

**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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ANDRAGOGUES' TRAINING FOR HUNGARY ADULT EDUCATION SYSTEM

ABSTRACT

The article reveals the role of pedagogical staff for work with adults in the modern adult education system. There has been substantiated the fact of direct relation between the efficiency of this system functioning and the level of readiness of adult teachers. Other research results include the analysis and generalization of approaches concerning the organization of professional training of pedagogical staff for work with adults in Hungary. It has been proved that the professional activity of andragogues is aimed at keeping to the European tendencies of the development of adult education. It contributes to the integration of the most vulnerable population categories into society. The training of specialists takes place at the Bachelor's degree level (Organization of the Community) and the Master's Degree (Andragogy). The mentioned specialty is one of the most popular in the country, and it can be obtained both at pedagogical and non-pedagogical higher educational institutions. The article focuses on the content aspects of training a specialist in the field of "andragogy" as a new specialty, dictated by the requirements of the country socio-economic situation. The contents of the curricula for training future andragogues have been highlighted. Besides, the level system of training andragogues has been presented, the curricula of Master's training at the Universities of Debrecen and Budapest have been analyzed. It has defined that the described professional training enables graduates to work in governmental and non-governmental organizations and institutions at various levels that are responsible for development of policy and maintenance of adult educational activity.

Keywords: adult education, andragogue, professional training, education system, Baccalaureate, Master's degree program, human resources.

АНОТАЦІЯ

У статті розкрито роль педагогічного персоналу для роботи з дорослими у сучасній системі освіти дорослих. Обґрунтовано факт безпосередньої залежності між ефективністю функціонування цієї системи та ступенем підготовленості педагогів для дорослих. Представлено аналіз й узагальнення підходів щодо організації професійної підготовки педагогічного персоналу для роботи з дорослими в Угорщині; доведено, що професійна діяльність андрагогів спрямована на дотримання європейських тенденцій розвитку освіти дорослих та сприяє інтегруванню найбільш незахищених верств населення країни в соціум. Підготовка фахівців відбувається на рівні бакалаврату (Організація спільноти) і магістратури (Андрагогіка); спеціальність є однією із найбільш популярних у країні, здобути яку можна як у педагогічних, так і непедагогічних вищих закладах освіти. Увагу зосереджено на змістових аспектах підготовки фахівця зі спеціальності «андрагогіка» як нової, подиктованої вимогами



соціально-економічної ситуації країни. Представлено рівневу систему професійної підготовки андрагога та висвітлено змістове наповнення навчальних планів цієї підготовки, проаналізовано навчальні плани магістерської підготовки Дебреценського та Будапештського університетів. З'ясовано, що така професійна підготовка надає випускникам право працювати в державних та недержавних установах та закладах різного рівня, які мають безпосереднє відношення до організації та здійснення освіти дорослих.

Ключові слова: *освіта дорослих, андрагог, професійна підготовка, система освіти, бакалаврат, магістратура, людські ресурси.*

INTRODUCTION

Among the pressing problems that are present in the modern field of adult education, the lack of trained pedagogical staff to work with adults is significant. Under foreign scientists' analysis, the status of an adult educator is one of the "forgotten key problems" that awaits immediate resolution (The Hamburg Declaration, 1997). According to Ya. Bekker, we can state the almost complete absence of specially trained personnel for work with adults, capable of professionally and qualitatively carrying out educational, rehabilitation, organizational activity with adults (Ogienko, 2009). Other researchers also agree. O. Ogienko points out that despite the intensive development of adult education in Europe, the problem of adult teacher education is not given due attention and, even, the term "adult educator" is not universally recognized (Bekker, 2006). While S. Zmeyer emphasizes that adult education requires not only the proper theory and practice of teaching, but also specially trained teaching staff (Zmeyer, 1999), which at a high level are able to meet the need of adults for knowledge. In this context, it should be noted that there is a direct correlation between the degree of effectiveness of the adult education system and the training of "well-informed, qualified, committed adult educators".

