facilitate students' understanding; to base new information on previously acquired knowledge; to coordinate the process of assimilating new and acquired knowledge; to support and adjust the results of knowledge assessment.

According to the ideas of pragmatism, the purpose of professional training in the field of law at Canadian and British universities is to ensure the students' readiness to work and solve real-life problems. The content of legal education is formed concerning the usefulness of knowledge, skills and abilities for further professional activity and is practically oriented. The educational process being focused on the development of students' general and professional competencies is characterized by integrity; flexibility; selection of educational material related to real-life situations; activity approach to learning as a way to ensure the student's comprehensive development; use of problem-based learning as a prerequisite for the formation of independent, critical thinking; learning through community service and a student-centred approach (Dewey, 2009).

Legal training at Canadian and British law schools is based on the principles of progressivism, which emphasizes the acquisition of personal experience by students as a result of solving real-world problems. Educational activity is considered to be a continuous process of reconstructing future lawyers' experience gained during practical training, thus contributing to their promotion to a higher level of knowledge. Organization of the educational process in the institutions providing higher legal education is aimed at students' independent search for new knowledge through the use of active learning methods, variability of educational activities, use of group forms of learning, the role of the teacher as a moderator of the educational process (Ozmon, 2003).

The professional training of future legal specialists at Canadian and British universities is substantially founded on the concept of student-centred learning, which shifts the emphasis in the educational process from teaching to learning when the graduate becomes the centre of the educational process and takes responsibility for learning outcomes. Changing the role of the student in this type of education causes the transformation of the role of the teacher, who becomes a facilitator, curator, and motivator of students in the process of acquiring new knowledge, skills and abilities. Consequently, there appears to be democratization of the relationships between the teacher and the student, who become equal subjects of the educational process, that contributes to the formation of students' personal and professional qualities necessary for successful professional activity. Student-centred



learning presupposes expanding the students' rights and opportunities, developing new approaches to teaching, learning and curricula that reflect the practical aspect of implementing a competency-based approach in higher education. The task of student-centeredness in this respect is to bring education, training, and upbringing of students as close as possible to their individual abilities and life plans. According to Rashkevych (2014), student-centred education is based on the idea of maximizing students' chances to get the first place in the labour market, increasing their «value» among employers, thus meeting the current needs of the latter.

Student-centered approach to learning implies certain demands to the teacher, who should take into consideration the students' characteristics and needs; show mutual respect in the «student-teacher» relationships; recognize the autonomy of the student's personality with a simultaneous willingness to help and support; show flexibility in the use of diverse ways of presenting material, methods and forms of training; perform regular monitoring of the quality of educational services provided.

The implementation of a student-centred approach in educational and professional training programs in the field of law in Canada and Great Britain involves the orientation of the educational process to achieve the learning outcomes reflected in the acquired competencies. Student-centred learning is aimed at forming a competitive specialist who is aware of the need and demonstrates readiness for continuous professional development.

The concept of active learning is effectively implemented in the process of professional legal training in Canada and Great Britain, being targeted at students' involvement in cognitive activities. In the opinion of Freeman, Eddy, McDonough, Smith, Okoroafor, Jordt, & Wenderoth (2014), active learning engages students in the learning process through various activities, discussions and group work, which promotes the development of critical thinking and problem-solving skills, as opposed to passive listening to the teacher. This type of learning allows students to develop a high level of independence and self-control, apply different thinking strategies and cognitive skills to differentiate important and unimportant information, analyse and compare, construct new knowledge based on previous experience and think critically, enabling to remember information for an extended period of time.

Strategies for active learning suggest going beyond lecture note-taking and following instructions, emphasizing students' active participation in educational activities, which allows them to construct their own knowledge and develop skills of scientific work (Handelsman, Miller, & Pfund, 2007). Examples of active learning activities include discussion with a group of students, discussion in small groups, debate, asking questions to students, think-pair-share activities, short written assignments, and surveys in a classroom. In the context of our study, effective approaches to the implementation of the active learning concept in future lawyers' training are joint, problem-based learning, the use of discussion method, case method and various types of simulations.

According to Berry (Berry, 2008), any form of active learning has four features: critical thinking, individual responsibility for learning outcomes, participation in open activities and organization of educational activity by the teacher. Hence, active learning implies achieving the following objectives by students: a high level of self-regulation and independence, various cognitive strategies, selective processing of information, improvement of existing knowledge, critical approach to learning and high creativity. To attain these goals, law students should independently plan and organize the learning process, take an active part in it, regulate their learning, control it and persistently continue their learning activity (Simons, 1997).



The effectiveness of implementing active learning strategies depends largely on the teacher and the understanding of his or her own role in this process, which is to plan and develop classroom situations that would provide active learning. The function of the teacher is to explain learning objectives, teaching methods and expected results to students. Involving future lawyers in learning is mainly the responsibility of the teacher, who becomes less a transmitter of knowledge and more a designer and facilitator to enable students to realize educational opportunities and gain experience (Smith, Sheppard, Johnson, & Johnson, 2005).

In the system of legal training at Canadian and British universities, the concept of service learning makes a significant contribution into integrating learning and community service that promotes general and professional competences, teaches civic responsibility and benefits the community. In particular, Bringle, Hatcher, & McIntosh (2006) interpret service learning as an educational activity related to the curriculum that involves obtaining a certain amount of credits through student participation in organized community service, which will help to meet specific societal needs and provide reflection for in-depth understanding of the course content, a broader perception of the discipline and strengthening the sense of civic responsibility. Thus, service learning combines three main components: the application of knowledge, skills and abilities in real conditions, involvement in community service and reflection on this participation.

Learning through community service can be considered a democratic educational strategy that promotes academic development, personal growth, and civic education, as well as the achievement of social goals. Students, in collaboration with community members and faculty, are engaged in activities addressing both academic issues and issues of public interest. Through guided reflection, future lawyers critically evaluate their experience and formulate the achievement of specific practical results of such training (Felten, & Clayton, 2011).

Successful implementation of the concept of service learning provides significant benefits for law students, namely: helps to combine theoretical learning with practical activities; develops social and communication skills; increases the level of public activity; promotes the formation of intercultural competence, leadership qualities and the ability to work in a team; improves the ability to make decisions and take the initiative; provides reevaluation of personal values and attitudes; gives a sense of care and responsibility for others; enables students to explore the prospects of various career opportunities; forms tolerance to different segments of the population; helps to realize oneself as a conscious citizen and an active member of society.

Service learning in the context of legal training at Canadian and British universities has been widely used in combination with classroom training and the involvement of future lawyers in legal clinics and Pro Bono volunteer programs, thus not only preparing them for future careers, but also contributing to the awareness of the lawyer's social significance in society.

### **CONCLUSIONS**

Therefore, future lawyers' professional training at Canadian and British universities is based on the application of a set of modern ideas, theories and concepts that significantly influence the formation of the content and operational components of educational and professional programs. The prospects for further research include the study of methodological approaches being used in the process of legal training at the universities of Canada and Great Britain that contribute to the graduates' successful professional activity and competitiveness in the labour market.



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## DEVELOPMENT OF BILINGUAL EDUCATION IN UKRAINE AND ABROAD

### ABSTRACT

*The article is devoted to the development of bilingual education in Ukraine and abroad. Within the study a comparative analysis of the development of bilingual education in Ukraine and abroad was conducted. The most appropriate models of bilingual education for the implementation in the domestic system of high education were identified. Theoretical framework of the study is based on the achievements of European scientific school which was formed in the 90s of the twentieth century and studied bilingualism in terms of understanding its various phenomena, obtaining special knowledge through native and foreign languages, multicultural education to facilitate the integration of youth into the European cultural environment. The achievement of the European school is considered to be the development of the theoretical foundations of bilingual education as an alternative way of foreign language learning. We also considered the attainments of American, Canadian and Russian scholars in the field of educational bilingualism to identify the most appropriate models of it for the implementation in the Ukrainian system of high education. We consider content-language integrated learning is one of the most appropriate models of bilingual education for the domestic system of professional training at the universities and propose within it to teach special (professional) subjects with the help of foreign language. Such kind of learning should be based on specially created bilingual curricula in which both native and foreign languages are used as a tool of education. In this case the conditions for the introduction of the international aspect to the content of education will be created. Since the classification of bilingual education models, proposed by O. Shirin and M. Pevzner, provides in the process of bilingual education a gradual transition from simpler models that tend to use the native language to more complex, which almost exclude the use of native language, they are, in our opinion, the most optimal models for domestic educational system. In the conditions of artificial bilingualism, which is typical for the territory of Ukraine, we consider the use of such models of bilingual education in high educational institutions to be the most acceptable.*

**Keywords:** *bilingualism, bilingual education, models of bilingual education, process of education, foreign language, native language, content-language integrated learning, comparative analysis.*

### АНОТАЦІЯ

*Стаття присвячена розвитку білінгвальної освіти в Україні та за кордоном. В рамках дослідження було проведено порівняльний аналіз розвитку двомовної освіти в Україні та за її межами. Визначено найбільш відповідні моделі двомовної освіти для впровадження у вітчизняну систему вищої освіти. Теоретичні рамки дослідження базуються на здобутках європейської наукової школи, що сформувалася у 90-х роках ХХ століття та вивчала білінгвізм з точки зору розуміння різних його*



*проявів, отримання спеціальних знань через рідну та іноземну мови, полікультурну освіту для сприяння інтеграції молоді в європейське культурне середовище. Досягненням європейської школи вважається розробка теоретичних основ двомовної освіти як альтернативного способу вивчення іноземних мов. Ми також розглянули досягнення американських, канадських та російських науковців у галузі навчального білінгвізму для визначення найбільш відповідних його моделей щодо впровадження в українську систему вищої освіти. Було встановлено, що предметно-орієнтоване інтегроване навчання є однією з найбільш підходящих моделей двомовної освіти для вітчизняної системи професійної підготовки в університетах і пропонуємо в межах такого навчання викладати спеціальні (профільні) дисципліни за допомогою іноземної мови. Такий вид навчання повинен базуватися на спеціально створених білінгвальних навчальних програмах, в яких як рідну, так і іноземну мови використовують як інструмент навчання. У цьому випадку будуть створені умови для впровадження міжнародного аспекту до змісту освіти. Оскільки класифікація двомовних моделей освіти, запропонована О. Ширіним та М. Певзнером, передбачає в процесі білінгвальної освіти поступовий перехід від більш простих моделей, що мають тенденцію до використання рідної мови до більш складних, що майже виключають використання рідної мови, вони, на наш погляд, є найбільш оптимальними моделями для вітчизняної системи освіти. В умовах штучної двомовності, характерної для території України, ми вважаємо використання таких моделей білінгвальної освіти в університетах найбільш прийнятним.*

**Ключові слова:** двомовність, білінгвальна освіта, моделі двомовної освіти, процес навчання, іноземна мова, рідна мова, предметно-орієнтоване інтегроване навчання, порівняльний аналіз.

## INTRODUCTION

The modern world has begun to move towards globalization, which in turn has led to the integration of our country into the European space. In order to be part of the European community, we must train future specialists in two languages: our native language and one of the European Union languages, to facilitate the integration of our specialist in the modern labor market.

In this regard, many scholars advocate the introduction of bilingual education into the Ukrainian education system.

The concept of "bilingual education" is interpreted differently by different scholars.

One of the most famous theorists of bilingual education, C. Baker, argues that the term "bilingual education" is sometimes used to describe the education of students who already speak two languages or study additional languages. He insists that this is an incorrect interpretation of bilingual education, which arose due to the complexity of the phenomenon of bilingual education. The scientist himself interprets this phenomenon as a process in which education is conducted in more than one language, and sometimes more than two (Baker, 1993, pp. 7–29; Baker, 2011, pp. 412–416).

John Edwards defines bilingual education as "education within which two languages are used for teaching" (Edwards, 2009).

Bilingualism in education is not a new phenomenon. In general, the history of bilingual training shows that this problem has been cultivated for a significant historical period.

Thus, in the Russian Empire in the early nineteenth century, noble families were not limited of teaching children only the Russian language. Even at that time, knowledge of one language was not enough in terms of career advancement. Learning French was



compulsory at the time, and knowledge of German or English was approved because secular, political, and social life required knowledge of those languages. Since there was a real motivated demand for such specialists in society, the study of foreign languages became one of the main trends in the education of that period. Such training was provided by teachers and governors. That is, knowledge of a foreign language at that time was a means necessary for career success and recognition in society (Sytnyakivska, 2012, pp. 121–124).

In the western part of Ukraine in the period of the 19th – early 20th centuries, bilingual education was also quite common, due to long being of our country a part of the Austro-Hungarian Empire (Sytnyakivska, 2012, pp. 121–126).

Looking deeper into history we can say that the ideas of multilingualism have been developed by prominent scholars and educators since the Enlightenment. Comenius paid special attention to the study of languages, developing his own linguodidactic concept, according to which an educated person (philosophers, doctors, theologians) should know several languages: native, neighboring, Latin, and additionally – Greek, Hebrew and Arabic (Comenius, 1940).

Bilingual education as a scientific problem began to be actively pursued in the world in the second half of the twentieth century and not only abroad but also in the former USSR.

The urgency of its study in Soviet times was determined by the multinational nature of the Soviet Union and the ideology of introducing the Russian in all national schools in the vast territory of the former Soviet Union. Education in a significant number of educational institutions of various types during this period was conducted in Russian. Russian was the language of interethnic communication. Therefore, during this period a new direction of research was devoted to the problems of bilingualism as a way of constructing the educational process in such a way as to use the native language and Russian (Sytnyakivska, 2012, pp. 121–127).

At the same period in foreign pedagogy theories of bilingual education also appeared, in particular American (H. Kloss, W. Mackey, J. Fishman), European (K. Knapp, N. Masch) and Canadian (L. Dreiger, J. Cummins, J. Porter) (Fischman, 1976; Kloss, 1997, pp. 112–134; Knapp K., Knapp-Potthoff A., 1990; Mackey, 1979; Masch, 1993, pp. 303–313).

These scientific schools have investigated and developed bilingual education in the context of facilitating the integration of ethnic communities of migrants into the dominant culture. Under the influence of these scientific schools in America and Canada, bilingual education and upbringing for children from ethnic communities in public schools was introduced in early 1960s.

It is also worth noting that bilingual education has been cultivated for the last twenty years in most European countries (France, Holland, Switzerland, Luxembourg, Belgium, Sweden, Finland, etc.), which have long focused the educational process on bilingualism, especially in higher education. The main reason for this orientation is the interdependence of countries, which encourages the study and use of foreign languages.

In this regard, in 1996 the Council of Europe adopted the document "Modern languages: Learning, Teaching, Assessment: A Common European Framework of Reference.", aimed at removing language barriers in education ("Modern Languages: Learning, Teaching, Assessment", 1996).

This document defined the goals, objectives and content of learning foreign languages; characterized the final levels of foreign language proficiency; the requirement to speak three languages within the European model of education was determined: native, one



of the three basic languages of the European Union (English, German or French) and one of the EU countries languages.

#### **THE AIM OF THE STUDY**

The aim of the study is to conduct a comparative analysis of the development of bilingual education in Ukraine and abroad in order to identify the most appropriate models for use in the domestic system of high education.

#### **THEORETICAL FRAMEWORK AND RESEARCH METHODS**

Theoretical framework of the study is based on the achievements of European scientific school which was formed in the 90s of the twentieth century and studied bilingualism in terms of understanding its various phenomena, obtaining special knowledge through native and foreign languages, multicultural education to facilitate the integration of youth into the European cultural environment. The achievement of the European school is considered to be the development of the theoretical foundations of bilingual education as an alternative way of foreign language learning. We also considered the attainments of American, Canadian and Russian scholars in the field of educational bilingualism to identify the most appropriate models of it for the implementation in the Ukrainian education system.

Research methods are theoretical analysis of methodological, linguistic and pedagogical literature on the issues connected with the bilingual education; comparison and generalization.

Pedagogical research on bilingual education in Ukraine has appeared recently. Their emergence is generally due to the fact that since the 90s of the twentieth century, new socio-economic realities, the desire to integrate into the European space has led to a wave of research on bilingual training, as well as studying foreign experience of bilingual education searching the opportunities of its adaptation for the domestic education system, taking into account the existing socio-cultural conditions.

As the problem of multilingualism has recently become important not only for the countries of the European Union, domestic and post-Soviet scholars are also developing concepts of multilingualism in their refraction to the study of non-native languages. This problem became especially acute for the countries of the former Soviet Union, which turned independent and sovereign in the 1990s and started to strive for European integration. New socio-political conditions that have developed at the beginning of the XXI century in multinational countries, as well as new trends in educational systems have sharpened the attention of scientists to the issue of bilingualism and bilingual education in particular. Therefore, many domestic and foreign scientific schools, institutions of high education are busy with the problem of developing and implementing technologies for training specialists in various fields on a bilingual basis (Sytnyaktivska, 2013, pp. 310–314).

A significant contribution to the development of the issue of bilingual education was made by Russian scientists, who created a scientific school, the main emphasis of which was the dialogue of cultures in the formation of integrative, communicative skills of intercultural communication. The formation of this school included three stages: theoretical understanding of the pedagogical aspects of bilingualism as an interdisciplinary phenomenon (M. Pevzner, O. Shirin); conceptual substantiation of the integrative model of bilingual education in the modern Russian school (L. Plieva, N. Sorochkina, Yu. Kodochigov and others); development of theoretical bases for bilingual educational curricula in high school as a means of multicultural education (G. Alexandrova, I. Aleksashenkova, I. Dmitrieva, N. Kuznetsova, O. Orlov, M. Pevzner, N. Shaidarova, S. Shubin) (Sorochkina, 2000, pp. 39–46; Aleksandrova, 2001, pp. 61–63; Aleksashenkova, 2000; Dmitrieva, Korovina, 2002; Pevzner, Shirin, 1999; Shaidarova, 2008, pp. 72–75).





A number of other scholars of the post-Soviet space have also made a significant contribution to the development of methodological aspects of bilingual education in high school. Thus, I. Bryksina developed the concept of bilingual education in high school (Bryksina, 2009); L. Salekhova presented a didactic model of bilingual teaching of mathematics in high pedagogical school (Salekhova, 2007); N. Miftakhova developed a system of adaptive education for students on a bilingual basis in a technological institution (Miftakhova, 2013); S. Tarusina researched the formation of bilingual competence in customs specialists in the process of university training (Tarusina, 2015); A. Maleeva described the case method as a means of forming foreign language communicative competence of students (Maleeva, 2012); M. Melnikova proposed an algorithm for constructing interdisciplinary modular programs in the system of bilingual education (Melnikova, 2008).

Representatives of the Baltic States and Poland are also joined the introduction of bilingual education in the practice of high school: R. Aliyev, U. Germanis, N. Kazhe, N. Novozhilova, M. Multanska, M. Roda, B. Seradska-Bazyur (Aliyev, Kazhe, 2005; Multańska, 2002, pp. 77–82; Roda, 2007; Sieradzka-Baziur, 2008, pp. 133–141).

To date, some experience has been gained in teaching students non-language subjects based on artificial bilingualism in domestic universities. However, it should be noted that Ukrainian scholars in their researches paid more attention to multicultural education and development of foreign language professional competence from a philological point of view.

Thus, N. Mykytenko presented the technology of formation the foreign language professional competence of future specialists in natural specialties (Mykytenko, 2011); I. Biletska researched multicultural principles of foreign language education in US secondary schools (Biletska, 2014); O. Kanyuk substantiated the formation of foreign language skills of future social workers in the process of professional training (Kanyuk, 2009); T. Radchenko conducted a study of multicultural principles of organization the educational process in Swiss universities (Radchenko, 2014); Z. Korneeva presented the method of future economists English training on the basis of immersion technology (Korneeva, 2006); R. Devletov developed theoretical and methodological principles of teaching future primary school teachers of the Crimean Tatar language in a trilingual speech environment (Devletov, 2012); A. Gusak, co-authored with A. Kovalchuk, developed a method of bilingual teaching of physics (Gusak, Kovalchuk, 2010); L. Tovchigrechka studied bilingual education in US universities (late XX – early XXI century) (Tovchigrechka, 2012); I. Chernykh presented linguodictic conditions for the development of speech competence of future doctors (Chernykh, 2012). G. Turchynova's work turned out to be interesting for our research. She developed a method of preparing future teachers for teaching biology in English (Turchynova, 2006).

However, it should be noted that despite the presence of certain results in the development of bilingualism by various scientific schools of domestic and foreign pedagogy, a holistic domestic concept of bilingual education has not been formed yet; only certain aspects of this issue have been identified.

## RESULTS

In the 80–90s of the last century various scientific schools began to use communicative methods of bilingual education. From that period, this type of education has gradually acquired specific features, which consist in positive didactic interference within studying special subjects both native and foreign languages; opportunities to compare, analyze and contrast the content of subjects in different educational models, which allows students to adapt and realize their professional and scientific potential in the global educational space; high level of intercultural communication; opportunities to get acquainted



with the experience of different countries in the field of professional activity; the implementation of new techniques and learning technologies (Radchenko, 2014).

Speaking of the typology of bilingual education, we must first describe the two main models of it identified by J. Edwards and H. Hammerly: transitional (gradual reduction of the use of one language and the development of another one) and the model of support or enrichment (two languages are used throughout all period of studying at school or university). Many scholars also adhere to these models of bilingual education (Hammerly, 1991).

Examples of transitional and supporting models of bilingual education have existed in European countries and the United States for a long time, because thanks to the first model, children from national minorities are able to continue their education in English or another majority language, and with the second model, there is an opportunity to provide a high level of proficiency in both languages to pupils (students).

The supporting model is widely used in educational systems of Canada, USA, Wales, Switzerland, where English-speaking students study French, German, Welsh, which gives them the opportunity to become bilingual, which, in turn, is relevant in bilingual or multilingual countries. We believe that this model is also relevant for the domestic education system, as it is associated with current trends in biculturalism, pluralism and language enrichment in the professional aspect.

The model of immersion as a form of bilingual education appeared in Canada in the sixties of the twentieth century. Within this Canadian educational experiment, students developed linguistic communicative competencies in both French and English, ie students became bilinguals during their studying. Consciously or unconsciously, the motivation for such training was the economic and employment benefits of bilingualism (Brutt-Griffler, 2002).

There are different types of immersion: by age (early, middle, late immersion); by amount of time (full, partial immersion) (Garcia & Baker, 2007).

Within this model, there are various programs in Canada, Ireland, and Spain, according to which bilingual education takes place. In all countries this kind of education is selective, but it is developing due to economic and cultural factors. In addition, immersion is not only an educational initiative, factors of its development are also political and economic rationality.

In Canada, for instance, the main factor influencing the development of immersion is historical (the existence on its territory of two languages), while in Ireland – it is a political one (the establishment of Celtic identity).

Within the framework of our study, the immersion can be considered in two ways. As our country adheres to the European vector of development and is aimed at total European integration, professional training of bilingual specialists becomes a necessary condition for international cooperation, harmonization and integration, but such training cannot be based on a model of immersion, which provides bilingual education from an early age but not at the high school level.

At the same time, Canadian and American models of bilingual education has become the basis of Content and Language Integrated Learning (CLIL). The term content-language integrated learning appeared in scientific circles recently (in the late 90s of the last century), it was used to describe the process, in which learning took place in two languages, studying both the language and the subject (Coyle & Baetens Beadsmore, 2007, pp. 541–701; Marsh, 2008).

European content-language integrated learning is the study of a language and a subject itself (Eurydice, 2006).



Such learning involves the study of some subjects (chemistry, physics, geography) through a foreign language environment – up to 40–50 % of the curriculum within such learning can be taught in a foreign language.

Despite the fact that content-language integrated learning has many varieties, there are also typical features, the main of which is that the second language is studied within a particular subject, and not as a foreign language itself. Within this model of bilingual learning, great importance is attached to education in general, but not only to language learning (Coyle, 2008). "Education is a priority, not a desire to prepare a bilingual or multilingual person, and a high level of second language proficiency is an added bonus that can be obtained without compromising other knowledge and skills" (Baetens Beardsmore, 1993).

Today, CLIL exists in more than thirty European countries. Given the Europeanization of our country, which dictates the need for bilingual specialists, such learning is appropriate for Ukrainian educational institutions and taking into account the specifics of training future specialists in high school – the most acceptable among existing models of bilingual education, because it involves learning a second language and professional subject simultaneously which is important in terms of professional training at the university.

We cannot look at CLIL only from the educational point of view, because it also has political and socio-cultural aspects: the European Union considers only a multilingual Europe, where it is possible to function within two or more languages. Due to the blurring of borders, the growth of international communication, cooperation, trade, there is a need for multilingual specialists. So, CLIL helps not only global economic development, but also training of transnational professionals (Coyle, 2007, pp. 543–562).

J. Seikkula-Leino and other researchers highlight a number of advantages of CLIL over classical one: language learning is faster if it occurs through the integration of language and subject; the student acquires language competence in the academic sphere, but not only during social communication; integration of language and subject gives the chance to receive double result (there is both studying of a language and a subject); communicative approach to teaching a second language emphasizes semantic and authentic communication, in which the main purpose is to explain, discuss certain meanings (Seikkula-Leino, 2007, pp. 328–341).

Thus, the combination of a foreign language and a professional subject provides the main purpose of using a second language, which reflects the needs of the curriculum and targeted learning. The presence of bilingual education in an educational institution cannot be considered as its characteristic, if none of the foreign languages acts independently as a tool for studying other subjects or subject areas.

Therefore, we propose, based on content-language integrated learning as one of the most appropriate model of bilingual education, in the domestic system of specialists professional training at the universities to teach professional subjects with the help of foreign language, based on specially created bilingual curricula in which both native and foreign languages are used as a tool of education and self-education and the conditions are created for the introduction of the international aspect to the content of education, which will give the opportunity to prepare students for intercultural cooperation in various fields.

It should be noted that as domestic as well as foreign researchers only briefly presented the ways of organizing bilingual professional training of non-language specialties. We have analyzed them in terms of sociolinguistic approach (i.e. use of a foreign language as a means of learning) and didactic-methodological approach (i.e. taking into account didactic goal setting) regarding the separation a model of training on a bilingual basis.



It is worth noting that the sociolinguistic approach, based on the use of a foreign language as a means of training, is one of the key approaches to choosing a model of bilingual education in European countries in the late twentieth – early twenty-first century. The reasons from a social point of view are: the attraction of European countries in this period to multiculturalism and the globalization of the labor market, from the linguistic point of view – the possibility of choosing subjects to be studied bilingually, the prospects of involving students in European and world achievements in a particular field, as well as achieving a certain level of proficiency in one or more European languages (English, German, French) (Dyachkov, 2002).

To identify the types of bilingual education models advisable to use in the high educational system of Ukraine at present, among all existing models of bilingual education were singled out those related only to the educational process at the universities. Such models were presented by M. Pevzner, N. Sorochkina, A. Shirin.

Thus, N. Sorochkina, characterizing bilingual education by its intentional, semantic, operational components distinguishes the following types of models: cognitive-oriented, personality-oriented and integrative. The characteristics and features of these models made it possible to argue that bilingual education in domestic educational institutions are based on a cognitive-oriented model of bilingualism of subject-oriented type (Sorochkina, 2000, pp. 44–46).

M. Pevzner and A. Shirin presented a wider range of bilingual education models, taking into account the dominant language of teaching and the peculiarities of bilingual curricula. In particular, these scientists have identified the following types of models: duplicate, additive, parity and displacement.

The duplicate model of bilingual education involves the representation of the same content unit in native and foreign languages. This model contributes to the accumulation of a fund of language tools that can adequately express the content. In the process of using this model, students form a stable associative connection between the content unit and the set of language tools.

The additive model provides for the presentation of additional information in a foreign language, which partially or significantly enriches the content of the material studied in the native language. Additional information is usually obtained from foreign sources and is presented in the form of a teacher's story, printed text, special didactic material (video fragments, audio recordings). Comparison and discussion of the main and additional content blocks is in this case in both native and foreign languages.

The parity model provides for equal use of foreign and native languages for the disclosure of subject content. A necessary condition for the use of this model is the achievement by students of a relatively high level of language competence. In these conditions, knowledge of a certain amount of special terms, sufficient mastery of the basic conceptual apparatus of academic disciplines studied bilingually, even the ability to express special terms are taken into account.

The displacing model is a type of learning in which a foreign language plays a dominant role in the context of the disclosure of subject content. The use of such a model is possible only at the advanced level of bilingual education. Students must know a foreign language to such an extent that not only to carry out free communication, but also by means of a foreign language to penetrate deeply into the subject content of educational material (Pevzner, Shirin, 1999).



## CONCLUSIONS

We consider content-language integrated learning is one of the most appropriate models of bilingual education for the domestic system of professional training at the universities and propose within it to teach special (professional) subjects with the help of foreign language. Such kind of learning should be based on specially created bilingual curricula in which both native and foreign languages are used as a tool of education. In this case the conditions for the introduction of the international aspect to the content of education will be created.

Since the classification of bilingual education models, proposed by O. Shirin and M. Pevzner, provides in the process of bilingual education a gradual transition from simpler models that tend to use the native language to more complex, which almost exclude the use of native language, they are, in our opinion, the most optimal models for domestic educational system. In the conditions of artificial bilingualism, which is typical for the territory of Ukraine, we consider the use of such models of bilingual education in high educational institutions to be the most acceptable.

Among the prospects for further studies of bilingual education, we see the question of evaluating and controlling the knowledge of students studying bilingually and applying innovative teaching methods.

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## DEMOCRATIZATION AND RUSSIAN EDUCATION

### ABSTRACT

*The paper examines historical context and cultural, political, and economic forces affecting attempts to democratize education in post-Soviet Russia. It has been defined that long-standing traditions of autocratic rule have cultivated a mentality of habitual dependence on authority and power, which poses many challenges to a cultural shift toward democratic values. Lacking experience in functional political democracy or cultivation of democracy in civil society, modern Russia remains insular, viewing the democratic West with suspicion and distrust. There have been defined the main impediments to progress in education democratization, such as cuts in state funding, deteriorating working conditions for academic staff, decline in prestige of teaching and higher education, corrupt licensing and accreditation issues, and the discrepancy between market demands and the capacity of the educational system to meet those needs. Attempts to introduce democratic principles often flounder in the wake of traditions of authoritarian rule, stagnation, political hypocrisy and apathy. Despite a simulation of democracy in Russian institutional processes, tight state control of the media and public skepticism of outside sources of information hamper efforts to emulate liberal democratic institutions and practices. It has been outlined that there have been tangible transformations in access to education and independence from rigid state control, but these have come with new challenges of coping with decentralization, insufficient funding, antiquated infrastructure, and the need for modern technology. Corruption and resistance to changes persist, while piecemeal reforms have lacked systematic strategy. It has been substantiated that civic-minded, progressive education, sustained by a shift to democratic tendencies in the national culture, is critical to freeing Russia from its totalitarian past.*

**Keywords:** Russia, democracy, democratization, education, reform, transformation of education, access to education, decentralization, modern technologies.

### АНОТАЦІЯ

*У статті проаналізовано історичний контекст та культурне, політичне і економічне підґрунтя для демократизації освіти у пост-радянській Росії. З'ясовано, що довготривалі традиції автократичного правління створили менталітет постійної залежності від влади, що значно перешкоджає культурному переходу на демократичні цінності. Нестача досвіду функціональної політичної демократії та культивування демократії у громадському суспільстві спричиняє те, що сучасна Росія залишається відокремленою та з недовірою ставиться до демократичного*





*Заходу. Виокремлено основні перешкоди на шляху до прогресу в освіті Росії, а саме: зменшення державного фінансування, погіршення умов праці для науково-педагогічного персоналу, падіння престижності викладання та вищої освіти, корумпованість ліцензійних та акредитаційних справ, відсутність зв'язку між потребами ринку і спроможності освітньої системи їх задовольнити. Спроби впровадити демократичні принципи часто є неуспішними через традиції авторитарного правління, політичного лицемірства та апатії. Незважаючи на симуляцію демократії у російських закладах освіти, жорсткий державний контроль ЗМІ та громадський скептицизм щодо зовнішніх джерел інформації перешкоджають спробам наслідувати ліберальну демократичну практику. Водночас визначено суттєві трансформації в доступі до освіти та незалежності від жорсткого державного контролю, але разом з цим з'явилися нові проблеми, пов'язані з децентралізацією, недостатнім фінансуванням, застарілою інфраструктурою, потребою у нових технологіях. Корупція процвітає, а поодиноким реформам не вистачає системності. Прогресивна освіта, спрямована на громадськість, на перехід до демократичних тенденцій у національній культурі, є необхідною для звільнення Росії від тоталітарного минулого.*

**Ключові слова:** Росія, демократія, демократизація, освіта, реформи, трансформація освіти, доступ до освіти, децентралізація, сучасні технології.

## INTRODUCTION

Almost two centuries ago, Alexis De Tocqueville observed that "... the Russian centers all the authority of society in a single arm. The principle instrument [of Russian society] ... is servitude" (Rutland, 2005). Because of its historical experience, geopolitical conditions and political traditions, Russia has never experienced functional democracy or the cultivation of civil society (Rutland, 2005). G. Diligensky and S. Chugrov (2000) traced Russian's "traditional adherence to non-freedom" and "intrinsically aggressive attitude toward neighboring countries" to centuries of isolation and despotism. Russian history is filled with the juxtaposition of authoritarian restrictions with sporadic and reluctant top-down "reforms" that ultimately strengthened the privileges of the elites or suppressed dissent (Curtis, 1996).

Despite persistent suppression – or perhaps because of it – there have always been "seeds of liberal freedoms" at the local level, dating back to feudal Russia, through traditions of *veche*, the town assembly, *zemskysobor*, local self-management, and *mir*, the peasant community culture of "sacrificing individual rights for the sake of the collectivistic values" (Diligensky&Chugrov, 2000). Ironically, the stoic perseverance of the *mir* culture ultimately cemented the unquestioning acceptance of iron-handed authoritarian rule.

The 1917 October Revolution attempted to overthrow autocracy, but the Russian mentality, habitually dependent on authority and power, resisted the necessary cultural shift. During the Civil War of 1918-1920, Lenin consolidated power under the monolithic dictatorship of the Communist Party (Curtis, 1996), whose decisions were nominally by consensus of party leaders. In reality, freedom was tightly controlled by the Cheka, or secret police (Trueman, 2016), who denounced and imprisoned or exiled potential rivals (Curtis, 1996). When Stalin succeeded Lenin in 1924, he brutally maintained and reinforced this dictatorship for three decades with labor camps, forced collectivization, famine, and executions (Keller, 1989). The intelligentsia were virtually extirpated, either imprisoned,



exiled or killed. Those who could fled the country to escape “the most...deep-rooted system of authoritarian rule the world has ever seen.” (Rutland, 2005, p. 3).

The Cold War decades after World War II only served to strengthen the ideological and cultural isolation of Russia and its satellites. Soviet leaders created the image of an omnipresent enemy to justify further isolation and repression. Despite all evidence to the contrary, party leaders skillfully manipulated public opinion, perpetuating the illusion that Russians lived in the best democratic country the world had known, while western countries were portrayed to be suffering from exploitation and inhumane practices (Keller, 1989).

Yet, great discrepancies existed between Communist slogans and the realities of Soviet life. Empty pretenses staved off genuine democratic changes (Diligensky&Chugrov, 2000), since serious engagement of the Russian people represented a threat to those in power. Any deviation in practice was considered alien and dangerous. Democracy remained rudimentary at best and slight transformations in the pattern of state government never softened the rigidity of decades of iron rule (Denton, 2006). Bombarded by massive communist propaganda, the population was encouraged to reject liberal freedoms and self-governance (Bonicelli, 2014) that would have been necessary to establish and maintain successful Western-style democratic societies (Sidorkin, 1998).

#### **THEORETICAL FRAMEWORK AND RESEARCH METHODS**

A lot of research has been dedicated to the study of Russian education and its movement towards democratization (L. Gokhberg (2014), A. Osipian (2012), O. Ozerova (2014), N. Shugal (2014), A. Sidorkin (1998)). P. Bonicelli (2014), G. Curtis (1996) and A. Denton (2006) studied Russian political culture in relation to education. “The west” in Russian mentality was a subject for research by G. Diligensky and S. Chugov (2000). Changes in higher education were studied by P. Heyneman (2010), B. Holmes, N. Voskresenskaya (1995). T. Klyachko, O. Kovbasyuk, A. Kuznetsova (2012) and V. Mau (2007) dedicated their works to modernization of higher education in Russia. Problems of Soviet school education were considered by A. Makarenko (1965), A. Petrov (2008), M. Ostapschuk (2012). In spite of the wide range of scientific research concerning the issue, the problem of democratization of Russian education is still very up-to-date and urgent and requires further consideration.

For the research we have used a range of general scientific methods (including study and analysis of reference, scientific educational print and on-line sources), as well as systematization and generalization. Our research is qualitative (descriptive) and includes observation, document analysis, and narrative inquiry.

#### **THE AIM OF THE STUDY**

The paper is aimed at studying the historical context and cultural, political, and economic forces affecting attempts to democratize education in post-Soviet Russia; analysis of tangible transformations in access to education and independence from rigid state control; the outline of its main barriers to democratization and steps made in the direction of reforms aimed at civic-minded, progressive education, sustained by a shift to democratic tendencies in the national culture.

#### **RESULTS**

Soviet apologists have portrayed education as one of the highest achievements of the Soviet Union. Before the October Revolution, Russia had been a country of almost total illiteracy, but under Soviet rule this was completely reversed by decades of free general primary, secondary, vocational and higher education (Klyachko&Mau, 2007). However,



this achievement was always subordinate to the greater goal of indoctrination in the social norms of the totalitarian regime. The collectivist values of Soviet society, especially prevalent in the 1960s, stressed a “unity of expectations” of both teachers and students, producing obedient individuals who would more effectively perpetuate the ideas of communism (Sidorkin, 1998).

The Soviet educational system was highly centralized, characterized by tight control over all educational policies and practices as dictated by the ruling Communist Party with its systematic control in each sphere of life. Marxist-Leninist principles permeated the curriculum, regardless of subject and level of education (Endo, 2003). Each textbook began with a pompous tribute to party leaders, and citations of Marx, Engels and Lenin were used generously in the explanation of subjects as unrelated as Darwin’s theory of natural selection and Mendeleev’s table of chemical elements. Charged with transmitting Communist Party ideology unabridged and unedited, teachers were closely watched and purged if suspected of teaching students to challenge the leaders or values of the soviet system.

Despite the steady suppression of democratic educational practices in Soviet schools at all levels, some potentially democratic tendencies pushed their way through the thick layer of official oversight. Pedagogues such as Anton Makarenko and Vasiliy Sukhomlinsky advocated collectivism as a social force in a child’s upbringing, pioneering the use of structured activities for children through purposeful social engagement (Sidorkin, 1998). Makarenko wrote “We want to bring up a cultured Soviet workingman...teach him a trade...discipline him, and make him a politically developed and loyal member of the working class, the Komsomol and the Bolshevik Party”.

The Communards movement, begun in the late 1950s, also emphasized group identity and moral norming through periodic retreats and summer camps. These self-organizing groups focused on democratic decision-making and social activism but never at the expense of the welfare and interests of collective. Although “democracy and authoritarianism coexisted” in most schools, “democracy and civic life in education was many times larger than in the rest of the society” (Sidorkin, 1998). However, this simulation of democracy was often just a pretense, as the children were closely watched and directed by their teachers, required to be ideologically correct and act as they were told to “because our elders behave this way” (Makarenko, 1965). Nevertheless, the students were involved in elections of leaders and in distribution of duties within the classroom and school (Sidorkin, 1998).