THE AIM OF THE STUDY

As the training of different categories of adults requires considering their level of social and psychological maturity, physiological characteristics, the presence of previous life and professional experience, which is related to the "adequacy of professional ideas", individual characteristics, in particular in the perception, assimilation and processing of information, etc. the question becomes more relevant: Who should teach an adult? Teacher, pedagogue, andragogue, andragogue teacher, tutor, facilitator? What kind of knowledge should he have, what kind of professional education to acquire, what roles to fulfill?

The article attempts to answer at least some of these questions.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

According to the analysis of research materials, there are very few scientific sources that directly disclose the status and function of an andragogue, usually "much more attention is paid to the student rather than the teacher in (освіті дорослих) adult learning (Boud & Miller, 1998). Scientific studies, which highlighted the features of adult education in foreign countries, were conducted by I. Beyul, N. Bidyuk, L. Chuhay, N. Horuk, I. Lytovchenko (USA); M. Borysova, O. Kotliakova (Canada); T. Hryhorieva, S. Kovalenko (United Kingdom); O. Banit, E. Bohiv, N. Makhynia, I. Sahun (Germany); O. Ogienko (Scandinavian countries); V. Davydova (Sweden); O. Zhyzhko (Mexico); N. Paziura (Japan); H. Leshchuk, L. Vedernikova (France) and others.

The problem of training pedagogical staff for the adult education system was taken care of by domestic (O. Anischenko, S. Arkhypova, S. Babushko, O. Chuhay, V. Oliynyk,



V. Putsov, T. Sorochan, L. Tymchuk etc.) and foreign (T. Alexander, S. Brookfield, A. Darynskyi, R. Faultish, M. Jarvis, M. Knowles, A. Kukuiev, N. Miller, F. Pegler, R. Smith, R. Swanson, L. Touros, Yu. Ukke, S. Vershlovskyi, V. Wexler, A. Zhdanov, and others) scientists.

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

RESULTS

Highly appreciating the achievements of national scholars and practitioners in the field of adult education, it should be noted that the problem of training teaching staff to work with adults has not yet been the subject of separate scientific study. At higher educational establishments professional training of adult teachers is not systematically carried out, and educational programs on the development of andragogical competence have not become widespread at institutions of postgraduate pedagogical education.

Simultaneously, the Ministry of Social Policy, taking into account the world experience in the implementation of lifelong education and the growing need for adult education, as well as the formation of andragogy as a scientific direction in the system of pedagogical knowledge, supported by the Ministry of Education and Science proposal concerning the demand for a new profession (letter № 1/12-2537 of 13.03.2018) and a new profession “Andragogue” with code 2359.2 (professional group “Other professionals in the field of training”) was added to the Classifier of Professions.

Supporting O. Ogienko’s point of view, we consider that foreign countries have some experience of training teachers for the adult education system, and the creation of a single educational European space and the commonality of pedagogical goals and objectives, the similarity of problems faced by the adult education system in different countries, determine the relevance of study and synthesis of the experience of European countries (Ogienko, 2008).

The expediency of studying the experience of training pedagogical staff to work with adults in Hungary can be justified by additional factors, including the significant deepening of European cooperation in the educational field, the significant achievements achieved by Hungary in reforming the adult educational system (the adoption of the Law on adult education (2002), introduction of the profession of andragogues into the national classifier of professions (1993), long-term positive experience of andragogues’ professional training at higher education establishments occupy leading positions. Besides our countries have similar socio-economic and socio-cultural conditions of development.

The above-mentioned has stipulated the choice of the topic of the article.