Mikhail Gorbachev has been credited with starting the process to “put Russia on the road to democratization” (Denton, 2006). Terminology such as “democratization,” “humanization,” “diversification,” “development of individual character,” and “creation of life-long education system” was first incorporated into education policy at the Plenary Meeting of the Central Committee of the Communist Party in 1988. This was followed by a draft version of the Basic Law on Education, based on principles of humanism and democracy (Endo, 2003). Unfortunately, the USSR collapsed before these changes could be adopted and piecemeal efforts to reform education were hampered by numerous impediments accumulated over the long years of Soviet authoritarian rule (Sidorkin, 1998).

The main concepts of the Basic Law on Education were carried forward by the Russian Federation. The Ministry of Education was directed to revise curricula and develop a new paradigm of educational guidance with more focus on the arts, humanities and social sciences. Teaching methodologies were updated and the culture of the classroom was



changed, repudiating the principles of socialism in favor of a new system oriented on a Western style market economy and democratic society (Endo, 2003). However, the demand to align education to the “basic mechanisms and values of the free market economy” (Koybasyuk&Kuznetsova, 2012) proved to be self-defeating as educational systems could not keep up with rapid changes in economic demands, leaving them “unable to provide labor markets with employees who were equipped with the necessary qualifications in contemporary technologies”.

Despite widespread pressure to reform, pockets of resistance persisted at the grass-roots level. After so many years of governmental imposition of what to teach and how to teach, few educators wanted to accept any kind of pressure to conform to any government imposed ideology. There was little interest in how to construct a new model of knowledge and traditional political structures of favoritism and personal allegiance resulted in fierce political fighting that drove policy decisions and reform programs on the basis of who formulated them, rather than intrinsic merits. (Holmes, et al., 1995).

Russian education is perceived by 72% of Russians to be “corrupt or extremely corrupt” (Transparency International, 2015). In 2003, the Ministry of Education launched the Unified State Examination (USE) for higher education, as an attempt to eliminate corruption in admissions. However, the USE failed to end deeply rooted dishonest practices in education (Samedova&Ostapschuk, 2012). Bribery and embezzlement erode what little trust exists for public education, compromising the development of democratic initiatives (Osipian, 2012).

As early as 1988, it became obvious that decentralization would be required to provide the freedom of choice required to meet local needs (Holmes et al., 1995). The Education Act of 1992 introduced a system of local financing and administrative control that provided freedom to control local school earnings, with the independence to define ideals of individualism, set goals, and determine structure. The success of these reforms depended on fundamental changes in institutional organization, infrastructure, personnel policy, content standards, educational technology, and quality assessment (World Bank, 1995).

Secondary education was restructured to raise the quality of preparation of secondary school students. The required level of general education was increased to eleven years. In 2003, the Ministry of Education introduced a system of “study orientations” or “profiles” that enabled senior secondary students (years 10 and 11) in general education schools to specialize in subject areas. This was intended to increase content rigor for general education students and to equalize opportunities for higher quality education. The Ministry of Education also initiated articulation agreements between secondary schools and universities, to better coordinate curriculum expectations (Nordic Recognition Network, 2005).

By 2000 the number of universities increased by 86%, students by 72%, and faculty by 25%; the number of private universities increased by 37% and the number of students in them by 10%. By 2007, the number of private universities further increased by 40% and the number of students in them by 17%. However, the growth in the number of universities and student enrollment was not matched by increases in faculty or resource support and in many cases represented low-quality distance education initiatives, which resulted in an overall decline in quality of educational services. In 2004-2005, Russia was still ranked 79th worldwide in terms of educational quality (Klyachko& Mau, 2007).



The introduction of the Unified State Examination further taxed the higher education infrastructure as universities were flooded with applicants. The new emphasis on passing the centralized exam also eroded curricular standards across the country and forced universities to “make up for the gaps” in students’ secondary education, which “cuts the time needed for advanced learning”. At the same time, there has been little provision for additional funds to meet growing demands. Expenditure for education initially increased from 2.9% of GDP in 2000 to 4.1% but quickly levelled off, fluctuating around 4% (Abdrakhmanova et al., 2014). Since 2013, the Russian economy has significantly contracted across the board (Trading Economics, 2016) and long-term, endemic national recession, education threatens additional shortfalls, eroding quality even more.

Adequacy of school infrastructure, including maintenance of up-to-date equipment and technology, is directly dependent on school financing. The Soviet school was known for its adherence to austerity and minimalist policies, so educational technology integration has not been an easy process in Russia. There is also a reluctance of the older generation of “minimalists” to broaden the array of tools in the classroom (Heyneman, 2010). However, educational leaders realize that effective use of technology enhances motivation for learning, raises the quality of knowledge, and can even compensate in part for aging and inadequate physical resources in a struggling economy (Powell & Kuzmina, 2010).

The Russian Ministry of Education has recently demanded better engagement of educational technologies into teaching (Gazeta Vestnik Kavkaza, 2014). For example, electronic versions of textbooks are now required along with hard copies. A strong preference has been expressed for using teaching materials in both printed and electronic variants in order to embed technology into traditional. Technology has also been integrated into teaching in distance education programs in several institutions of higher education (Kovbasyuk & Kuznetsova, 2012).

### CONCLUSIONS

Thus, it is quite clear that there have been tangible transformations in access and independence that represent the first steps on the long road to modernization and democratization of Russian education. Many impediments to progress remain, however, including cuts in state funding, deteriorating working conditions for academic staff, decline in prestige for teaching and higher education, corrupt licensing and accreditation issues, and the disconnection between market demands and the capacity of the educational system to meet those needs. Endemic problems of corruption continue to plague education, just as they threaten Russian political and economic systems as a whole.

The globalizing impact of technology has lifted the “iron curtain” separating Russia from the rest of the world. However, the Russian government has clamped down on internal communications, especially TV and radio news, flooding the airwaves with a heavily filtered, propaganda-driven “information war” that systematically skews and even falsifies reporting into a “pseudo-reality” to delegitimize any competing view. It is hardly possible, with all of the existing means of communication, to isolate a whole country unless the country wishes such an outcome for itself, yet that appears to be exactly the case in Russia. A survey by the Center for Global Communication Studies reported that 42% of Russians believe that the Internet is being used by foreign countries against Russia and almost half believe foreign news on the Internet should be censored.

“Backsliding” on early democratic initiatives has clearly slowed motivation for reform. However, civic-minded, progressive education, sustained by a shift to democratic tendencies in the national culture, is capable of freeing Russia from its “totalitarian



nightmare”. The willingness of the Russian populace to act in accordance with democratic values depends on the quality of independent and accessible public education.

Prospects of further research include study of the ways to increase the efficiency of Russian education system by means of increased reliance on the information technologies in all areas of teaching, learning, and research, combining efforts of democratization and informatization.

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### **FRAMEWORK OF FUTURE LINGUISTS' RESEARCH ACTIVITIES: THE UK EXPERIENCE**

#### **ABSTRACT**

*In the UK, research training of future linguists plays a rather important role in developing their scientific culture and mindset, research stance and also fosters respect for scientific contributions from other members of the scientific community within and outside the UK. Research training of future linguists in British universities is characterized by diversified research activities (linguists projects, bachelor / master dissertations, organization of student scientific conferences, compilation of research bibliographies); prevalence of independent research activities over classroom work. Linguistic projects can be compulsory and optional. Research training in linguistics with their help covers all years of study. The structure of bachelor and master dissertations in linguistics is not significantly different and usually consists of the following components: a) title page; b) abstract; c) introduction; d) analysis of recent publications; e) research methodology; e) output data and their analysis; e) discussion; g) conclusions; h) sources used. British universities also involve candidates in departmental research projects. This allows future linguists to work side-by-side with their lecturers, promote their own research portfolios, participate in modern linguistic research and gain the valuable experience they will apply in their professional activities, in particular in the research field. The authors of the article believe that it is also important to establish linguistic circles, which should include meetings with the leading linguists. Based on the analyzed data, one can determine the following characteristics of future linguists' research activities in British universities: a) diversification of research activities (implementing linguistic projects, writing bachelor / master dissertations, organizing student scientific conferences, compiling research references); b) prevalence of independent work over classroom work (1:2); c) active collaboration of British higher education institutions with the Linguistics Association of Great Britain; d) introduction of financial and individual incentives into research activities; e) involvement of future linguists in departmental research projects in linguistics; f) effective development of future linguists' research portfolio (improving their skills in using information technologies, teamwork skills and organizational skills).*

**Keywords:** linguistics, linguist, research, research activities, the UK, linguistic project, bachelor / master dissertation.

#### **АНОТАЦІЯ**

*Науково-дослідницька підготовка майбутніх фахівців з лінгвістики в університетах Великої Британії відіграє надзвичайно важливе значення в процесі формування їхньої наукової культури та світогляду, дослідницької позиції, а також виховує в них повагу до наукових доробків інших учасників наукової спільноти не лише на теренах Великої Британії, а й у світі. В університетах Великої Британії науково-дослідницька підготовка майбутніх фахівців з лінгвістики насамперед передбачає виконання мовних (лінгвістичних) дослідницьких проектів («language projects») на*





бакалаврському рівні, написання дисертації («dissertation») – на бакалаврському й магістерському рівнях. Крім того, британські університети впроваджують різноманітні дослідницькі модулі. Лінгвістичні проекти бувають обов'язкові та вибіркові. Структура бакалаврської й магістерської дисертації у галузі лінгвістики суттєво не відрізняється, зазвичай, містить такі складники: а) титульний аркуш; б) анотація; в) вступ; г) аналіз останніх досліджень і публікацій; д) методологія дослідження; е) вихідні дані та їх аналіз; є) обговорення результатів дослідження; ж) висновок; з) список використаних джерел. Деякі університети рекомендують передбачити в дисертації аналіз методології дослідження, характеристику лінгвістичного корпусу, перспективи подальших студій. Структура дисертації, що планують проведення експерименту, суттєво відрізняється й повинна містити такі компоненти: а) титульний аркуш; б) вступ, в) методологія дослідження; г) учасники експерименту; д) умови експерименту; е) хід роботи; є) результати дослідження; ж) обговорення; з) висновки; и) додатки. У британських університетах практикують залучення студентів до дослідницьких проектів, над якими працює кафедра. Це дає змогу майбутнім фахівцям працювати пліч-о-пліч зі своїми викладачами, просувати власне дослідницьке портфоліо, брати участь у сучасних лінгвістичних дослідженнях й отримувати безцінний досвід, який знадобиться їм у професійній діяльності, зокрема в науковій. На нашу думку, ще однією вдалою ініціативою є заснування лінгвістичних гуртків, які передбачають зустрічі з провідними лінгвістами. На підставі викладу виокремимо такі особливості науково-дослідницької підготовки майбутніх фахівців з лінгвістики в університетах Великої Британії: диверсифікація науково-дослідницької діяльності (виконання мовних проектів, написання бакалаврських / магістерських дисертацій, організація студентських наукових конференцій, розроблення дослідницьких бібліографій); переважання самостійної науково-дослідницької діяльності над аудиторною (1:2); активна співпраця британських закладів вищої освіти з Асоціацією лінгвістики у Великій Британії; запровадження системи заохочень майбутніх фахівців з лінгвістики до провадження науково-дослідницької діяльності; залучення майбутніх фахівців з лінгвістики до кафедральних дослідницьких проектів у галузі лінгвістики; ефективне сприяння розвитку портфоліо дослідника майбутніх фахівців з лінгвістики (удосконалення навичок використання інформаційних технологій, навичок роботи в групі та індивідуально, організаторських навичок тощо).

**Ключові слова:** лінгвістика, лінгвіст, дослідження, дослідницька діяльність, Велика Британія, лінгвістичний проект, бакалаврська / магістерська дисертація.

## INTRODUCTION

In the UK, research training of future linguists plays a rather important role in developing their scientific culture and mindset, research stance and also fosters respect for scientific contributions from other members of the scientific community within and outside the UK. The analysis of scientific sources on comparative pedagogy has shown that the raised problem has not become the subject of special studies yet. This confirms the research relevance and causes the need to study innovative ideas of the UK experience in order to justify the prospects for their creative use in global educational space, in particular in the context of future linguists' research training.

To begin with, research training of future linguists in British universities is characterized by diversified research activities (linguists projects, bachelor / master dissertations, organization of student scientific conferences, compilation of research bibliographies); prevalence of independent research activities over classroom work; active



collaboration of British universities with the Linguistics Association of Great Britain; a system of financial and individual incentives for future linguists with the aim to enhance the quality of research; effective development of future linguists' research portfolios.

#### **THE AIM OF THE STUDY**

Therefore, the research aims to analyze the framework of future linguists' research activities in the context of the UK experience.

#### **THEORETICAL FRAMEWORK AND RESEARCH METHODS**

*Linguistic projects.* Linguistic projects can be compulsory and optional. The number of CATS points ranges from 15 to 30, which corresponds to 7.5–15 ECTS credits. As a rule, hours are distributed between classroom and individual work in the ratio of 1:2. The number of words planned for language projects ranges from 3.000 to 9.000. Research training in linguistics with the help of linguistic projects covers all years of study (University of Leeds, 2017; University of Southampton, 2017; Bristol University of the West of England, 2017; SOAS, University of London, 2017).

For one, the University of Leeds offers *Language Projects* (LING 1060) in semester 2 as part of a Bachelor of Arts Degree in Linguistics and Phonetics. Enrollment in this module is possible after successful completion of the module on *Language: Structure and Sound* in semester 1. Thus, Language Projects is designed for a total of 36 students and is equal to 20 CATS points (10 ECTS credits) (University of Leeds, 2017).

20 CATS points include 200 hours, including 20 hours for the preparatory seminar and 180 hours for individual work. The module tutor forms three groups of students (12 individuals each), who are expected to work on three group linguistic projects during the semester. The topics are focused on the languages students have never studied in the context of syntax, morphology and phonology. It must be noted that students can use different information resources (the Internet, libraries, linguistic corpora, etc.), as well as conduct their own surveys among speakers of the language under study. This kind of work is allocated 60 hours. Students should report on their findings in a written form (1000-word report) or at departmental seminars with PowerPoint presentations or posters (flipchart).

The next kind of work is allocated 20 hours and includes some research and organization. Students are divided into pairs and prepare some abstracts of articles related to the linguistic project, which they will present at the First Year Linguistics and Phonetics Research Conference. These abstracts should be accompanied by PowerPoint presentations (8 minutes) or posters (flipcharts) (4 minutes).

Subsequently, students are expected to implement their individual linguistic projects. This type of work is allocated 90 hours. In addition, students must prepare a list of relevant literary sources. It must be noted that such projects teach future linguists to explore those topics, which most fully reflect their scientific interests in linguistics and help to develop their research skills.

The authors of the article believe that this module is rather effective in terms of structure and content. Despite the fact that hours are distributed with an obvious predominance of individual work (90 %), the module tutor regularly monitors scientific progress of future linguists by means weekly seminars since this way allows correcting the trajectory of linguistic projects in case of some difficulties. Different information resources enable future linguists to collect and analyze linguistic data, in particular unfamiliar languages, prepare lists of research references, improve skills in using information technologies (PowerPoint, Word, etc), teamwork skills, organizational skills, research skills, etc.



The University of Southampton implements a similar module as part of a Bachelor of Arts degree in English Language and Linguistics titled *Group Research Project* (ENGL 1087). This module is also offered in semester 2, but it is optional and allocated CATS points (7.5 ECTS credits). The module structure involves writing a group essay (2,000 words), preparing a group presentation and compiling an individual report on the implemented project (1,000 words). In addition, the module includes introductory lectures aimed at familiarizing future linguists with advanced research methods (University of Southampton, 2017).

Students are divided into several groups, normally of six people. Under the supervision of the module tutor, they choose the project topic, formulate its goals and objectives and prepare a plan. After completing the project, they should choose a way of its presenting, namely personally, on tape or online. The authors of the article state that the main advantage of this module is that when working on the project, students improve their skills in using the virtual environment, since all the corrections should be done online. That also helps students to develop skills in critical thinking, share their experience with other participants and make effective decisions.

At the Bristol University of the West of England, the implementation of linguistic projects is planned for Year 3 within a Bachelor of Arts degree in English Language and Linguistics. Future linguists can choose from two types of projects, namely a theoretical empirical linguistic study (9,000 words) or a linguistic project. It must be noted that linguistic projects cover 20 days during which future linguists should keep a special diary, which records the stages of linguistic research, as well as their own comments (3,000 words). In addition, they are expected to prepare their own projects (6,000 words), which should justify aspects of the experience gained during linguistic research. The success of such projects depends on the selection of bibliography. If necessary, they can contain some elements of empirical research. A precondition for the above-mentioned projects' implementation is students' writing of research proposal (500 words), which must be approved by the module tutor (Bristol University of the West of England, 2017).

Linguistic projects are allocated 30 CATS points (15 ECTS credits), that is 300 hours, including 10 hours for workshops and tutorials and 290 hours for individual work, and are optional.

During tutorials, future linguists are provided with up-to-date information on the recommended list of literary sources, which are directly related to the topic of research. In addition, they can use the university library and some relevant databases (*The Linguistics and Language Behavior Abstracts*, *MLA Bibliography*, etc.). Recommendations for the effective use of scientific literature are provided in the Module Handbook. In the form of e-mail messages, students receive a list of electronic references, including electronic scientific journals. However, students can also add their own references.

The authors of the article indicate that such multifacetedness within one activity is a significant advantage for future linguists since it helps them to choose the research paradigm, which best suits their scientific interests and reveal their own scientific potential.

As evidenced by some research, British universities actively develop this type of modules. In the School of Oriental and African Studies of University of London, future linguists enroll on *the Extended (5,000 words) Essay module* (152900097), in Years 2 and 3 (15 CATS points – 7.5 ECTS credits) or work on an individual research project in linguistics (10,000 words) in Year 3 (SOAS, University of London, 2017).



The University of Portsmouth introduces linguistic projects in year 1; University of Bedfordshire and Kent University – in Year 2; Anglia Ruskin University, the Manchester Metropolitan University, York St John University, University of Essex and Ulster University – in Year 3.

Therefore, linguistic projects allow future linguists to implement supervised team and individual projects, learn to express their own views in the context of research, generalize and systematize linguistic data, organize academic activities, develop oral and written skills, work with information technology, enhance interpersonal and communication skills, promote initiative, build self-confidence, etc. General characteristics of language projects within the framework of future linguists' research activities in the UK are presented in Table 1.

Table 1

**General characteristics of linguistic projects in the UK**

Criterion	Characteristics
Academic degree	Bachelor's degree
Module type	Compulsory / optional
Study year	1–3
CATS points	15–30 (7.5–15 ECTS credits)
Forms of work	Classroom work (10 %) / individual work (90 %)
Types of work	Writing group or individual reports (3,000–9,000 words), creating presentations (digital or otherwise), organizing conferences, preparing lists of relevant literary sources

*Source: systematized by the authors.*

**Characteristics of bachelor and master dissertations in linguistics.** In British universities, research activities of future linguists also involve writing a dissertation, either at bachelor's or master's levels. It must be noted that bachelor and master dissertations have some common and distinct characteristics described below. Most universities offer a bachelor dissertation as a compulsory module (Bangor University; Birkbeck, University of London; University of Brighton; Lancaster University; University of Leeds). Some universities still view it as an option (Newcastle University; The University of Aberdeen; The University of Essex; York St John University). In the University of York, University of Ulster, University College London (University of London), such a module is unavailable. The number of CATS points ranges from 30 to 40 (15-20 ECTS credits), which is related to educational policies of higher education institutions. However, a master dissertation is always compulsory and corresponds to 60 CATS points (30 ECTS credits).

Some universities require undergraduate students to justify the choice of a bachelor topic and write a research proposal. As for a master dissertation, a research proposal is always compulsory. Its structure for both types of dissertations is similar and should contain the following components: abstract, contents, general characteristics of the research (introduction, goals and objectives of the research), analysis of recent publications, research methodology, completion deadline, conclusions. The number of words varies from 1,500 to 2,000. The topic of the dissertation should be relevant, of scientific and practical value and correspond to scientific interests of candidates. It must be noted that candidates are entitled to choose the topic of the dissertation independently. However, they must first consult with the lecturers of their department, from whom they can choose a scientific supervisor. Scientific interests of candidates and scientific supervisors should coincide



since this is an important condition for a successful defense of the dissertation (Guide to Undergraduate Dissertations, 2017).

J. Biggam (2015) indicates that the level of complexity of bachelor and master dissertations in linguistics depends on the conceptual framework of bachelor's and master's levels of higher education. Thus, the Bachelor of Arts degree involves gaining general knowledge in the chosen field, whereas the Master of Arts degree implies that the candidate has scored at the advanced level of knowledge in this field.

Indeed, a bachelor dissertation confirms future linguists' level of general professional training, their knowledge of professional terminology and concepts and ability to formulate conclusions based on scientific research and the obtained data. A master dissertation confirms their level of general and specialized professional training, as well as knowledge of specialized research tools and the ability to employ them (Candlin, & Plum, 1999; Chiseri-Strater, 1991; Goodfellow, 2005; Kress, 2007).

The structure of bachelor and master dissertations in linguistics is not significantly different and usually consists of the following components: a) title page; b) abstract; c) introduction; d) analysis of recent publications; e) research methodology; e) output data and their analysis; e) discussion; g) conclusions; h) sources used. Some universities require that candidates suggest a potential analysis of research methodology, describe a linguistic corpus and include the prospects for further research on the problem under study. The structure of dissertations with experiment consists of the following components: a) title page; b) introduction; c) research methodology; d) experiment participants; e) experiment conditions; e) procedure; h) findings; g) discussion; c) conclusions; i) appendixes (UKEssays, 2017; The University of Edinburgh, 2017b).

Table 2

**Comparing requirements for bachelor and master dissertations in linguistics in the UK**

Criterion	Bachelor dissertation compulsory / optional	Master dissertation compulsory
Requirements for research proposal	1,500–2,000 words Structure: <i>abstract, contents, general characteristics (introduction, goals and objectives of research), analysis of recent publications, research methodology, completion deadline, conclusions.</i>	
Requirements for research topic	Research topic should be relevant, of scientific and practical value and correspond to scientific interests of candidates	
Requirements for research structure	Research should consist of the following: <i>title page, abstract, introduction, analysis of recent publications, research methodology, output data and their analysis, discussion, conclusions, sources used, appendixes</i> or <i>title page, abstract, introduction, analysis of recent publications, analysis of research methodology, description of linguistic corpus, research methodology / data collection / results / discussion, conclusions / prospects for further research, sources used, appendixes</i> or (for experiment) <i>title page, abstract, introduction, research methodology, experiment participants, experiment conditions, procedure, results, discussion, conclusions, sources used, appendixes</i>	
Words number	7,000–9,000	10,000–20,000
CATS points number	30–40 (15–20 ECTS credits)	60 (30 ECTS credits)

Source: systematized by the authors.



The number of words for bachelor and master dissertations also significantly differs. The minimum number of words for a bachelor dissertation amount to 7,000, whereas the maximum number – 9,000. It must be noted, however, that a master dissertation should contain no less than 10,000 and no more than 20,000 words. British universities normally publish special reference guides, which contain general information about a course in linguistics, modules and tips for dissertation preparation in particular.

The comparison of characteristics of bachelor and master dissertations in linguistics in the context of the UK experience is presented in Table 2.

British universities also involve candidates in departmental research projects. This allows future linguists to work side-by-side with their lecturers, promote their own research portfolios, participate in modern linguistic research and gain the valuable experience they will apply in their professional activities, in particular in the research field. The authors of the article believe that it is also important to establish linguistic circles, which should include meetings with the leading linguists.

***The role of The Linguistics Association of Great Britain in the development of future linguists' research activities.*** The collaboration between British universities and the Linguistics Association of Great Britain (LAGB) is important for research activities of future linguists. Thus, the LAGB invests a part of its profits to support research activities of its own student committee (The LAGB Student Committee). Currently, the committee members are students from the Cambridge, Edinburgh, Sheffield and Surrey Universities. The committee seeks to organize student forum and student scientific conferences on linguistics. The LAGB allocates over £1800 to the organization of conferences, workshops and other academic events. By February 1/ November 1, organizer students must fill out an online application, which should include personal information (name, surname, affiliation, e-mail), as well as the information on the course they study, the study year they are in and the organizing committee. In addition, they must specify both the university and department hosting the event, the name and goals of the conference and the planned budget. The main requirement is a written agreement of the head of the hosting department (LAGB, 2017b). It must be noted that the LAGB also requires that potential participants should be full-time members. Thus, the two-year membership in LAGB for undergraduate students costs £37 with subscription to the Journal of Linguistics and £10 without it. The annual membership in LAGB for postgraduate students costs £28.5 with subscription to the Journal and £15 without it.

The LAGB has also developed a system of bursaries for students who wish to attend the Annual Meeting of the LAGB and present their own researches. They are the following: *Best Student Abstract Bursary*; *Presenter Bursary*; *Attendance Bursary*.

*The Best Student Abstract Bursary* is given to those students whose abstracts received the most positive feedback from the international peer review committee. The bursary includes free registration for the entire conference, conference dinner, reimbursement of accommodation costs (up to £250) and UK-internal travel costs.

Students whose abstracts are chosen for public presentation are awarded *the Presenter Bursary*. The bursary grants the right to free registration for the entire conference, reimbursement of accommodation costs (up to £50) and UK-internal travel costs. Students who do not fall into any of these bursaries receive *the Attendance Bursary*. It includes free registration for the entire conference, reimbursement of UK-internal travel costs (LAGB, 2017b).

The LAGB has launched a series of cash prizes for significant achievements in research activities to undergraduate students. “The Outstanding Undergraduate Dissertation



in Linguistics” prize consists of a £100 cash prize and annual free membership of the LAGB. Such an initiative has attracted many British linguistics students who are willing to act as full-time members of the UK scientific community and further develop their research potential (LAGB, 2017a).

Since 2016, the LAGB has provided official support to the Undergraduate Linguistics Association of Britain (ULAB). Since 2017, the LAGB has rewarded students for the Best Student Presentation at the ULAB. The prize gives the annual free membership in the LAGB, free registration for the Annual Meeting of LAGB, as well as free consultations from the committee members.

Doctoral students can win a cash prize of £500 for the best essay in linguistics. The manuscript must be original. The total number of words cannot exceed 10,000, including tables, diagrams, appendixes, references, etc.

The author of the article believe that such a system of bursaries can really motivate future linguists to engage in various scientific projects in linguistics, develop their research potential and actively expand the scope of linguistics.

## RESULTS

***Providing future linguists with financial and individual incentives with the aim to more involve them in research activities.*** In view of today’s global commercialization of higher education, it is rather timely to provide future linguists with financial and individual incentives in order to enhance the quality of research activities. The developed countries systematically reconsider the mechanisms for developing their research sectors and implement effective grant and scholarship programmes. One should pay particular attention to the UK experience since the Linguistics Association of Great Britain has developed a system of scholarships for bachelor, master and doctoral linguistics students not only for major achievements in the development of linguistics as a science but also for an attempt to expand their own research portfolios through the participation in linguistic conferences, writing of essays on linguistic topics, delivery of speeches in linguistic forums, etc.

Thus, the innovation of the UK experience is rooted in the fact that all their efforts are aimed at cultivating conscious motivation in future linguists to participate in scientific events related to linguistics and its branches. The authors of the article believe that most linguistics students might be interested in such an initiative since it can help them to develop scientific culture of the researcher, become motivated, realize the significance of linguistics, strengthen positions in the scientific community, reveal research potential and improve career perspectives. Therefore, when provided with financial and individual incentives, future linguists will be willing to effectively conduct research activities and improve the theory and practice of linguistics and its branches.

***Diversifying research activities of future linguists.*** The experience of British universities proves the effectiveness of diversifying research activities of future linguists since it allows them to promote their research portfolios, participate in modern linguistic research and gain the valuable experience they need to become in high-quality specialists, in particular in the scientific field. In addition, they can choose the research paradigm, which best suits their scientific needs and interests. This can potentially motivate them to critically analyze their scientific potential. The authors of the article believe that it is vital to implement linguistic research projects in research training of future linguists. Indeed, linguistic projects can help future linguists to implement supervised group and individual projects, learn to express their views in the context of research, generalize and systematize linguistic data, organize academic activities, develop oratory and writing skills, work with



information technologies, enhance interpersonal skills and communication, initiative, self-confidence, etc.

### CONCLUSIONS

Based on the analyzed data, one can determine the following characteristics of future linguists' research activities in British universities: a) diversification of research activities (implementing linguistic projects, writing bachelor / master dissertations, organizing student scientific conferences, compiling research references); b) prevalence of independent work over classroom work (1:2); c) active collaboration of British higher education institutions with the Linguistics Association of Great Britain; d) introduction of financial and individual incentives into research activities; e) involvement of future linguists in departmental research projects in linguistics; f) effective development of future linguists' research portfolio (improving their skills in using information technologies, teamwork skills and organizational skills, etc.).

Therefore, research training of future linguists in British universities proves its correspondence with the current challenges of science commercialization and consideration of significance of future specialists' *research image*. This leads to a thorough analysis on the mechanisms for assuring quality of future linguists' professional education.

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### **PRACTICAL TRAINING OF HUMAN SERVICES SPECIALISTS IN THE USA**

#### **ABSTRACT**

*The article deals with the analysis on the peculiarities of practical training of human services specialists in the USA. It shows that practical training of human services specialists in the USA is of proactive nature and follows the principles of the human services at various levels. Such training prepares future specialists to implement different economic, financial and organizational techniques to support socially vulnerable groups and individual citizens. The article specifies that the human services sector in the USA aims to meet human needs through an interdisciplinary approach to acquiring knowledge, prevent and mitigate the existing problems and enhance the quality of life in general. Besides, it claims that the US human services sector has evolved into a wide network of programmes and agencies that provide an array of services and has promoted effective preparation of human services specialists by means of internships, fieldwork. It clarifies that an internship is understood as a form of experiential learning integrating both the knowledge and theory mastered during the educational process. In this context, an internship is viewed as one of the most efficient ways to prepare students for a career in human services. The article proves that the structure of internships varies among academic programmes in human services. Still, it shows that the most common of them are early internships (along with other related academic courses), internships after completing traditional academic courses on human services and at-the-end-of-degree internships. In the USA, human services students are offered a wide range of internships and fieldwork experience which can boost their motivation towards professional activities and encourage to engage in continuing professional development. Thus, the article concludes that practical training of prospective human specialists in the USA meets all the requirements of today and serves as an integrative experience in the context of field experience in human services. Further research should aim to study the characteristics of research activities of prospective specialists in the human services sector in the US стимулює практику.*

**Keywords:** human services, internship, fieldwork, field experience, practical training, the USA, human services specialist.

#### **АНОТАЦІЯ**

*У статті проаналізовано особливості практичної підготовки фахівців з соціального забезпечення у Сполучених Штатах Америки. Зазначено, що практична підготовка с фахівців з соціального забезпечення у США носить інноваційний характер і відповідає усім принципам надання соціальних послуг на різних рівнях. Така підготовка готує майбутніх фахівців до впровадження різних економічних, фінансових та організаційних методів підтримки соціально вразливих груп та окремих громадян. У статті вказано, що сектор соціальних забезпечення у США прагне задовольнити потреби людини за допомогою міждисциплінарного підходу до здобуття знань,*



запобігання та пом'якшення існуючих проблем та підвищення якості життя в цілому. Крім того, визначено, що американський сектор соціальних забезпечення охоплює широку мережу програм та агентств, що надають різноманітні послуги, та сприяє ефективній підготовці фахівців з соціального забезпечення шляхом стажування та виробничої практики. Пояснено, що під стажуванням розуміють форму експериментального навчання, яке інтегрує знання і теорію, засвоєні під час освітньому процесу. У цьому контексті стажування розглядається як один із найефективніших способів підготовки студентів до кар'єри у сфері соціального забезпечення. Доведено, що структура стажувань різниться залежно від академічних програм у сфері соціального забезпечення. Зазначено, що найпоширенішими з них є раннє стажування (поряд з іншими супутніми академічними курсами), стажування після опанування традиційних академічних дисциплін з соціального забезпечення та стажування на старших курсах. У США студентам пропонується широкий спектр стажувань та виробничої практики, які дозволять підвищити їхню мотивацію до майбутньої професійної діяльності та спонукати до подальшого професійного розвитку. Таким чином, зроблено висновок про те, що практична підготовка майбутніх фахівців з соціального забезпечення у США відповідає усім сучасним вимогам і служить інтегративним досвідом у контексті практичної підготовки у сфері соціального забезпечення. Подальші наукові розвідки повинні бути спрямовані на вивчення особливостей дослідницької діяльності майбутніх фахівців з соціального забезпечення у практиці університетів США.

**Ключові слова:** послуги для населення, стажування, виробнича практика, виробничий досвід, практична підготовка, США, фахівець з соціальної реабілітації.

## INTRODUCTION

Currently, the system of human services in Ukraine is in the process of change: searching for an optimal structure; shaping basic functions and leading activities at various levels; implementing economic, financial, organizational and technical tools and levers to support socially vulnerable groups and individual citizens. Besides, the principles of the human services system rely not only on Ukrainian legislative acts but also on the international legal obligations of the country. Ukraine is a party to several fundamental international agreements in the field of social human rights. In this aspect, the implementation of norms of international law in national legislation, as well the application of the provisions of ratified international legal acts as norms of direct action require utmost attention. However, it is the solution of these problems that determines Ukraine's full transition to the effective model of developing the system of human services.

According to the National Organization for Human Services (2020) in the USA, the rather broadly defined field of human services fulfils such important objectives as meeting human needs through an interdisciplinary approach to acquiring knowledge, preventing and remediating the existing problems and enhancing the quality of life. The human services profession promotes and improves service delivery systems since it addresses the quality of direct services and aims to cultivate coordination, responsibility and accessibility among relevant specialists and agencies.

The human services profession will be needed as long as society exists and is a response to modern societal challenges. Thus, the relevance of practical training in human services is difficult to overestimate. It helps students to combine academic work and real professional experience, reflect on their professional development and become competent and successful human services specialists.



Therefore, one should pay particular attention to practical training (internships, fieldwork) of human services specialists, especially in the USA, since the systematic training of human services specialists in this country dates back to 1897. Thus, the US practice of preparing such specialists does accumulate some powerful insights. They should be considered when organizing and realizing practical training of human services specialists in Ukraine.

#### **THE AIM OF THE STUDY**

The article aims to analyze the peculiarities of practical training of human services specialists in the USA.

#### **THEORETICAL FRAMEWORK AND RESEARCH METHODS**

Over the years, human services in the USA have evolved into a network of programmes and agencies that provide an array of services. The one feature shared by all of these services is that they are designed to meet human needs (Burger, 2008, p. 2).

One can find many definitions of the term “internship” in scientific literature. Given that internships are included in almost every field of study, the National Association of Colleges and Employers (2011) views an internship as “a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting”. Thus, this definition proves that internships help students make connections between the workplace and learning in the classroom by exploring their professional field of interest.

The Council for Standards in Human Service Education and Training (2013) considers the integration between theory of practice to be central to the internship experience. It uses such terms as “internships” and “fieldwork” as synonyms. As stated by the National Standards for Human Service Worker Education and Training, “field experience can be described as “an environment and content to integrate the knowledge, theory, skills and professional behaviours that are concurrently being taught in the classroom. It must be an integral part of the education process (Council for Standards in Human Service Education and Training, 2013, p. 10).

Kiser (2015), too, claims that one of the most efficient ways to prepare students for a career in human services is fieldwork. The latter implies engaging in daily work of human service agencies. It is important to note that field experiences are considered the most important and professionally valuable aspect of human services degree programmes.

At the same time, the structure of fieldwork component may vary among degree programmes in human services in terms of duration and modes. Still, the following fieldwork components of such programmes are the most common:

- 1) an early start of fieldwork, which takes places along with other related academic courses (mostly referred to as “field practicum” or “service-learning project”);
- 2) the prerequisite for engaging in fieldwork is completing traditional academic courses on human services (it is necessary to teach students to apply their previous theoretical knowledge in fieldwork and thus understand the specifics of a career in human services better);
- 3) fieldwork (often referred to as “internship) at the end of degree programmes (in such a way, students can apply and test their available knowledge, abilities and skills and acquire new ones) (Kiser, 2015, p. xxi).

Woodside (2016) believes that a field-based experience in human services acts as a powerful learning tool. First, it is a time when students have the opportunity to use their academic knowledge under real-life working conditions. Second, it is also a time when they can recognize themselves as human services specialists and confirm their professional identity (Woodside, 2016, p. xxi).



The National Organization for Human Services (2020) defines the statements most relevant human services internships. They are the following:

- 1) understanding the nature of human systems: individual, group, organization, community and society, and their major interactions;
- 2) understanding the conditions which promote or limit optimal functioning and classes of deviations from desired functioning in the major human systems;
- 3) skills in identifying selecting interventions which promote growth and goal attainment;
- 4) skills in planning, implementing and evaluating interventions;
- 5) consistent behaviour in selecting interventions which are congruent with the values of one's self, clients, the employing organization and the human services profession;
- 6) process skills which are required to plan and implement services.

Kiser (2015) suggests that making use of knowledge, rather than possessing it, is the biggest challenge for students in the context of field experience in human services. Indeed, the field component is the core of the educational process and serves as an integrative experience.

It must be noted that internships impose on students certain responsibilities to their educational institution and their placement site, which is the location of the internship experience (Woodside, 2016).

Still, the most important feature of internship as a process is not the arrangements or modes, but the quality of reflection and application of the previously acquired knowledge, abilities and skills, as well as other forms of critical thinking incorporated in the internship experience (Kiser, 2015).

Given the above-mentioned aspects, research methods involve analysis and synthesis, generalization and systematization.

## **RESULTS**

In the USA, prospective specialists in human services are offered a wide range of internships and fieldwork experience which can boost their motivation towards professional activities and encourage to engage in continuing professional development.

U.S. Department of Health & Human Services offers (2019) organizes student academic internship programme (SAIP). This programme covers different areas of activities of the Office for Civil Rights (OCR) and aims to develop professionally important legal and professional skills in students. OCR provides students with an access to human services with the help of public education, policy development, investigations, voluntary compliance efforts, enforcement and technical assistance. Besides, it teaches students to protect health information and promotes the compliance with federal laws, thus protecting conscience and prohibiting coercion.

It is important to note that prospective specialists in human services are familiarized with various activities of Civil Right Division. They have the opportunity to acquire diverse experience in civil rights by working on different legal and policy matters which are of paramount importance. They are entitled to consider federal legislative proposals, take part in investigations on complaints, give written recommendations and work on special projects with senior staff. In such a way, students consolidate their knowledge of civil rights, develop their legal research, analysis and writing skills and become ready to prioritize several projects simultaneously.

Importantly, all participants in the programme can be offered to work at the U.S. Department of Health and Human Services. The programme is available both full-time



(summer) and part-time (autumn) to comply with term-papers and schedules (U.S. Department of Health & Human Services, 2019).

Virtual Student Federal Service (VSFC) (USA) (2020) offers a wide range of projects within Health and Human Services Department (HHS), including “Help Define the Future of IT at HHS”, “Communication Intern for the Heartland”, “Putting the Human in Health and Human Services”, “Covid-19 Project Manager”. Given the current health-related crisis all over the world, the author of the article believes it necessary to focus on the latter.