The basis of the Hungarian adult education system was laid after the Second World War on the initiative of the Hungarian Government. The main purpose of this system was to support social change, especially in the area of social mobility of the population. The fact that Hungary is one of a few countries in the world to have a separate law on adult education, which came into force in January 2002, is worthy of mention (Évi CI, 2001). This law regulates the provision of adults with educational services, their financing and it also controls appropriate measures including andragogical training. In 2013 a new law on adult education took effect which further addresses a number of important issues. The leading ones are questions about the order and requirements for lifelong adult education; procedural rules for the registration, management, control and licensing of institutions providing adult education. In addition, the law defines the scope, duration, administration,



registration, payment for educational services; conditions for continuing adult learning; educational programs and consulting activities of experts in the field of adult learning; tasks and number of members of the Adult Expert Committee; practical training and monitoring, as well as an adult education quality assurance system and staff training for working with adults (Law on adult education of Hungary, 2013). According to the current legislation, the main purpose of adult education in Hungary is comprehensive and professional training, the correction of violations, the development of professional knowledge and competences, the increase of employment opportunities, lifelong learning.

In the context of our study, it is important to highlight the features that distinguish the adult education system in Hungary. Among the most essential are: the use of information and communication technologies; creation of on-the-job training courses; forming a social partnership with a view to further improving and increasing the effectiveness of the whole system of further education; the introduction of a national award and financial incentives for employers to support workplace learning based on Western European models; prospects of non-formal learning and alternative forms of learning; development of distance learning (Hodlevska, 2018).

In the modern educational space Andragogy (Andragógia) is one of the most popular specialties in Hungary. The specialty “Andragogy” was introduced to the classifier of professions in 1993 with the adoption of the Law “On Higher Education”. Specialists are trained at the Bachelor’s and Master’s degree.

It should be emphasized that the peak of the popularity of andragogues in Hungary acquired in the first decade of the XXI century. Thus, in 2010, over six thousand entrants applied for admission to specialty Andragogy at a Bachelor’s degree and over one and a half thousand entrants applied for admission to the Master’s degree. Over time, the number of people wishing to study in this specialty decreased, consequently, admission decreased, but the competition always remained high (see Table 1).

Table 1

Year	Andragogy (Andragógia)			
	Baccalaureate		Master’s degree program	
	Applied	Enrolled	Applied	Enrolled
2010	6007	1588	441	176
2011	5456	1425	474	179
2012	3184	790	338	170
2013	877	114	229	117
2014	835	111	273	116
2015	685	101	211	91
2016	620	101	167	66
	Baccalaureate		Master’s degree program	
2017	Organization of the Community (Közösségszervezés)		Andragogy (Andragógia)	
	1170	346	151	54

**University entrants enrollment for specialty “Andragogy”
at Hungarian universities (2010 – 2017)**

However, in 2015, the Hungarian government decided to reorganize and rename a number of training programs, among which, unfortunately, specialty “Andragogy” was.



This caused public displeasure, but since September 2017, as a result of the reorganization, this bachelor's degree has been transformed into specialty "Organization of the Community" ("Közösségszervezés") (Rétegszociológia Andragógia-andragógus, 2017; Már jelentkezhettek az andragógiát felváltó szakra, 2017). The legislative basis for this was the Resolution of the Ministry of Human Resources of the Ministry of Human Resources 18/2016. (VIII. 5.) "On the Common Requirements for the Training of Bachelors and Masters of Professional Education, and the General Requirements for the Teachers' Training" (EMMI rendelet, 2016).

Fig. 1 reflects the dynamics of the recruitment of applicants for specialty Andragogy in 2010 – 2017 (Elmúlt évek statisztikái, 2018). The histogram shows that changing the name of the bachelor's specialty ("Community organization") had a positive effect on the number of those wishing to study (346 people), although only 54 people were accepted for training.