Thus, this internship is of great relevance now since the pandemic negatively affects many sectors, such as education, labour, commerce, and, especially the human services sector. It is organized by the the Administration for Children and Families, which is part of the Department of Health & Human Services (Region 10 – Alaska, Idaho, Oregon, Washington and 272 federally recognized tribes within those states). Interns are supposed to work together with emergency management specialists and regional administrators on all the Covid-19-related issues. It must be noted that this internship is mainly aimed at managing the partnership between federal agencies in terms of identifying, mitigating and preventing the impact of Covid-19 on human services in the mentioned states. Therefore, students are to take part in weekly meetings, take notes of all the discussions and suggested measures and also develop effective strategies, interact with federal partners and report to regional and national emergency management bodies (Virtual Student Federal Service (VSFC), 2020). Besides, they can represent the Administration for Children and Families (ACF) at these meetings, inform about the updates in the programmes proposed by the ACF and implement them in regions. Importantly, they have the opportunity to develop various communication programmes for regional leadership. Those students who wish to pursue such an internship are required to have well-developed data analysis skills, economic analysis skills, editing and proofreading skills, research and writing skills.

It is important to note that electronic portfolios play an essential role in professional development of prospective specialists in human services. Indeed, they serve as tools which enable students to document and reflect on their achievements. Archiving one’s learning experiences is a crucial part of the educational process since it becomes a product of learning which can be assessed by peers and teachers and, most importantly, prospective employers. Some universities require students to prepare such portfolios so that the faculty can assess their progress, give feedback and motivate them to reflect on their learning (Kiser, 2015).

#### **CONCLUSIONS**

Thus, practical training of human services specialists in the USA is of proactive nature and follows the principles of the human services at various levels. It teaches future specialists to be able to implement different economic, financial and organizational techniques to support socially vulnerable groups and individual citizens. In the USA, the human services sector aims to meet human needs through an interdisciplinary approach to acquiring knowledge, prevent and mitigate the existing problems and enhance the quality of life in general.

Besides, the US human services sector has evolved into a wide network of programmes and agencies that provide an array of services and has promoted effective preparation of human services specialists by means of internships, fieldwork. It must be noted that an internship is understood as a form of experiential learning integrating both the knowledge and theory mastered during the educational process. In this context, it is viewed as one of the most efficient ways to prepare students for a career in human services. The



structure of internships varies among academic programmes in human services. Still, the most common of them are early internships (along with other related academic courses), internships after completing traditional academic courses on human services and at-the-end-of-degree internships. In the USA, human services students are offered a wide range of internships and fieldwork experience which can boost their motivation towards professional activities and encourage to engage in continuing professional development.

Thus, one can conclude that practical training of prospective human specialists in the USA meets all the requirements of today and serves as an integrative experience in the context of field experience in human services.

Further research should aim to study the characteristics of research activities of prospective specialists in the human services sector in the US practice.

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### **CAMBRIDGE ENGLISH TEACHING FRAMEWORK AS A MEANS FOR CONSISTENT LANGUAGE TEACHERS' PROFESSIONAL DEVELOPMENT**

#### **ABSTRACT**

*The paper concerns an important issue of language teachers' professional development, namely its consistent, logical and effective organization and implementation which is especially urgent in view of new professional development policy that is being introduced in developing countries, a so-called "accumulative system of professional development hours/credits". Due to it teachers received more freedom in selection of professional development forms, activities, places but frequently they chaotically choose available professional development forms without thorough consideration of their effectiveness and usefulness. It has been defined that teachers need some direction to move on their development. In this respect special attention should be paid to Cambridge University which has elaborated Cambridge English Teaching Framework (CETF) according to which teachers' professional development organization and consistent implementation is fulfilled. It outlines categories of teachers' professional development (Learning and Student; Teaching, Learning and Assessment; Language Abilities, Language Knowledge and its Awareness for Teaching; Professional Development and Values) and stages of their professionalism (Foundation, Developing, Proficient and Expert). It has been substantiated that this framework can be used by developing countries to optimize and rationalize language teachers' professional development.*

*Using this framework, teachers can determine the category and the stage of their current professional development and understand what their next goal in this process is. Besides, Cambridge University team has elaborated professional development activities for each category and stage organized into 4 groups: 1) methodical videos; 2) printed matter; 3) teachers' self-development such as search of new methods of teaching, attendance of conferences, seminars, webinars, downloading resources etc.; 4) enrolling into educational courses elaborated for each stage and level of professionalism.*

**Keywords:** language teacher, professional development, Cambridge University, Cambridge English Training Framework, category of teacher professional development, stage of teacher professionalism, language teaching.

#### **АНОТАЦІЯ**

*У статті розкрито проблему забезпечення послідовності, логічності та ефективності професійного розвитку вчителів-мовників, що є особливо актуальним з огляду на нову політику професійного розвитку вчителів, яка впроваджується у країнах, що розвиваються, так звану «накопичувальну систему годин/кредитів професійного розвитку (підвищення кваліфікації)». Завдяки їй вчителі отримали більшу свободу вибору видів, форм, місць здійснення професійного розвитку, проте часто вони хаотично вибирають наявні «зручні» форми професійного розвитку, не*





думаючи про їх ефективність і доцільність. Таким чином, сучасним вчителям потрібен вектор для здійснення якісного професійного зростання. З'ясовано, що значні напрацювання у цьому напрямі здійснено командою Кембриджського університету. Організація і послідовне впровадження професійного розвитку здійснюється відповідно з Cambridge English Teaching Framework (CETF) – своєрідного алгоритму професійного розвитку для вчителів-мовників, яким окреслено категорії професійного розвитку («Навчання та студенти», «Викладання, навчання, оцінювання», «Мовні здібності», «Знання мови та усвідомлення процесу викладання», «Професійний розвиток і цінності») та етапи цього процесу відповідно до рівня їх компетентності (вчитель-початківець, вчитель, який розвивається, досвідчений вчитель, вчитель-професіонал). З'ясовано, що цей алгоритм може бути використаний країнами, що розвиваються, для оптимізації та раціоналізації професійного розвитку вчителів. Таким чином, учителі можуть визначити власну категорію та етап професійного розвитку і окреслити подальші дії. Обґрунтовано практичні переваги використання алгоритму, які полягають у розроблених Командою Кембриджського університету формах професійного розвитку для кожної категорії та етапу, які можна умовно класифікувати за 4-ма групами: 1) методичні відео; 2) друковані джерела інформації; 3) самонавчання вчителів (ознайомлення з новими методиками викладання, відвідування конференцій, семінарів, вебінарів, завантаження ресурсів тощо); навчання на освітніх курсах Кембриджського університету.

**Ключові слова:** вчителі-мовники, професійний розвиток, Кембриджський університет, категорія професійного розвитку, етап професійного розвитку, викладання мови.

## INTRODUCTION

Modern approaches to organization and implementation of language teachers' professional development (PD) all around the world envision constant improvements and optimization. Accumulative system of teachers' PD that is widely spread in developed countries is becoming more and more common in developing countries. It presupposes teachers' freedom to choose a place, kinds, forms and subjects of in-service training; a unified approach to getting higher qualification and using in-service teachers' professional development programs which may also include participation in seminars, trainings, webinars, workshops in spite of their duration. The only condition is to get a definite number of credits/hours for a definite number of years. Thus, teachers have more freedom in terms of their PD planning and realization, in selection of PD activities according to their interests and needs but there appears a big problem – how to make this process logical, consistent, appropriate, so as not just to be in pursuit of collecting “hours/credits” but to organize this process accordingly and make it effective. It is quite clear that it is teachers' responsibility to plan, control and fulfill this process appropriately. But to do it teachers must have good analytical, critical, organizational and self-control skills but sometimes they really need help in logical and consistent realization of their PD. In this respect we have conducted a substantial research concerning ways of helping teachers in their PD.

## THEORETICAL FRAMEWORK AND RESEARCH METHODS

A lot of scientific papers and researches have been dedicated to different aspects of this issue. Problems of PD organization and fulfillment as well as provision of its effectiveness are highlighted in studies of D. Burke (2013), K. Connally (2016), L. Darling-Hammond (2017), L. Desimone (2013), M. Hyler (2017), M. Gardner (2017), M. Tooley (2016). New approaches to this process and policies concerning its realization are



considered in works of D. Burke (2013), L. Darling-Hammond (2011), L. Easton (2008), M. Fullan (2007), T. Ganser (2010), J. Margolis (2008), M. McLaughlin (2011). Substantial theoretical researches in teacher PD are carried out by M. Beisiegel (2013), H. Hill (2013), R. Jacob (2013) and others. Forms of teacher PD, its online (virtual) and face-to-face forms as well as individual and cooperative activities are described in scientific studies of W. Cajkler (2014), M. Cho (2013), J. Eberhardt (2013), M. Koehler (2013), M. Lundeberg (2013), T. McConnell (2013), J. Norton (2014), J. Parker (2013), D. Pedder (2014), G. Rathbun (2013), P. Wood (2014). Dependency between teacher PD and students' achievements is considered in works of S. Buczynski (2010), H. Ellsworth (2013), C. Hansen (2010), K. Meissel (2016), J. Parr (2016), S. Shaha (2013), H. Timperley (2016).

In terms of this issue special attention should be paid to the research of leading educational institutions, teacher professional organizations and state agencies of Europe and the USA. Thus, U.S. National Commission on Teaching and America's Workforce (2016) works out and elaborates policies and recommendations concerning teachers' activities, their improvements and lifelong PD. It has also been defined that Cambridge University is profoundly involved in theoretical research and practical implementation of teacher PD. In this respect it is necessary to mention the studies of Cambridge University team concerning teachers' PD that is carried out in accordance with Cambridge English Teaching Framework (CETF).

For the research we have used a range of general scientific methods (including study and analysis of reference, scientific educational print and on-line sources), as well as systematization and generalization. Our research is qualitative (descriptive) and includes observation, document analysis, and narrative inquiry.

#### **THE AIM OF THE STUDY**

The paper is aimed at studying the experience of Cambridge University in organization and consistent implementation of language teachers' PD in accordance with CETF that outlines categories of teachers' PD and the stages of their professionalism. The results of the research presented in the paper can be used by developing countries to optimize and rationalize language teachers' PD.

#### **RESULTS**

Cambridge University offers a number of resources, materials and qualifications for teachers to help them outline their own PD. CEFT is the core document that defines the categories of teachers' PD, so that they can understand what skills they possess, and stages of their professionalism. On defining their category and stage of PD teachers can understand where they are in their PD and what their next step is. Then they can outline activities and ways of moving to that next step.

According to CEFT there can be four stages of teachers' professionalism (from Foundation to Expert) and five categories of teaching skills necessary for effective teaching at each stage (Cambridge Assessment English, 2020). It is worth describing shortly the content of these categories to get acquainted with requirements to teachers' knowledge and skills in each category.

#### **Category 1. Learning and Students.**

This category concerns basic theories of language learning and main languages concepts, understanding of different preferences in learning and ability to use this understanding for planning and promotion of language learning. This category provides conceptual and theoretical basis according to which teachers consciously or unconsciously develop professionally in terms of teaching and learning. It also includes teachers' knowledge of general learning theories (humanism, behaviorism, constructivism etc.), notion of motivation,



experimental learning, language perception and factors that influence it. Teachers finding themselves in this category must demonstrate practical application of language learning and teaching, theories of learning a second foreign language, classroom practice, language teaching approaches and methods (grammar-translation, communicative, task-based, audio-lingual etc.), understanding of students, their differences and educational contexts (beginner/advanced, child/adult, monolingual/multilingual) (Buczynski & Hansen, 2010).

### **Category 2. Teaching, learning and assessment.**

This category presupposes improvement of teachers' skills in planning and management of a language learning and effective use of educational resources, understanding of teaching as a process and teaching of language systems, as well as assessment of learning. This category is rather wide, and teachers' skills can be roughly divided into the following groups:

1) planning of language learning, lesson planning and main concepts and principles of this process (defining students' needs, setting goals, outlining difficulties, timing, selecting resources and materials, knowledge of interaction styles, differentiation of students etc.), elaborating, following and adapting samples of separate lessons or a series of lessons; practical demonstration of language learning and teaching in the process of planning in the classroom; understanding the importance of effective teaching for learning; ability to react appropriately to the course of a lesson and learners' feedback; planning courses with consideration of main organizational principles (needs' analysis, setting goals, consistency, evaluation, practical demonstration of language learning and teaching during the lesson and course planning that presupposes creative work even within the limits of a syllabus) (Burke, 2013).

2) using resources and materials, their selection, adaptation, supplementing and use on the basis of core principles for critical analysis in the process of using a course book and supplementary materials; practical demonstration of these principles for a certain course book or educational materials in a certain context to achieve desired learning outcomes; ability to improvise when certain materials, resources or technologies are limited, inaccessible or don't work; using learning tools and basic techniques that presuppose the use of a board, visuals, audio equipment as well as teaching techniques without these tools; using digital tools (interactive whiteboard, PowerPoint etc.); practical demonstration of ability to use all above mentioned effectively in a certain context for engagement and motivation of students; using digital resources; applying core concepts related to digital teaching or learning (blended learning, flipped classroom etc.), principles and techniques of using digital online resources if possible (digital videos, Moodle platform, podcasts, downloading tasks onto mobile devices etc.), practical skills of using computer, typing, Internet search, using social media etc. (Darling-Hammond et al., 2017).

3) language learning management skills: creating and maintaining constructive learning environment and student-based teaching, providing support, class management, keeping discipline, creating positive learning environment, motivating, engaging, keeping attention on the task, maintaining appropriate tempo, transition between stages of a lesson, feedback to students, using different patterns of cooperation (class, groups, pairs), understanding students' differences, their preferences and difficulties; practical application of this knowledge to achieve desired results of learning; arrangement and management of classroom kinds of activities (formats of work at the beginning and at the end of the lesson, giving instructions and checking, allocation of time for preparation, students' grouping, encouragement to cooperation and interaction, providing feedback to students concerning their oral speech (correction by a teacher, self-correction, peer correction) and written speech (drafts, peer checking, etc.) (Easton, 2008; Shasa & Ellsworth, 2013).



4) language systems teaching skills:

vocabulary teaching – core principles and techniques for introducing and practising vocabulary (creating context, drilling, revision, using visuals, concordances etc.), basic knowledge of corpus linguistics, notions of synonymy, antonyms, collocations etc., practical demonstration of these skills;

grammar teaching (core principles and techniques for introducing and practising grammar);

phonology teaching (core principles and techniques for introducing and practising phonology of oral and written speech, core notions for description of sounds, stress, discourse, intonation etc.);

discourse teaching (core principles and techniques for introducing genres, coherence, cohesion, speech acts, etc. and core terminology such as substitution, ellipsis, conjunction etc.) and practical demonstration of their use;

5) language skills teaching:

listening (pre-, while-, post-listening); understanding different genres, types of texts for listening, their purposes, students' difficulties; ability to select the necessary texts etc.;

speaking (correcting oral speech, understanding of different genres, types of speech, their functions, formality level, difference between oral and written speech, students' difficulties; ability to choose appropriate models and tasks; practical demonstration of these skills);

reading (understanding of different genres, types of texts, their functions, formality level, students' difficulties; ability to choose appropriate models and tasks, practical demonstration of these skills);

writing (knowledge of core principles of genres, types of texts, pre-/while-/post-writing tasks; giving feedback to students concerning their writing; knowledge of stages of writing; peer checking; drafting; levels of formality; understanding students' difficulties; ability to select appropriate models and tasks; practical demonstration of these skills) (Meissel et al., 2016).

**Category 3. Language abilities.**

This category estimates teachers' understanding of language points that are studied at different levels of Common European Framework of Reference for Languages (CEFR). Development at this category will improve teachers' ability to use language appropriately, precisely, communicating with students and other teachers. It presupposes ability to use English efficiently and appropriately in everyday life. This category concerns classroom language (introduction of a topic, instructions to tasks, class management, explaining in English, helping students, talking about their progress etc.), effective use of language for different situations and practical demonstration of teachers' ability to react accordingly to students' participation in classroom activities (answering their questions, correcting speech in planned and unplanned kinds of activities, spontaneous work) (Desimone, 2009). It also presupposes awareness of language models which demonstrate teachers' practical ability to provide exact language patterns. Teachers finding themselves at this category can recognize students' mistakes and practically demonstrate this recognition in class and in written home assignments, that is to be able to determine whether students' work is precise or it doesn't correspond to the given instructions and requirements. Teachers must be able to cooperate with other professionals in different contexts (in a staffroom, at the meetings, while planning lessons, attending seminars, conferences etc.). They must demonstrate practical application of these skills in terms of giving advice and suggestions to other teachers, talking to them, evaluating their lessons, taking part in face-to-face or online discussions.



#### **Category 4. Language knowledge and its awareness for teaching**

This category requires understanding of core terminology and concepts, which are used for language description, application of strategies for development of language awareness as well as ability to apply this knowledge in practice to promote language learning. This is a linguistic basis on which teachers develop their personal understanding of teaching and learning and play role in promoting classroom learning.

Language awareness is the ability to analyze oral and written speech, its forms, meanings at the level of a word, sentence, discourse; to plan and teach written speech; to analyze classroom language that is used by teachers and students; to demonstrate this ability and awareness of language learning and teaching in the process of planning in the classroom (Buszynski & Hansen, 2010; Ganser, 2010). This category of skills includes terminology for language description (its form, meaning, use, phonology at the level of a word, sentence, discourse) and ability to use reference materials – being aware of a number of available appropriate printed and digital resources for studying the form, meaning, use and pronunciation.

#### **Category 5. Professional development and values.**

This category presupposes *theoretical and practical aspects of teachers' training* (observation in the classroom, professional development activities and critical reflection). Skills in this category are aimed at providing connection between existing knowledge and awareness of teachers, their current ability to use knowledge and awareness of classroom teaching as well as future aspirations. They also provide means for improving teachers' activities in classrooms, their professional satisfaction and their students' learning outcomes. These skills include classroom observation of different kinds (peer observation, self-observation, observation by a more experienced colleague, mentor etc.), recognition of the professional development importance, developing a habit of being in a pursuit of new opportunities for constructive feedback; learning and developing on the basis of such a feedback (Cambridge Assessment English, 2020; Fullan, 2007).

Teachers finding themselves in this category *reflect on teaching and learning* (know core notions and concepts related to teachers' learning (critical reflection, experimental practice, meta-cognition); reflect on and critically analyze current views on teaching and learning (especially those which contradict to good teaching practice or one's own experience of teaching); critically reflect on teaching and its free realization; develop a habit of constant reflection (while and after the lessons) and use these reflections as a basis for planning activities of one's own professional development; recognize the importance of students' feedback and evaluation; develop a habit of regular search of feedback and act according to its results to improve learning (Cajkler et al., 2014; Tooley & Connally, 2016; McConnell et al., 2013).

Teachers must be good at *planning one's own development*, be aware of a number of available options and means for professional development; recognize the importance of being aware of one's individual needs; develop a habit of evaluating one's own PD in terms of career aims and choose appropriate forms of PD (formal qualifications such as DELTA, TKT, CELTA, MA, courses, seminars, conferences, webinars, observations, readings etc.), actively participate in them to achieve one's aims.

*Teachers' research* is an essential part of this category and presupposes the knowledge of core notions and concepts related to teachers' researches (action research, experimental teaching, reflective practice, classroom research, formal research); recognition of teachers; research (formal or informal) which can improve teaching; realization of small scale non-formal teachers' researches aimed at learning and improvement of one's own teaching or that of colleagues (Cho & Rathbun, 2013; Darling-Gammond & McLaughlin, 2011; Hill et al., 2013).



**Team work and cooperation** presuppose understanding of the importance of team work and cooperation in teachers' professional life (teachers in different contexts often share classes, have to cooperate to plan lessons, exchange activities, events, materials); communication skills and cooperation with other teachers, students, supporting staff, administration; looking for help and support from others, providing advice and help to those who need it; promotion of effective team work and cooperation in favor of a personality, others, school, educational institution.

**Professional roles and responsibilities** – teachers must be aware of: their professional, social, moral responsibility in modern system of education; issues related to education, school administration (role of a teacher in an educational institution, concept of professionalism, professional behavior etc.); opportunities at a school/institution (being a mentor, senior teacher, head of a department etc.) and within a wider profession (attending conferences or joining a professional association); possibilities to contribute into school/institution effectively and actively search and take responsibility and roles according to one's interests, skills, level of development (National Commission on Teaching and America's Workforce, 2016; Margolis, 2008).