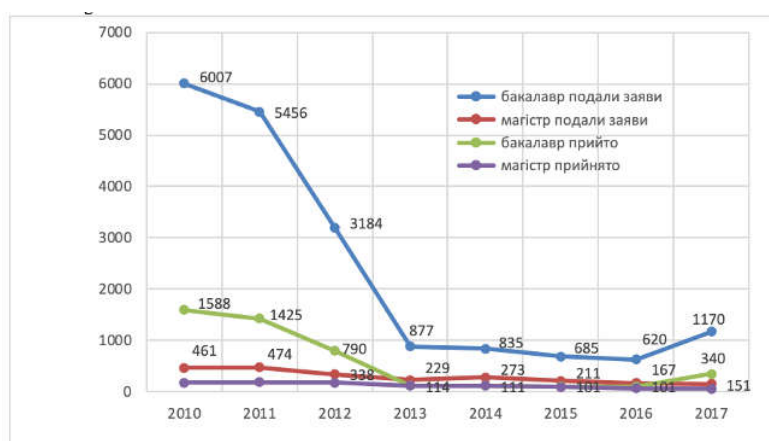


Fig. 1. Dynamics of University entrants enrollment for specialty "Andragogy", "Organization of the Community" in 2010 – 2017 (Elmúlt évek statisztikái, 2018).

Currently, ten higher educational institutions in Hungary are training pedagogical staff to work with adults in the specialty "Organization of the Community" (the Bachelor's degree level) (Július 27-étől hatályos egységes szerkezetű felvételi tájékoztató, 2018). These are eight classic universities: the University of Debrecen (Faculty of Humanities); Eszterházy Károly University (Faculty of Pedagogy); Eötvös Loránd University (Faculty of Pedagogy and Psychology); János Neumann University (Faculty of Teacher Training); the University of Nyíregyháza; the University of Pécs (Faculty of Humanities); Szeged University (Faculty of Education); King Sigismund University; János Kodolányi College and the Budapest University of Economics (Faculty of Commerce, Catering and Tourism). Six of these universities (Debrecen; Nyíregyház; Pécs; Szeged, Eötvös Loránd University and King Sigismund University) provide training in specialty "Andragogy" at the Master's degree (Bölcsészettudomány. Andragógia. A képzést. szeptemberben elindító intézmények, 2018).

For conducting research undergraduates have the opportunity to continue their studies in doctoral studies (A Debreceni Egyetem képzési programja, 2018).

Like at universities in other countries, students who have earned a bachelor's degree in management major may enroll for a Master's degree in Andragogy. These include



managers of the cultural community, youth community, human resources development, cultural and education manager for higher education and humanities, or employment consultants. At the same time, graduates with other bachelor's degree qualify for a Master's degree in Andragogy, but provided that the applicant has 30 credits, 10 of which – in the humanities (History of Philosophy, Social Sciences, Communication, Information Technology, Library Science), 20 – in Pedagogy and / or Psychology. Although, if the credits are not enough, the student can earn them in parallel with the study in the Master's Degree Program during the first 2 semesters.

The level of Master's training involves four semesters, which results in the graduate gaining the qualification of an andragogue. 120 credits are earned during the course of study, most of which are professional (40 – 55 credits) and professionally-oriented (32 – 45 credits). A sufficiently large number of hours are transferred to basic subjects, which take at least 16 – 22 credits in the structure of training, while 10 credits are allocated to the subjects of free choice. A considerable number of hours (10 credits) are also allocated for the preparation of the thesis. It should be noted that the specific feature of professional training in Hungary is a serious practical orientation, as the practical training should account for at least 35 % (Andragógia mesterképzési szak, 2012).

The purpose of the Master's degree training is a specialist who is primarily able to interpret scientific information on adult education, and put the obtained knowledge into practice. A significant task of a professionally trained andragogue is to promote the education of different categories of adults. In order to do this, an andragogue should be capable to develop training programs for adults, use both traditional and innovative forms and methods of teaching; coordinate the adult learning process; provide adult counseling services, and plan and conduct adult education research.

In the course of study in the Master's Degree Program students have to acquire a great variety of knowledge. In particular, the role of lifelong learning in society and the individual; economic, political and ethical aspects of adult education; adult education theories and methodologies, as well as andragogical theories; features of working with different target groups of adults; teaching methods in an adult audience; modern andragogical researches; research in the field of adult education.

Students should also be well aware of the European Union's adult education documents and strategies and the various foreign adult education systems.

In the process of studying students must acquire the skills to systematically and creatively solve new and complex problems of andragogy; develop social, political and economic projects in the field of adult education. Extremely essential professional skills of future andragogues have to comprise the ability to systematize their own experience in adult education, including presenting their findings and suggestions to professional and non-professional audience; to create independent scientific works; research, interpret and use information resources and research results of other industries, be able to collect new information, solve new problems, critically process new phenomena. Such skills as managing adult education and training; formulation of adequate targets in the field of adult education; developing and implementing andragogical processes; ensuring the quality of the assessment system are also not neglected. Against this background, special significance is given to the ability of lifelong self-development.

While studying at a higher educational institution, future andragogues should develop such personal skills as adaptability, empathy, flexibility, objectivity, and personal responsibility; as well as group leadership, moderation, animation, mentoring skills; make



decisions in difficult and unpredictable situations; critical thinking (Andragógia mesterképzési szak, 2012). It should be emphasized that to have a B2 foreign language certificate is obligatory in order to obtain a Bachelor's or Master's degree diploma.

In general, the professional activity of andragogues are aimed at adhering to European trends in the development of adult education, which enables Hungary to converge with developed countries. The work of integrating of the most vulnerable strata of the population into society, as well as the development of educational, scientific, institutional and methodological skills, is an extremely crucial direction in andragogues' activity.

Let us analyze the contents of the Master's degree curricula at selected universities.

The analysis of the Debrecen University curriculum shows that 120 credits are generally allocated for the training of a Master of Andragogy, the basis of which is basic (22 credits) and professional (70 credits) training. The plan also provides electives (10 credits) and 8 credits are allocated for professional training at higher educational institutions. Presenting Master's thesis completes the study. The chart given below points out the allocation of hours for professional training (Fig. 2).

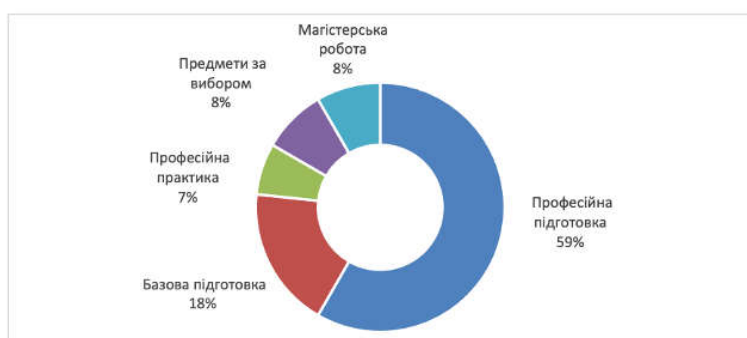


Fig. 2. Allocation of hours for professional training in specialty "Andragogy" at the Debrecen University

As it can be seen from the diagram, the largest number of hours (70 credits) is devoted to the study of professional subjects. It consists of 5 modules and provides a study of a range of disciplines that ensure the effectiveness of future professional activity. In particular, these are adult education management subjects – 15 credits (Economics of Education, Management of Adult Educational Institutions, Adult Education Programs and Projects, Adult Education Marketing); Adult Education Methodology – 22 credits (Adult Education and Group Work, Adult Psychological Health, Professional Orientation, Learning and Teaching Theory, Adult Learning Methods, E-Learning); Quality Management Education 10 credits (Adult Education Assessment, Management Quality, Adult Education Quality Assurance). The issues of social andragogy (10 credits), within which such subjects as Labor Market Policy, Gerontology, Socio-Andragogical Sites, are not neglected. A considerable amount of hours is also given to the Andragogical Research Unit, which studies Statistical Analysis in Education, ICT in Scientific Research, Trends and Theory of Andragogy, Analysis of Andragogy Sources, etc.