These are the categories which provide teachers' PD according to Cambridge English Teaching Framework. They are elaborated to help teachers to define where they are in their PD and help them and employers to understand what their further direction should be and what to do to achieve it. Each category shows skills of teachers in different stages of their PD from Foundation to Expert (table 1) (Cambridge Assessment English, 2020).

Table 1

**Stages of teachers' professionalism according to categories of PD**

Stages	Foundation	Developing	Proficient	Expert
Learning and students	Teachers have basic understanding of definite concepts related to language, demonstrate this understanding a little in the process of lesson planning and teaching	Teachers have good understanding of a number of concepts related to language, demonstrate some of this understanding in the process of lesson planning and teaching	Teachers have substantial understanding of definite concepts related to language, demonstrate this understanding frequently in the process of lesson planning and teaching	Teachers have profound understanding of concepts related to language, demonstrate this understanding constantly in the process of lesson planning and teaching
Teaching, learning and assessment	Teachers have basic understanding of some core principles of teaching, learning and assessment; can plan and deliver simple lessons with basic understanding of students' needs with the use of main teaching techniques; can use available tests and basic procedures of assessment to support and promote learning	Teachers have reasonable understanding of some core principles of teaching, learning and assessment; can plan and deliver lessons with good understanding of students' needs with the use of a number of teaching techniques; can create simple tests and some procedures of assessment to support and promote learning	Teachers have good understanding of core principles of teaching, learning and assessment; can plan and deliver detailed lessons with substantial understanding of students' needs with the use of a wide range of teaching techniques; can work out effective tests and use a range of assessment procedures to support and promote learning	Teachers have deep understanding of core principles of teaching, learning and assessment; can plan and deliver detailed and complicated lessons with thorough understanding of students' needs with the use of a substantial number of teaching techniques; can work out a wide range of effective tests and use individual procedures of assessment to support and promote learning



**Table 1**

Stages	Foundation	Developing	Proficient	Expert
Language ability	Teachers provide good teaching of language at the levels A1 and A2, using basic language in the classroom, which is generally precise	Teachers provide good teaching of language at the levels A1 and A2 and B1, using language in the classroom, which is generally precise	Teachers provide good teaching of language at the levels A1-B2, using language in the classroom, which is consistently and permanently precise during the whole lesson	Teachers provide good teaching of language at the levels A1-C2, using a wide range of language in the classroom, which is precise during the whole lesson
Language knowledge and awareness	Teachers know some core terms to describe language, can answer students' simple questions with the help of reference materials	Teachers have reasonable knowledge of many core terms to describe language, can answer the majority of students' questions with the help of reference materials	Teachers have good knowledge of terms to describe language, can answer students' questions with the minimal help of reference materials	Teachers have deep knowledge of core terms to describe language, can answer students' questions in detail without reference materials
Professional development and values	Teachers can analyze lessons with the help of colleagues and learn from their feedback. They need help in self-evaluation of their own needs	Teachers can analyze lessons without help of colleagues and positively respond to colleagues' feedback. They can perform self-evaluation of their own needs and determine areas for improvement	Teachers can critically analyze lessons and actively look for colleagues' feedback. They can define their strong and weak teaching points and support other teachers.	Teachers can constantly critically analyze lessons, observe colleagues' work and are dedicated to professional development. They are well aware of their strong and weak points, actively support professional development of other teachers.

Using this framework, teachers can easily define the category of PD they are at and the stage of their professionalism (from foundation to expert), evaluate their accomplishments and see what their next stage presupposes and requires of them. One great advantage of Cambridge university online teacher PD is that using their official website teachers can find a number of activities for each category and stage which are organized into 4 groups: 1) methodical videos, 2) printed matter 3) teachers' self-work like search of new methods of teaching, attendance of conferences, seminars, webinars, downloading resources etc.; 4) enrolling into educational courses elaborated by experts of Cambridge University.

### CONCLUSIONS

Thus, in the result of the research and thorough study of language teachers' PD offered by Cambridge University we have come to the conclusion that this process is consistent, logically organized and effective. Realization of PD in accordance with Cambridge English Training Framework is especially valuable for developing countries where a new accumulative system of PD has been recently introduced. Using this framework, teachers who have got complete freedom to select PD forms can do it in a logical, consistent, appropriate and effective way. They will be able to estimate their strong and weak points and have a number of suggested activities for moving to the next stage of their professionalism.

Still, to guarantee consistency of this process with CETF it is necessary to carry out further research of practical realization of this process in developing countries to see how suggested forms and activities of PD can promote teachers from one stage of their development to another one.



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### PECULIARITIES OF TEACHERS' MEDIA TRAINING IN THE US FORMAL EDUCATION

#### ABSTRACT

*Today media competence has become very significant for every person, particularly for teachers. Their media education skills can help their students feel safely and comfortably in media information space, develop their critical thinking and also protect teachers themselves. Media educated countries, including the USA, have a relevant experience in developing the required skills of teaching staff. Thus, the aim of the study is to analyze the US experience of media training for teachers. The focus is put on higher school media training of future teachers. The methodology of the study involves a set of theoretical and applied methods, the integrity of which can give the most reliable scientific results. It was found out that media training of teachers in the USA is carried out within the framework of formal, non-formal, and informal education. A complex analysis of the first option demonstrated that future teachers obtain media training in formal education as special training in communications; as a separate (compulsory or optional) training course (classical or online); as a component of each course taught at the university. The results of the analysis were illustrated with examples from US university and college practice. They showed that media training of a higher school student, a future teacher, is projected for his/her further practical activity. The elements of such training are: theoretical foundations of media education either separately or within most of disciplines; practice in the audience to consolidate media skills; practice outside the classroom, in a real school environment with real students; creating a media product. The progressive ideas of the US experience can bring a lot of benefits to Ukrainian educational system, particularly to the process of media training of future teachers.*

**Keywords:** teachers' media training, higher school students, formal education, the USA, progressive ideas.

#### АНОТАЦІЯ

*Сьогодні медіа компетентність стала дуже важливою для кожної людини, особливо для вчителів. Їх медіаосвітні навички можуть допомогти учням почуватися безпечно та комфортно в інформаційному просторі медіа, розвинути їх критичне мислення, а також допоможуть забезпечити самих викладачів. Медіаосвічені країни, включаючи США, мають безцінний досвід з розвитку необхідних навичок у вчителів. Таким чином, метою дослідження є аналіз досвіду США з формування медіаосвітніх навичок учителів. Основну увагу приділено медіаосвітній підготовці студентів вищої школи, майбутніх учителів. Методика дослідження передбачає сукупність теоретичних та прикладних методів, цілісність яких може дати найнадійніші наукові результати. Було встановлено, що медіапідготовка вчителів у США здійснюється в межах формальної, неформальної та інформаційної освіти. Комплексний аналіз першого варіанту*



*продемонстрував, що майбутні учителі отримують медіаосвітню підготовку в формальній освіті як спеціальну підготовку з комунікації; як окремий (обов'язковий або факультативний) навчальний курс (класичний або онлайн); як складову кожного курсу, що викладається в університеті. Результати аналізу проілюстровані прикладами із діяльності американських університетів і коледжів. Вони показали, що медіаосвітня підготовка студента вищої школи, майбутнього викладача, здійснюється з прицілом на його/її подальшу практичну діяльність. Елементами такої підготовки є: теоретичні основи медіаосвіти, що викладаються окремо, або в межах більшості дисциплін; практика в аудиторії для закріплення медіаосвітніх навичок; практика поза аудиторією, в реальному шкільному середовищі з реальними учнями; створення медіапродукту. Прогресивні ідеї американського досвіду можуть стати в нагоді українській освітній системі, зокрема, медіаосвітній підготовці майбутніх учителів.*

**Ключові слова:** медіаосвітня підготовка учителів, студенти вищої школи, формальна освіта, США, прогресивні ідеї.

## INTRODUCTION

Nowadays media competence has become very significant for every person. The attention to its development has constantly been paid to, since the beginning of the 20<sup>th</sup> century. The special focus was made on children, schoolchildren, senior students of full secondary and vocational schools as well as students of universities. Yet, the question of young people's media competency has still been very urgent despite the availability of learning resources, adequate pedagogical methodology which has been worked out both by scholars and teachers in their close cooperation. However, there are a plenty of issues to be solved. One of them is the media education of teachers themselves and the development of their media education skills.

A number of striking examples from the teaching practice show the pedagogical staff are greatly lacking such skills even in such a media educated country as the USA.

Michael Marshall, a Richmond Hill teacher (USA), was fired in 2015 after posting comments on Twitter. There he expressed his views on various social and national populations, including the fact that he is saddened by wearing hijabs in public. The network immediately responded to his comments. Numerous community members have stated that these publications are highly offensive, racist, and unacceptable to the teacher. Complaints were made to the school board. As a result, M. Marshall was dismissed (Lipinski, 2017).

Another case of the teacher's lack of awareness of his or her responsibility for speaking out in the media happened in 2016. The principal at Sir Wilfrid Laurier Public School in Markham (Canada) under the name Ghada Sadaka is alleged to share an Islamophobic post in Facebook calling for a ban on burqa in Europe just because bikinis are banned in Muslim countries. In addition, there was a link to website "The Rebel", which aimed to tell the whole "truth about refugees". The comments to the articles on this webpage are full of prejudice against potential Muslim-origin migrants in Canada as they all "sympathize with terrorists". Since then, Ms. Sadaka has repeatedly apologized, stating that she was not aware of that even a small message on social networks could have a great impact and how it could change her own life and the lives of those around her. The principal was forced to go on a year-round leave for her careless statements (Javed, 2016; Lipinski, 2017).

These are only few examples illustrating the importance of development of media education skills and a sense of responsibility of teachers. Moreover, the problem of



providing media training for teachers has only been exacerbated in the digital age. Thus, the question of developing media competence of those who teach young generation, has been rather important and needs more careful attention.

#### **THE AIM OF THE STUDY**

In view of the above said, the aim of the study is to analyze what has been or is being done to improve media training of teachers in the USA, one of leading media education providers in the world. The analysis will be performed through the prism of expediency of borrowing the progressive ideas and implementing them in Ukrainian practice of training teachers.

#### **THEORETICAL FRAMEWORK AND RESEARCH METHODS**

The described cases with the principal G. Sadaki and teacher M. Marshall demonstrate that the risks of insufficient media training for teachers can be significant. The literature overview on the problem shows that governmental educational organizations, administration of educational institutions, scholars and teachers themselves are aware of direct connection and interdependence of the pedagogical education with media training of a teacher him/herself. For example, the American researcher of media education V. Domine (2011, p. 194) stated that the results of basic teacher's education should be measured precisely within the framework of media education, since its multidimensional nature allows to conceptualize the future teacher's desire for technological mastery, to realize the pedagogy of perfection and strengthen the democratic ideals and goals of public education in the United States. American scholars D. Bishop, S. Giles, S. Bryant, K. Bryant, S. Domitrovich, M. Greenberg point out that the critical component of the effectiveness of each media education program is the appropriate training of teachers for its implementation (Bishop, Giles et al, 2005, p. 4-5; Domitrovich 2000, p. 193). Our research is based on the analysis of the US higher school experience in media training of future teachers.

The research methodology is based on a complex of such theoretical methods as analysis and synthesis, structural and systematic approaches, comparison and compatibility. They are supported with a set of applied methods (observing, questioning, interviewing). The integral unity of both theoretical and applied methods can give reliable scientific results.

#### **RESULTS**

The analysis of cases like the ones described above shows that teachers themselves have a lack of awareness that:

- members of the community in which they live and work can see their posts on social networks;
- for some members of the community, their messages will appear offensive or threatening;
- a teacher should be responsible for everything, not only when he/she is at work at school;
- speaking outside the workplace can have the same serious consequences as in the workplace.

It could be assumed that such cases became possible due to the sporadic media training of teachers. According to the empirical results by American scholars L. Stuhlman and A. Silverblatt (2007), it was found that only 65% of US colleges and universities that teach teachers, offer media education courses to their students, future K-12 teachers. Moreover, only 14 % of these educational institutions teach the basics of media education within the discipline of "Education", the rest do it in the context of the disciplines "Communication", "Journalism" and others. As a result, it happens that most teachers



simply do not have the time ... to understand how to use media texts or media questions to develop critical thinking of their students (Hobbs, 2004, p. 56).

Logically to assume, if teachers are unable to provide proper media education for learners, the results can be irreversible and, as noted by US scholars, will even “lead to the loss of democracy in society” (Wineburg et al., 2016).

Obviously, the essential skills of a media competent teacher should be the same as those of his/her students – the ability to distinguish a fact from a thought, the ability to carry out an accurate analysis or a deep deconstruction of the media message. It is these skills that create the foundation for teachers’ and students’ critical thinking and equip them with the knowledge and practical skills to filter information and prepare them for lifelong learning (CML, 2020).

According to the analysis of relevant literature (web sites of US universities, electronic educational platforms, scientific literature, etc.), media training of teachers in the USA is carried out:

- within the framework of formal education, when future teachers receive the first and second levels of higher education;
- within the framework of non-formal education, when practicing teachers acquire the media skills they need through various scientific and methodological events organized by the school administration, professional public associations, which are a manifestation of their professional development;
- within the framework of information education, engaging in self-development and self-improvement of their professional skills.

The limits of the article do not allow to dwell upon on every way of teachers’ media training. That is why, we will focus our attention on the first way – how future teachers’ media training is provided in colleges and universities.

The international research TALIS (Teacher and Learning International Survey) conducted by Organization for Economic Co-operation and Development (OECD, 2015) found that 60 % of teachers need digital and media skills, above all. The cause of such an extreme need is their lack of primary media training (Blackwell, 2014, p. 1–2), that is in college or university.

In the United States, according to the data by Center for Media Literacy (CML, 2020), there are now more than 3 million teachers, not including religious mentors, youth teachers in churches, temples, synagogues. In addition, leaders of scout organizations, coaches and organizers of extracurricular facilities, sports sections and other pedagogical staff are engaged in teaching children and the younger generation. The primary task of modern teachers is not simply to convey a certain amount of information to their students, but to unobtrusively direct their efforts to find information in the right direction (Stuhlman, Siverblatt, 2007). Currently, the priority in the modern teachers’ activity is the facilitation of the educational process, cooperation with students on the principles of equality, humanism and democracy.

US universities and colleges that train teaching staff take these changes into account and develop curricula accordingly, including transformations of media training for future teachers. Teaching future teachers in the formal education system is referred to in the US as “pre-service” (CML, 2020) and is considered the first stage of their professional development.

An analysis of the official sites of US universities has highlighted the following ways for future teachers to obtain media training in formal education:

- as special training in communications;
- as a separate (compulsory or optional) training course (classical or online);
- as a component of each course taught at the university.



The importance and effectiveness of the latter cannot be underestimated. Media education elements in every course of the teacher training curriculum do not destroy its content, but can bring many benefits to the future teacher. However, the effectiveness of this method depends entirely on the creativity of the university teacher, and its analysis seems quite problematic, since it requires generalization of the practical activity of teachers of different disciplines of different specialties and specializations. Besides, not all teachers are networking and sharing their experience of incorporating media education into the educational process within a specific training course.

Instead, the first two ways can be easily analyzed from information posted on the official websites of US institutions of higher learning. For example, the College of Education in University of Massachusetts (2018) prepares teachers for elementary, middle, and junior high and high school in subjects such as English, history, math, political science, or political philosophy, natural sciences and foreign languages (Chinese, French, Italian, Portuguese, Spanish). Special training in media education, in particular in the field of communications, at this university has 3 levels:

- basic, which includes 5 courses in the study of concepts and theories of communication, qualitative and quantitative research methods, an introductory course in the basic specialty and 1 credit of seminars;
- central, designed for 600–700 hours;
- advanced, 800-hour seminar cycle for a narrow graduate specialization.

Media training for future teachers is provided in an online format of 51 elective courses (UMassOnline, 2018), some of which are: media analysis, communication workshop, gender and communications, information and personal communication technologies; introduction to communication theory; love, sex and media influence; new media and personality; political communications; Internet communication, women and media; advertising in the media; introduction to film studies; introduction to media culture, etc. In addition, there are also courses that focus on media training for students, such as: climate change; creativity, technology and education; creation of inclusive educational environment; development of strategies: child-adult; the dynamics of cultural change; education of different categories of population, etc.

Another alternative to media training for future teachers at the University of Massachusetts is an online media education course that is recommended for those who plan to work at K-12 school or community-based organizations. This course introduces students to an overview of media education theories, concepts, problems, and perspectives; practical and analytical research in this field. It is important that this course has the necessary component of civic engagement, that is, students work with the youth community, participate in various youth projects related to the development of media literacy skills. The Media Education course, named in the curriculum as COMM 427 (communication) covers 4 credits, and is scheduled for the summer semester (May-June). Its cost is \$ 402 per credit, but the teaching materials are free. The course is a necessary prerequisite for obtaining a Certificate of Education and meets the requirements of an integrated Bachelor of Arts training experience.

The University also has a Center for Online and Digital Learning, which offers prospective teachers ongoing support in how to teach, using digital media. In addition, each class has an online component: lectures and seminars are recorded, enabling absent students to join online or later via remote access; students use tablets and laptops, receive and send completed assignments in online format, use group video chats to communicate.



In the belief of M. Koehler and P. Mishra (Koehler, Mishra, 2006), the media training of the teacher, before he/she enters the class, must pass according to the formula TPCK (Technological Pedagogical Content Knowledge). Indiana University Bloomington keeps to this formula. It trains different educational specialists: junior, middle, senior, and high school teachers, counselors, school psychologists, educational leaders, curriculum developers, journalists, and scholars at the School of Education (2018).

In addition to special courses for future educators, Indiana University provides a number of useful media-related services on campus, such as Information Technology and Innovation Teaching and Training Centers. Besides, students can get advice from an experienced instructor in the departments of communication and culture; arts, telecommunications, theater and drama, etc.

However, a distinctive feature of the university is the provision of media training for future teachers through the library that directly provides media services, helps learn more about media training and why to develop critical thinking skills, directs strategies and resources to integrate media into curricula. Media Services Center staff (MSC, 2018) advises future educators on how to complete a media task, teaches how to incorporate media into the school's learning process. In general, understanding the importance of future educators' media training and the difficulty of incorporating media training into pedagogical practice, the activities of the MSC are organized in the context of 3 media education approaches which are distinguished by scholars D. Kellner and J. Schare (Kellner, Share, 2007, p. 59–69): media arts education approach, media literacy movement approach, critical media literacy approach.

As part of the first approach (teaching to appreciate aesthetic qualities and art through media), the University Library provides guidance, materials to help students express their opinions creatively by producing their own, competitive media product, such as a multimedia presentation, video, photo collage, and more. Furthermore, the Library staff encourage instructors and students to share their completed digital products with the greater academic community.

By implementing the second approach (more general level of media literacy concepts and outcomes), the University Library encourages a diverse use of sources, challenging students to consider the information being conveyed regardless of form ("read" images, sound), and to always consider the authority of a source within course and discipline contexts. Though some are critical of this approach, this level of media literacy is appropriate in many courses. Fundamental media literacy skills are an important foundation for becoming a critical consumer of media. Students should, at minimum, understand how media is used within their discipline contexts (in all forms), how to access relevant media resources, how to analyze information in multiple forms and evaluate its influence.

Realizing that each discipline has its own characteristics and that media tools greatly influence the entire learning process, instructors and librarians encourage students to develop their own critical thinking in the context of their specialization. They can aid in students' development of critical media literacy skill sets by encouraging critical analysis of how discipline specific issues are represented in the field and mass media. For example, students can be asked to consider the following: Who is conveying this message? What incentive might they have to convey information from this perspective? What language and media tools (text, audio, video, graphics, etc.) are used to convey the message? What audience is this message intended to? How can the media and language of this message confirm or break the available stereotypes? To what extent are these points true or contrary to the facts? What communication strategies and representations could turn real information into fakes?



The results of the students' collaboration with instructors and librarians, including multimedia projects on various aspects of media education, lesson plans and methodological support are stored in the electronic university repository and are available to the general academic community online.

Baylor University in Texas has the most typical ways of developing future teachers' media literacy skills. Popular courses among students are: Fundamentals of Public Communication, Speech for Business and Professional Students, Argumentation, Discussion and Debate, Introduction to Mass Communication, Media and Society, International Communication, Gender, Race & Media, Law and Ethics of Journalism. The courses in this list will highlight the importance of not only the message, but also the messenger. They will help students use communication media more effectively and to control better the media's impact on themselves and others (Communication, 2020).

Not only special media courses are offered for Baylor University students. General courses also include media education elements. For instance, the course "Introduction to Secondary Education" has a set of media training opportunities. First-year students in Pedagogical faculty are required to take this course. At the beginning of the semester, students are introduced to a variety of topics, including adolescent development, assessment, multicultural education, lesson planning, and more. During the theoretical preparation, each student becomes a tutor for two students from a rural high school whose task is to develop students' reading comprehension skills. The future teacher has to work out a mini-lesson that is considered to be a part of his/her tutoring experience.

As modern children widely use mobile phones, Internet, video games, TV and other digital gadgets, future teachers also have to understand the essence of digital and media literacy. University teachers explain the importance of digital and media competencies to their future colleagues and familiarize them with the key questions to be asked when reading and analyzing various media messages. In this course, Baylor faculty members address the key media literacy concepts and principles. The pedagogical technology involves the following steps. Students watch a short video about school reform and practice by asking who created the message, whose voice was ignored, and more. After practicing in an instructor-led classes, trainee students integrate these questions and concepts into their tutoring activities, that is, teach others critical reading. As a rule, they start with the common exercises (deconstruction of advertising texts, analysis and evaluation of articles from magazines and newspapers). Then they can pass on to acquaint their high school students with the methods of persuasion which are commonly used in media. Finally, they may ask their students to create a media product, such as commercials or a magazine cover for a particular pop star or a well-known athlete, so that they can implement their media skills into practice. To do this, students search and retrieve information from the Internet, asking critical questions.

During the semester, trainee students acquire their own skills in critical perception of information, including various pedagogical issues and curriculum development. In addition to their own study and application of methods of critical analysis and evaluation of information, students acquire the necessary skills of a professional teacher who is ready to work in a diversified school environment.

#### **CONCLUSIONS**

The experience of the future teachers' media training outlined above, it should be noted that the media training of a higher school student, a future teacher, that is carried out by the US universities, is projected for his/her further practical activity. Thus, the elements of such training are: theoretical foundations of media education either separately or within most of disciplines; practice in the audience to consolidate media skills; practice outside the



classroom, in a real school environment with real students; creating a media product. These progressive ideas when used in complex can bring a lot of benefits to Ukrainian educational system, particularly to the process of training future teachers. It is planned that the perspectives of the further research are the examination of how the media training of teachers, including future teachers as well, is performed in the US non-formal education.

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**ANALYSIS OF RESEARCH OF STRATEGIES OF POSITIONING  
OF LEADING UNIVERSITIES OF THE WORLD  
IN THE INTERNATIONAL INFORMATION SPACE**

**ABSTRACT**

*The research is devoted to the topical issue of positioning strategies of the world's leading universities, in particular the countries of Western Europe. A theoretical analysis of strategies for positioning the world's leading universities in the international information space on the basis of scientific papers on economics, sociology, organizational management, public administration, etc is done. This article focuses on the steps to model an effective positioning strategy as part of a university strategy that is subordinate in nature because it is designed to concretize and support the university-wide strategy and creates strategic advantages over competitors. The definition of the essence of strategies for positioning the leading universities of Western Europe in the international information space and the definition of external factors in the analysis of process strategies are considered. The need to universalize the higher education systems of Western Europe is found out, considering the nature of the new government. As a result of the study, it was found that for the successful operation of educational institutions, it is necessary to form and use positioning strategies properly. Therefore, according to the researcher, in order to achieve high rankings and remain competitive among other higher education institutions, in our time of rapid development, universities need to monitor changes in educational activities regularly and respond in a timely manner and eliminate shortcomings. After all, in today's world, education is a sphere of productive investment and one of the most influential levers of long-term action used by governments for economic development. The global education market is highly competitive, as education is increasingly becoming a means of advancing the country in the globalized labor market and the international market for new technologies.*

**Keywords:** education, educational space, strategies, positioning, leading, university, international, rating, information space.

**АНОТАЦІЯ**

Наукове дослідження присвячене актуальній проблемі щодо стратегій позиціонування провідних університетів світу, зокрема країн Західної Європи. Зроблено теоретичний аналіз стратегій позиціонування провідних університетів світу в міжнародному інформаційному просторі на основі наукових робіт із економіки, соціології, менеджменту організацій, державного управління тощо. Ця стаття фокусується на кроках для моделювання ефективної стратегії позиціонування, як складової стратегії університету, що має підпорядкований характер, тому що розроблена для конкретизації і підтримки загальноуніверситетської стратегії та створює перед конкурентами стратегічні переваги. Розглянуто визначення сутності



стратегій позиціонування провідних університетів Західної Європи в міжнародному інформаційному просторі та визначення зовнішніх факторів аналізу стратегій процесу. З'ясовано необхідність універсалізації систем вищої освіти країн Західної Європи, враховуючи сутність нового державного управління. В результаті дослідження було встановлено, що для успішної діяльності закладів освіти, потрібно правильно сформулювати та використовувати належним чином стратегії позиціонування. Тому, на думку дослідника, щоб досягти високих рейтингів та залишатися на конкурентоспроможній позиції серед інших закладів вищої освіти, в наш час, стрімкого розвитку, університетам потрібно регулярно проводити моніторинг змін в освітній діяльності та вчасно реагувати і ліквідувати недоліки. Адже в сучасному світі, освіта являється сферою продуктивних інвестицій та одним із найвпливовіших важелів довготривалої дії, який використовують уряди країн для економічного розвитку. Світовий освітній ринок є висококонкурентним, оскільки освіта все частіше стає засобом просування країни на глобалізованому ринку праці та міжнародному ринку новітніх технологій.

#### **INTRODUCTION**

The rapid development of the modern world presupposes the introduction of constant changes in the educational space, associated with the need to form new, more advanced strategies for positioning higher education institutions. Since, in our time of information overload and the latest technologies, consumer demands in general, and in particular regarding the quality of education, are significantly increasing. Under such conditions, for higher education institutions the achievement of maintaining and maintaining a certain position among other higher education institutions (HEIs) is of the greatest importance. Success in positioning is not easy and fast. Applying different positioning strategies – we increase the level of education quality and rating. And the interest of applicants allows you to see whether the strategy used has led to the desired state in higher education.

One of the main means of marketing management is the system of educational positioning. Therefore, it is important for universities not only to form the right positioning strategy, but also to monitor the changes taking place in the field of education. Maintain a position that would increase the number of consumers of services, and most importantly correct mistakes in a timely manner or improve this strategy, in order to maintain or increase the rating among competitors in the education market in general.

Education is a sphere of productive investment and one of the most influential long-term levers used by governments to develop the national economy. The global education market is highly competitive, as education is increasingly becoming a means of advancing the country in the globalized labor market and the international market for new technologies. Therefore, the competition for leadership in the world education system in modern society is one of the most effective tools for influencing international events [Kharkivska, 2013, s. 3].

#### **THE AIM OF THE STUDY**

To analyze research on strategies for positioning the world's leading universities in the international information space.

#### **THEORETICAL FRAMEWORK AND RESEARCH METHODS**

Many scientists today deal with the issue of positioning strategy of leading universities, such as: D. Aaker (1982), N. Avsheniuk (2015), J. Beneke (2010), K. Binytska (2018), Çatı Kahraman (2016), T. Fumasoli (2020), L. Harrison (2009), A. Kharkivska (2018), D. Kucherenko (2011), J. Lowry (2001), S. Pepchuk (2015), H. Polishko (2015) and others. To achieve these goals, general and special methods of scientific research were



used: theoretical, monumental and problem-based analysis of philosophical, scientific and pedagogical, special literature, Internet resources.

### RESULTS

The main trend in the development of modern higher education is the creation of a competitive strategy for positioning the university. To correctly define the essence of the strategies of positioning the world's leading universities in the international information space, it will be appropriate to consider the monograph "Training of future primary school teachers in Eastern Europe" by K. Binytska (2018). In her work, the author highlighted the contextual, institutional and educational factors that influence the transformation of the training of future primary school teachers. Contextual factors depend on the education system of a particular country, their structure and national traditions, the political platform of social change. Institutional factors are characterized by the influence of public institutions on teacher training and are determined by the structure and duration of educational programs, taking into account different types of schools, ensuring quality standards. The educational factors include the fact that all programs of professional training of primary school teachers have three common components: the study of pedagogical theory, professional pedagogical training and pedagogical practice (Binytska, 2018).

To determine the external factors in the analysis of process strategies, we took into account national traditions, educational policy, funding in a particular country, the compatibility of educational programs and other factors. Therefore, next we consider the work of N. Avshenyuk (2015), "Trends in the development of transnational higher education in the second half of XX – early XXI century." In this monograph, the researcher analyzed the period of the second half of the twentieth – early twentieth century in Australia, Great Britain, Canada, the USA concerning development of tendencies of transnational higher education. The scientist argued its originality at the pedagogical, political-economic, strategic and socio-cultural levels. She highlighted the quality assurance of transnational higher education and the legal framework for its operation in Australia, Great Britain, Canada, and the United States. She conducted a historical and pedagogical analysis of the formation and development of transnational higher education in English-speaking countries.

Analyzing this monograph, we understand the need to universalize the higher education systems of Western Europe, given the essence of the new government, which is based on: "1) modeling of national higher education systems as economic markets; 2) competition between institutions under the supervision of the government and competition between academic units of institutions under the supervision of management; 3) partial decentralization of responsibility for administration and attraction of financing; 4) stimulating cost reduction and the formation of entrepreneurial style of behavior; 5) introduction of new or expansion of existing value indicators; 6) stimulating ties with business and industry; 7) measurement of results and financing on the basis of efficiency; 8) establishing quasi-corporate relations with financial structures (introduction of contracts, reporting and audit procedures). It is obvious that the implementation of the new public administration in the organization of free economic education in different countries has contributed to the universalization of higher education systems, that means their acquisition of a unified form and organizational and managerial practices" (Avshenyuk, 2015). This helped to make a monumental analysis of the strategies of positioning the leading universities of Western Europe in the international information space.

The researcher also emphasizes that the globalization of higher education is not a universal phenomenon, it has certain features according to the localization of the event



(local, national, regional or global level), the use of language and academic culture, as well as the type of educational institution. In a global online environment, where information about each university and national higher education system is open and instantly accessible, it is no longer possible to stay away from the effects of globalization. However, the consequences of the impact are significantly different for different types of educational institutions" (Avshenyuk, 2015).

D. Kucherenko & O. Martyniuk (2011) in their monograph "Strategies for the development of educational systems in the world" noted that the current century, according to economists, philosophers and sociologists, should be a time of education and information. The growth of the intellectual potential of society, meeting the modern needs of the individual in obtaining educational services are components of the goals of state policy in the field of education. The education system today must meet the challenges of the XXI century, which include: asymmetry of socio-economic development both between countries and at the level of society; environmental threat; low level of morality; increased stress level of personality in modern society, etc. Addressing the issues of forming a strategy for the transformation of the education system will help improve the state of the social sphere. Researchers have shown, on the example of countries with different income levels, how the education system develops, what are the innovations in the higher education system and the main factors of effectiveness of higher education development strategies in the transnationalization of the educational space. In the third section "Foreign experience in financing the higher education system" the authors attributed the pricing strategy to the subject area of the strategy of positioning the leading university in the international information space.

Also, we considered the strategies of positioning the leading German universities in the work of A. Gavrylyuk (2014) "Development of classical universities in united Germany." The researcher notes that the effectiveness of the positioning strategies of Germany's leading universities is influenced by the availability of education, the classification of tuition fees and the close connection between university research and industry. They also drew attention to the reforms that took place in higher education in the united Germany. First, the education sector has been modernized under the Bologna reform. Secondly, market mechanisms were used to increase the competition of universities in the educational segment.

The results of research in the specialty "world economy and international economic relations" were still quite useful for us.

D. Ilnytsky (2015) in his work put forward conceptual solutions to the scientific problem of revealing the patterns of formation and opportunities to use the potential of the global scientific and educational space in the economic interests of scientific education, innovation systems, regional and sectoral development systems under exacerbation global competition and the formation of the world knowledge economy, the logic of which involves the conscious management of intellectual resources and intellectual capital.

His own observations and special studies in this regard have shown that the scientist did not take into account the impact of positioning strategies on global competition in the scientific and educational space.

No less useful for us will be the scientific work "Globalization as a prerequisite for branding in the world" G. Polishko (2015), where the author gave a theoretical generalization and a new solution to the scientific problem of forming the globalization of national branding, developing a conceptual model of successful national brand. We agree with the author that "for the successful development of the country in global competition is



important not only the ability to mobilize internal and external resources, but also the international image, which significantly affects the internationalization of national markets for goods, services, investment, innovation".

Considering other research on this topic, we drew attention to the scientific work of A. Zaprovodyuk (2017) "Corporate innovation ecosystems in the United States: the essence and venture component." Analyzing this study, we note that it is important for us to interpret the essence of the concept of "venture business strategy" as a comprehensive program of long-term business structures of high-risk financing of breakthrough technologies aimed at ensuring high competitive status, including financial sources and implementation mechanisms: direct and indirect, foreign and domestic investment; venture mergers and acquisitions; joint ventures and the rationale for this strategy as an effective tool for increasing the global competitiveness of the corporation, and achieving high competitive positions in various segments of the global market.

After analyzing special studies of the university's development strategy, we saw opportunities to address topical issues of the company's production strategy in the process of positioning the leading universities of Western Europe in the international information space. Positioning strategy was considered as a component of the university strategy, which has a subordinate character, because it is designed to specify and support the overall university strategy and creates strategic advantages over competitors.

In his work "Strategy of positioning the region and tools for its implementation" S. Pepchuk (2015), shows that the positioning strategy of higher education should be considered as part of the development strategy of the university and analyze it as a set of actions and measures.

Next, we will consider articles on the analysis of strategies for positioning the leading universities of Western Europe in the international information space.

O. Tkachenko (2015) "The essence and features of positioning of higher education institutions" explores and reveals approaches to defining the concept of "positioning", draws attention to its ambiguity and relationship with the concept of "branding", which is considered as a process that includes positioning. The researcher clarified the features of positioning of higher education institutions, positioning is considered as an element of communication strategy, which is the basis for attracting consumers of educational services and partners, defines the concept of "positioning" of famous researchers, points to the need to find new opportunities and directions strategies.

According to A. Kharkivska (2018), the positioning of free economic zones is an important element in a competitive environment. Positioning is created in accordance with the needs of the target audience and the provisions of the strategic map of the market. The introduction of a marketing strategy is associated with the need to make changes in the free economic zone: in its structure, corporate culture, which will help ensure its competitiveness in the labor market and in the market of educational services. The main strategic priorities of free economic zones within their market activity, modern unstable environment, intensification of competition between them are to achieve a stable position in the market of educational services by developing new directions of educational and scientific activities, expanding the range of services provided. This requires new knowledge, competencies, skills from the participants of the educational process and can be successfully solved through the development of a strategic management system for the development of market opportunities and effectively provided, primarily through their use of marketing management principles, effective market (marketing) strategy. The key task in the development of marketing strategy is to determine the position of free market in the



market and effectively communicate this position to the target market. It is the presence of a clear position that ensures the coherence and consistency of all strategic decisions and actions, allows to determine priorities in the development of new areas of free economic development and to decide on expanding the range of services provided. This determines the importance of the positioning strategy. As a result of studying various sources, we came to the conclusion that the concept of "positioning" takes into account the strategies of pricing, communication and positioning of services.

According to O. Marukhlenko (2017) in the article "Strategic planning in higher education" the strategy of higher education is a comprehensive, long-term plan of systemic actions and their actual implementation based on a comprehensive study of all patterns, external and internal circumstances, goals and objectives. Ensure the effectiveness of higher professional education institutions. The strategy of the university envisages multidimensional, long-term, well-thought-out, active, persistent and corrective, as needed, actions of management and all staff, providing step-by-step effective solution of tasks, achievement of goals, fulfillment of higher education institution mission and noted that "... promotion of universities and achievement of strategic goals will contribute to the development of the university and increase its competitiveness".

Thus, analyzing the above scientific literature, we can conclude: positioning is long-term – proving the benefits of the product in the minds of consumers takes time, this process is difficult to carry out in the short term. Therefore, positioning should be called a strategic rather than a tactical goal of the enterprise / organization. In addition, the benefits that a company can get from successfully positioning itself or its own product are also long-term, sustainable; positioning always occurs in the minds of consumers. It does not matter what the company really is if the consumer does not agree. The image in the minds of consumers is built on "tangible" attributes, which include the price of the product, level of quality, level of service, as well as the image that is formed by building advertising and PR-campaigns; positioning is based on the benefits received by the consumer. The essence of positioning is to turn the strengths of a product or company into a major competitive advantage for the consumer. If the company has a high production technology and positions itself based on this, the consumer receives a high quality product, which will be a benefit for him in this case, i.e. the reason for the purchase; the position of the product in the minds of one consumer may differ from the position of the same product in the minds of another consumer. This statement is based on the fact that all people have different ideas about quality, reasonable price and level of service. These characteristics are quite subjective for the consumer, as well as the benefits they seek. That is why it is customary to conduct positioning in different segments. It is important to determine the type of consumer that best suits the company and position your product depending on the subjective attitudes inherent in a given type, i.e. segment.

#### **CONCLUSIONS**

Thus, the theoretical analysis of the literature made it possible to conclude that the problem of positioning the world's leading universities in the international information space was considered in various fields of science.

For universities to succeed, you need to formulate properly and use positioning strategies properly. In modern educational development, all higher education institutions constantly monitor changes in educational activities and respond quickly and eliminate shortcomings in order to remain competitive.

An additional conclusion derived from this research is the fact that higher education institutions often highlight advantages in the content that are oriented toward the



general public and not directly toward potential students, to whom they should primarily be communicated. Therefore, it is necessary to examine whether potential students find communication strategies adequate, in particular – whether they receive the necessary information in suitable ways.

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**ПРАВИЛА ОФОРМЛЕННЯ І ПОДАННЯ РУКОПИСІВ  
(відповідно до міжнародних вимог)**

Проблематика статей журналу охоплює: теоретико-методологічні засади порівняльної педагогіки, сучасні стратегії і тенденції розвитку освіти, вирішення соціально-педагогічних проблем розвитку освітніх систем у **ЗАРУБІЖНОМУ ДОСВІДІ**.

Усі, хто бажає здійснити публікацію в журналі «Порівняльна професійна педагогіка», просимо подавати матеріали до **20 лютого/20 травня/1 вересня/20 листопада**.

Для публікації статті просимо надсилати:

- відомості про автора (ПІБ, місце роботи (назва і адреса), науковий ступінь, вчене звання, адреса для листування, електронна пошта; для аспірантів – ПІБ, місце навчання (назва і адреса), адреса для листування, електронна пошта);
- електронний варіант наукової статті.

**ВАЖЛИВО!**

Публікації в журналі «Порівняльна професійна педагогіка» здійснюються **АНГЛІЙСЬКОЮ МОВОЮ** (за бажанням автора публікуємо також україномовний варіант статті). Обсяг статті – **8–12** сторінок. Можна замовити переклад Вашої статті англійською мовою.