Basic training involves the compulsory study of disciplines that give an overview of the legal framework of adult education, the European Union's education system, European



adult education documents, as well as communication features in adult education, human resources development trends; design and organization of adult learning, the labour market, etc.

At Eötvös Loránd University (ELTE) in Budapest, one of the oldest and largest institutions of higher education in Hungary, andragogues are also being trained. The Faculty of Pedagogy and Psychology trains Masters-andragogues according to full-time study.

Overall, the disciplines are similar to those taught at the University of Debrecen, but there are other subjects, the study of which distinguishes vocational training at that university. In particular, the following should be mentioned: Human capital and its legal environment; History of adult policy and education; Ethics. Professional Ethics; Cultural Studies; Information and Media in the 21st century of great importance in the training of future andragogues is the study of scientific theories and their use in andragogy; research and development in the field of andragogy; research methodology. International adult education systems and the internal adult education system are separately studied. Practically oriented disciplines are given serious attention. Future andragogues study the features of adult learning organization; methods of determining the level of knowledge and competence of an adult; development of andragogical competencies – group dynamics and personality development. There is a specific subject, e. g. practice in the field of adult education and career planning. The features of working with different target groups of adults and the methods of developing and managing projects in adult education and distance and e-learning are not disregarded. There are also free-choice disciplines.

The study is completed by writing a thesis (Az andragógia mesterképzés tanterve 2017-től, 2017).

As noted above, since 2015, training in the specialty Community Organization has been carried out at Hungarian universities. Bachelor's level of training, qualification: cultural community manager; youth community manager; human resources development manager. Term of study accounts for 6 semesters (Közösségszervezés alapképzési szak, 2018). The purpose of training is to prepare a specialist who will be able to organize youth and adults in cultural, ecclesiastical, civic and non-profit organizations, state or municipal institutions, enterprises, integrated multifunctional organizations.

The community organizer is a director, animator in the field of civic education whose activities are aimed at human development. He is able to work with institutions and organizations in the fields of culture, social assistance, adult education and local economic development. Graduates know the basic principles of functioning institutions working in the fields of culture, public education, adult education, the development of youth organizations and their legal regulation.

Students have to earn 180 credits during their studies. It worth mentioning that the basic disciplines make up 40–60 %. For professional orientation 50 credits were allocated; free choice disciplines – 10 credits. In the professional training of an expert who obtains a specialty “Community Organization” practical training is of great importance. In particular, during 3–4 semesters 80 hours are compulsory at the cultural centre or any other institution according to the individual plan and 160 hours are obligatory according to the qualification.

CONCLUSIONS

The professional training of teaching staff to work with adults in Hungary is given a great attention to. The profession of an andragogue can be obtained in both pedagogical and non-pedagogical higher educational institutions. Based on the analysis of training programs for future experts of specialty “Andragogy”, comparing the contents of their theoretical and practical training, we can conclude that in the course of study students acquire knowledge



about the peculiarities of educational work with adults of different age groups and social categories in the fields of formal, non-formal and informal, as well as acquire the ability to support adult learning motivation and to create their own biography. Knowledge about human functioning in the modern labour market, principles of development and training of employees of organizations and features of modern technologies of adult education are an integral part of professional training. Gained knowledge can be useful for analyzing the condition and changes taking place in the area of adult education field, supporting to plan, organize and promote adult education in accordance with current legislation, social, professional and educational standards.

The demand on andragogical training is stipulated by the opportunity to find work in educational departments of various organizations, training companies, labour market institutions, recruitment agencies, editorial boards of educational portals, public organizations operating in the field of adult education, as well as in cultural organizations, and institutions which proposals are grounded on the model of organizing the adult education of different age. Furthermore, graduates can work in governmental and non-governmental organizations and institutions at various levels that are responsible for development of policy and maintenance of adult educational activity.

The prospects of further research include detailed study of the content, courses and disciplines of the andragogical training curricula at the universities of Hungary.