**СТАТТІ, ЯКІ ПЕРЕКЛАДЕНІ ЗАСОБАМИ ОНЛАЙН-СЕРВІСІВ (НА ЗРАЗОК GOOGLE TRANSLATE), НЕВІДКОРИГОВАНІ, АБО НЕ ВІДПОВІДАЮТЬ ЧИННИМ ВИМОГАМ, ДО ДРУКУ НЕ ПРИЙМАЮТЬСЯ І НЕ ПОВЕРТАЮТЬСЯ!**

**Технічні характеристики:** Microsoft Word, шрифт – Times New Roman; інтервал – 1,5; кегль – 14; відступ абзацу – 1,25 см; поля: ліворуч – 2,5 см; праворуч – 1,5 см; зверху – 2,5 см; знизу – 2,5 см.

Обов'язкові складники статті:

– **АНОТАЦІЯ / ABSTRACT** (обсягом **1800** друкованих знаків, **АНГЛІЙСЬКОЮ ТА УКРАЇНСЬКОЮ МОВАМИ**);

– **КЛЮЧОВІ СЛОВА / KEYWORDS** (не менше 8);

– **ВСТУП / INTRODUCTION** (постановка проблеми в загальному вигляді та її зв'язок із важливими науковими або практичними завданнями);

– **МЕТА ДОСЛІДЖЕННЯ / THE AIM OF THE STUDY**;

– **ТЕОРЕТИЧНА ОСНОВА ТА МЕТОДИ ДОСЛІДЖЕННЯ / THEORETICAL FRAMEWORK AND RESEARCH METHODS** (джерела, на які автор посилається в теоретичній основі дослідження, повинні бути представлені в **ЛІТЕРАТУРІ**; обов'язково вказати методи дослідження);

– **ВИКЛАД ОСНОВНОГО МАТЕРІАЛУ/RESULTS** (виклад основного матеріалу повинен бути чітким, інформативним і демонструвати власні результати дослідження авторів);

– **ВИСНОВКИ / CONCLUSIONS** (у висновках також слід вказати *перспективи подальших досліджень*);

– **ЛІТЕРАТУРА / REFERENCES** (не менше 10 джерел).





Вимоги до оформлення літератури в англomовній статті викладені наприкінці інформаційного листа і повинні відповідати міжнародному стилю Американської психологічної асоціації (APA).

При оформленні бібліографічних посилань в україномовній статті слід дотримуватися «ДСТУ 8302:2015. Бібліографічне посилання. Загальні положення та правила складання», що набрав чинності 01.07.2016.

Зверніть увагу, що статті англійською мовою мають цифровий ідентифікатор DOI, який надається кожній статті редколегією журналу. Що стосується україномовних статей, автори повинні самостійно вказати УДК.

**СТАТТІ ПРОХОДЯТЬ ПЕРЕВІРКУ В МІЖНАРОДНІЙ СИСТЕМІ АНТИПЛАГІАТ.**

**ЗА ДОСТОВІРНІСТЬ ВИКЛАДЕНИХ ФАКТІВ, ЦИТАТ І ПОСИЛАНЬ НЕСУТЬ ВІДПОВІДАЛЬНІСТЬ АВТОРИ.**

Аспіранти подають статті з **рецензією наукового керівника**; автори без наукових ступенів – із рецензією доктора або кандидата наук із відповідної спеціальності.

Наукові праці докторів наук друкуються в журналі безкоштовно.

Оплата за статтю здійснюється після повідомлення редколегії про відповідність статті вимогам та дозволу до друку. Вартість публікації однієї сторінки – 80 грн.

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**TRENDS IN INCLUSIVE EDUCATION IN THE USA AND CANADA**

**ABSTRACT**

*This paper deals with foreign experience of implementing inclusive education for children with special educational needs in the United States and Canada. Legal documents on inclusive education in foreign countries have been analyzed. The most relevant topic of American and Canadian scholars' researches on reforming special education is related to integration, that is gradual transition from exclusion of children with special educational needs to inclusion in comprehensive schools. Based on the analysis of American and Canadian researches on inclusive education it has been concluded that the changes in legislation and education policies of North American countries aim to achieve the highest level of progress in regular education and special education. It has been found that the development of inclusive education in Canada has undergone and is significantly influenced by the American education system ... (1800 знаків)*

**Keywords:** *children with special educational needs, inclusion, inclusive education, inclusive learning, special education.*

**АНОТАЦІЯ**

*У статті проаналізовано зарубіжний досвід упровадження інклюзивного навчання для дітей з особливими освітніми потребами в США та Канаді. Схарактеризовано нормативно-правову основу у сфері інклюзивної освіти в зарубіжних країнах. Провідною темою в дослідженнях американських і канадських науковців стосовно реформування спеціальної освіти став рух у напрямі організації інклюзії, що передбачає поступовий перехід від ізоляції дітей з особливими освітніми потребами до включення їх у середовище закладів загальної середньої освіти ... (1800 знаків)*

**Ключові слова:** *діти з особливими освітніми потребами; інклюзія; інклюзивна освіта; інклюзивне навчання; спеціальна освіта.*

**INTRODUCTION**

Nowadays, one can observe an increasing number of people who refuse to participate in social, political, economic and cultural life of their societies. Such a society is neither efficient nor safe. The first education for all movement originated after the conference on education for all was held in Jomtien, Thailand in 1990 ...



### **THE AIM OF THE STUDY**

The paper aims to theoretically analyze the trends in development of inclusive education in the USA and Canada.

### **THEORETICAL FRAMEWORK AND RESEARCH METHODS**

The origination and development of inclusive education in North American countries have been studied by S. Alokhina, J. Andrews (2000), V. Bondar, E. Danilavichiutis, L. Danylenko, A. Gartner (1997), A. Kolupaieva (2009), O. Kryvonosova, D. Lipsky (1997), J. Lupart (2000; 2010), S. Lytovchenko, Yu. Naida, M. Orlansky, T. Sak (2010), L. Savchuk, N. Sofii, Ye. Synova, O. Taranchenko, C. Webber (2010), S. Wilks, M. Winsler, V. Zasenko et al. ...

### **RESULTS**

Over the last few decades, developed countries have undergone significant changes in the attitude towards low-mobility groups of the population and providing quality educational services for children with special educational needs. Therefore, an inclusive model of education is becoming ever more acute. In view of the above, it is rather imperative to study foreign experience of those countries that have already achieved significant progress on this matter. Foreign law and inclusive practice are an important source of ideas about possible ways to solve the problems of implementing inclusive education in Ukraine ...

### **CONCLUSIONS**

So, theoretical analysis of American and Canadian scientific literature proves that the changes in legislation and education policies of North American countries aim to achieve the highest level of educational progress in regular education and provide children with special educational needs with the opportunity to obtain special education ...

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**Приклад оформлення україномовної статті**  
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**ТЕНДЕНЦІЇ РОЗВИТКУ ІНКЛЮЗИВНОЇ ОСВІТИ В США ТА КАНАДІ**

**АНОТАЦІЯ**

*У статті проаналізовано зарубіжний досвід упровадження інклюзивного навчання для дітей з особливими освітніми потребами в США та Канаді. Схарактеризовано нормативно-правову основу у сфері інклюзивної освіти в зарубіжних країнах. Провідною темою в дослідженнях американських і канадських науковців стосовно реформування спеціальної освіти став рух у напрямі організації інклюзії, що передбачає поступовий перехід від ізоляції дітей з особливими освітніми потребами до включення їх у середовище закладів загальної середньої освіти ... (1800 знаків)*

**Ключові слова:** діти з особливими освітніми потребами; інклюзія; інклюзивна освіта; інклюзивне навчання; спеціальна освіта.

**ABSTRACT**

*This paper deals with foreign experience of implementing inclusive education for children with special educational needs in the United States and Canada. Legal documents on inclusive education in foreign countries have been analyzed. The most relevant topic of American and Canadian scholars' researches on reforming special education is related to integration, that is gradual transition from exclusion of children with special educational needs to inclusion in comprehensive schools. Based on the analysis of American and Canadian researches on inclusive education it has been concluded that the changes in legislation and education policies of North American countries aim to achieve the highest level of progress in regular education and special education. It has been found that the development of inclusive education in Canada has undergone and is significantly influenced by the American education system ... (1800 знаків)*

**Keywords:** children with special educational needs, inclusion, inclusive education, inclusive learning, special education.

**ВСТУП**

Сьогодні перед світом постає проблема зростання кількості людей, які відірвані від активної участі в соціальному, політичному, економічному й культурному житті своїх суспільств. Таке суспільство не є ані ефективним, ані безпечним. Уперше рух за



освіту для всіх розпочався з моменту проведення конференції з освіти для всіх у Джомтєні (Таїланд) у 1990 році ...

#### **МЕТА ДОСЛІДЖЕННЯ**

Мета статті – теоретично проаналізувати тенденції розвитку інклюзивної освіти в США та Канаді.

#### **ТЕОРЕТИЧНА ОСНОВА ТА МЕТОДИ ДОСЛІДЖЕННЯ**

Становлення й розвиток інклюзивної освіти в країнах Північної Америки досліджували науковці С. Альохіна, Дж. Андрес (J. Andrews), В. Бондар, Ч. Веббер (C. Webber), С. Вілс (S. Wilks), М. Вінсер (M. Winser), А. Гартнер (A. Gartner), Л. Даниленко, Е. Данілавічюте, В. Засенко, А. Колупасва, О. Кривоносова, С. Литовченко, Д. Ліпскі (D. Lipsky), Дж. Лупарт (J. Lupart), Ю. Найда, М. Орланські (M. Orlansky), Л. Савчук, Т. Сак, Е. Синьова, Н. Софій, О. Таранченко та інші ...

#### **ВИКЛАД ОСНОВНОГО МАТЕРІАЛУ**

Останні десятиліття в розвинутих країнах світу відбулися суттєві зміни в ставленні до маломобільних груп населення й наданні якісних освітніх послуг для дітей з особливими освітніми потребами. Дедалі більшої динаміки набуває й інклюзивна модель освіти. Значущим аспектом стає вивчення іноземного досвіду країн, які крокують у цьому напрямку. Іноземне право та інклюзивна практика – важливі джерела ідей про можливі шляхи розв'язання проблем упровадження інклюзивної освіти в Україні ...

#### **ВИСНОВКИ**

Унаслідок аналізу американської та канадської наукової літератури підсумовано, що зміни в законодавстві й освітній політиці північноамериканських країн спрямовані на досягнення найвищої успішності всіх категорій дітей у загальній освіті та створення рівних можливостей здобувати освіту для всіх учнів – у спеціальній освіті ...

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**Приклади оформлення посилань та списку літератури  
в англomовній статті згідно з вимогами міжнародного стилю  
Американської психологічної асоціації (APA Style)**

APA стиль передбачає використання посилань у тексті роботи щоразу, коли ви цитуєте джерело, будь то парафраз, цитата всередині рядка чи блокова цитата.

Внутрішньотекстове посилання містить інформацію про: автора праці (редактора/укладача/назву цитованого джерела, якщо автор відсутній), що цитується, рік видання та сторінковий інтервал (номери сторінок, із яких взято цитату). Сторінковий інтервал дозволяється не вказувати, якщо ви не цитуєте, а висловлюєте якусь ідею чи посилаетесь на роботу в цілому.

**Парафраз.** Не береться в лапки. Прізвище(а) автора(ів) може з'явитися:

1) безпосередньо в реченні, тоді після нього в круглих дужках зазначається рік видання;

2) у дужках після парафраза разом із роком видання (через кому).

**Наприклад:**

The publishing process consists of several stages of editing ( Tymoshyk, 2004).

У редакційно-видавничому процесі існує кілька етапів редагування (Тимошик, 2004).

According to M. Tymoshyk (2004), the publishing process consists of several stages of editing.

За Тимошиком (2004), у редакційно-видавничому процесі існує кілька етапів редагування.

Обидва посилання вказують на те, що інформація, яка міститься в реченні, може бути розташована у праці Тимошика, виданій 2004 року.

Більш розгорнута інформація про згадане джерело буде міститися у списку використаних джерел.

**Цитата всередині рядка.** Береться в лапки. Прізвище(а) автора(ів) може з'явитися:

1) безпосередньо в реченні, тоді після нього в круглих дужках зазначається рік видання, а після цитати в круглих дужках зазначається сторінковий інтервал;

2) у дужках після цитати разом із роком видання та сторінковим інтервалом (через кому).

**Наприклад:**

W. Wordsworth (2006) claimed that poetry was “the spontaneous overflow of powerful feelings” (p. 263).

Вордсворт (2006) заявив, що романтична поезія була відзначена як «спонтанний перелив сильних почуттів» (с. 263).

Poetry is “the spontaneous overflow of powerful feelings” (Wordsworth, 2006, p. 263).

Романтична поезія характеризується «спонтанним переливом сильних почуттів» (Вордсворт, 2006, с. 263).



Обидва посилання вказують на те, що інформація, яка міститься в реченні, розташована на сторінці 263 твору 2006 року, автором якого є Вордсворт. Більш розгорнуту інформацію про згадане джерело можна отримати зі списку використаних джерел.

**Блокова цитата** (складається із трьох і більше рядків). Подається в тексті з нового рядка з абзацним відступом для всієї цитати, не береться в лапки. Міжрядковий інтервал – подвійний. Після тексту цитати ставиться крапка і вказується вихідне джерело в дужках.

**Наприклад:**

In publishing, the concept of editing is primarily used to refer to types of work directly related to the activities of the press. Modern editing is associated with sociocultural professional activities aimed at analyzing and improving linguistic works during their preparation for reproduction by means of printing, or broadcast (Khoniu, 2006, p. 45).

У галузі видавничої справи поняття «редагування» насамперед використовується для позначення видів роботи, безпосередньо пов'язаних із діяльністю органів друку. Сучасне редагування належить до сфери суспільно-культурної професійної діяльності, що спрямована на аналіз і вдосконалення мовних творів під час їхньої підготовки до відтворення засобами поліграфії, або до трансляції (Хоню, 2006, с. 45).

**Посилання на роботу кількох авторів (редакторів/укладачів)**

Внутрішньотекстове посилання на роботу кількох авторів залежить від їх кількості:

**1) 2–5 авторів.** У внутрішньотекстовому посиланні необхідно перерахувати прізвища всіх авторів (через кому). Перед останнім автором пишеться знак «&», якщо автори перераховуються в дужках, або слово «та», якщо автори перераховуються в реченні, а рік видання та сторінковий інтервал у дужках.

**Наприклад:**

(Kernis, Cornell, Sun, Berry, & Harlow, 1993) *або* (Kernis, Cornell, Sun, Berry, & Harlow, 1993, p. 199)

Research findings by L. Boiko, S. Hrechka & N. Pavliuk (2010) prove ...

Результати дослідження Бойко, Гречки, та Павлюка (2010) підтверджують ...

*або*

L. Boiko, S. Hrechka & N. Pavliuk (2010) state, “Biology is a system of sciences...” (p. 5).

Л. Бойко, С. Гречка та Н. Поліщук (2010) стверджують: «Біологія – це система наук...» (с. 5).

**2) 6 авторів і більше.** У внутрішньотекстовому посиланні необхідно вказати прізвище першого автора і слово «та ін.».

(Jones et al., 1998) *або* (Jones et al., 1998, p. 7)

(Boiko et al., 2005) *або* (Boiko et al., 2005, p. 10)

Research findings by O. Velychko et al. (2014) prove ...

Результати дослідження О. Величко та ін. (2014) підтверджують ...



*або*

O. Velychko et al. (2014) indicate, “Biology is a system of sciences ...” (p. 10).  
O. Величко та ін. (2005) стверджують: «Біологія – це система наук...» (с. 10).

#### **Посилання на декілька робіт різних авторів (одночасно)**

Якщо парафраз стосується кількох робіт різних авторів, тоді після парафразу необхідно вказати прізвище автора однієї книги і рік видання, після знаку «;» вказати прізвище автора другої книги і рік видання.

##### ***Наприклад:***

Many researchers consider literary editing to be one of the most important stages of text processing (Feller, 2004; Rizun, 2002).

Чимало дослідників вважають літературне редагування одним із найважливіших етапів обробки тексту (Феллер, 2004; Різун, 2002).

#### **Посилання на роботу невідомого автора**

Якщо автора (редактора/укладача) праці встановити неможливо, слід процитувати джерело за його назвою або використати перші два слова в дужках. Назви книг і доповідей слід указати курсивом або підкреслити; назви статей, розділів і веб-сторінок узяти в лапки.

##### ***Наприклад:***

A similar study was done of students learning to format research papers (“Using APA”, 2001).

Аналогічне опитування було проведено серед студентів, які вивчають формат наукових праць («Using APA», 2001).

Якщо автором виступає організація або державна установа, слід вказати назву цієї організації або взяти її у дужки, коли цитують уперше.

##### ***Наприклад:***

According to the American Psychological Association (2000), ...

Згідно з вимогами Американської психологічної асоціації (2000), ...

#### **Посилання на декілька робіт різних авторів з однаковими прізвищами**

Якщо два або більше авторів мають однакові прізвища, у внутрішньотекстовому посиланні необхідно вказати також перші ініціали (або навіть повне ім'я, якщо різні автори мають однакові ініціали).

##### ***Наприклад:***

There are different opinions on the effects of cloning (R. Miller, 2012; A. Miller, 2014).  
Існують різні думки щодо наслідків клонування (Р. Міллер, 12; А. Міллер, 46).

While some medical ethicists argue that cloning will lead to ... (R. Miller, 2012), others point out that the benefits of medical researches deny such reasoning (A. Miller, 2014).

Хоча деякі медичні фахівці з етики стверджують, що клонування призведе до дизайнерських дітей (Р. Міллер, 2012), інші відзначають, що переваги медичних досліджень перевершують це міркування (А. Міллер, 2014).

#### **Упорядкування списку використаних джерел**

Список використаних джерел подається після основного тексту статті і повинен містити інформацію, необхідну для того, щоб знайти й отримати будь-яке





процитоване джерело. Кожне процитоване в роботі джерело повинно з'явитися у списку використаних джерел. Відповідно, кожен запис у списку використаних джерел повинен бути згаданим у тексті роботи.

Цитований матеріал подається в алфавітному порядку за прізвищем автора (редактора/укладача, якщо немає автора). Якщо матеріал не має автора, його необхідно розподілити за першою літерою його назви.

Якщо в бібліографічному описі зазначено кілька робіт одного й того ж автора, редактора або упорядника, тоді записи розташовуються за роками видання в порядку зростання.

#### **Правила бібліографічного опису для списку використаних джерел**

Якщо в публікації зазначено не більше семи авторів (редакторів/укладачів, якщо книга без автора), то в посиланні необхідно вказати усіх авторів.

Якщо в публікації зазначено вісім та більше авторів (редакторів/укладачів), у посиланні необхідно перерахувати імена перших шести авторів, а потім вставити три крапки (...) та додати ім'я останнього автора.

Назви книг, журналів зазначаються без скорочень.

#### **1. Книга: 1–7 авторів**

Прізвище<sup>1</sup>, Ініціали<sup>1</sup>, Прізвище<sup>2</sup>, Ініціали<sup>2</sup>, Прізвище<sup>3</sup>, Ініціали<sup>3</sup>, Прізвище<sup>4</sup>, Ініціали<sup>4</sup>, Прізвище<sup>5</sup>, Ініціали<sup>5</sup>, Прізвище<sup>6</sup>, Ініціали<sup>6</sup>, & Прізвище<sup>7</sup>, Ініціали<sup>7</sup>. (Рік). *Назва книги: Підназва* (номер видання). Місце видання: Видавництво.

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#### **2. Книга: 8 і більше авторів**

Прізвище<sup>1</sup>, Ініціали<sup>1</sup>, Прізвище<sup>2</sup>, Ініціали<sup>2</sup>, Прізвище<sup>3</sup>, Ініціали<sup>3</sup>, Прізвище<sup>4</sup>, Ініціали<sup>4</sup>, Прізвище<sup>5</sup>, Ініціали<sup>5</sup>, Прізвище<sup>6</sup>, Ініціали<sup>6</sup> ... Прізвище останнього автора, Ініціали. (Рік). *Назва книги: Підназва* (номер видання). Місце видання: Видавництво.

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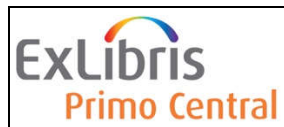
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