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THEORETICAL PRINCIPLES OF POSITIONING STRATEGY OF EUROPEAN AND UKRAINIAN MAJOR UNIVERSITIES IN THE CYBERSPACE AND METHODS OF THEIR ANALYSIS

ABSTRACT

The article examines conception “positioning strategy of major university in the cyberspace”, its main trends and functions. The author analyses the scientific works of classical and modern representatives of schools of management widely spread in different countries, according to their main conceptions, which single out the principal tendencies of management impact, formulate the most effective methods and forms of their putting into operation using knowledge from different fields of science. The completed analysis enabled to make the conclusion that the work of schools of management depends on using external information and changes in the environment. The use of synergetic approach makes it possible to formulate factors, which influence the work of educational establishments and stimulate major universities to modify in the direction of surrounding world development. The scientist studied the development of methods of positioning strategies of major universities in the international cyberspace, which are based on systematic, strategic, synergetic, socio-marketing, criteria-integrated and systematic-methodic methodological approaches. Important methodological aspects are the analysis of the system of positioning of higher educational establishments as a tool for influencing various spheres of society (political, economic, social and cultural spheres of life, etc.). On the basis of the examined literature, the author comes to the point that on the modern stage of the development of countries there are a lot of methods of competitive recovery such as Boston Consulting Group analysis, M. Portet model, McKenzie method, Shell/DPM method, LOTS method, PIMS method, situational analysis (SOT analysis), expert estimation method, Hofer/Schendel model, financial and economic method, method of strategical groups mapping and others. The researcher accents that clear implementation of the tasks of positioning strategies will ensure that higher educational establishments consolidate their positions, as well as contribute to the University’s competitiveness in the domestic and global scientific and educational space.

Keywords: *strategy, positioning, school of management, major university, competition, cyberspace, education, higher educational establishments.*

АНОТАЦІЯ

У статті розглянуто поняття «стратегія позиціонування провідного університету в міжнародному інформаційному просторі», його основні напрями та функції. Автор аналізує наукові праці класичних і сучасних представників шкіл менеджменту, поширених у різних країнах, за їхніми основними концепціями, які виокремлюють найважливіші напрями управлінського впливу, формулюють найефективніші методи



та форми їх впровадження, використовуючи для цього знання з різних галузей науки. Здійснений аналіз дав змогу дійти висновку, що робота шкіл менеджменту залежить від використання зовнішньої інформації та змін у навколишньому світі і, використавши синергетичний підхід, можна сформулювати чинники, що впливають на роботу закладів освіти та стимулюють провідні університети змінюватися до розвитку навколишнього середовища. Науковець дослідив розробки методик стратегій позиціонування провідних університетів у міжнародному інформаційному просторі, які спираються на системні, стратегічні, синергетичні, соціально-маркетингові, критеріально-комплексні та системно-методичні методологічні підходи. Важливими методологічними аспектами є аналіз системи позиціонування закладів вищої освіти як інструмента впливу на різні сфери суспільства (політичну, економічну, соціальну та культурну сфери життєдіяльності тощо). На основі розглянутої літератури, автор дійшов висновку, що на сучасному етапі розвитку країн, існує безліч методик підвищення конкурентоспроможності, а саме: модель Бостонської консультативної групи; модель М. Портера; метод «Мак-Кінзі»; модель Shell/DPM; метод LOTS; метод PIMS; ситуаційний аналіз (SWOT-аналіз); метод експертного оцінювання; модель Хофера/Шенделя; фінансово-економічний метод; метод картування стратегічних груп та ін. Дослідник наголошує, що чітке виконання завдань стратегій позиціонування, забезпечить закладу вищої освіти закріплення досягнутих позицій, а також сприятиме конкурентоспроможності університету у вітчизняному та світовому науково-освітньому просторі.

INTRODUCTION

The severe competition exists on the educational market and on the innovation activity scope in higher educational establishments (HEE) at the modern stage of high education development. The question of major universities positioning in the cyberspace gains extraordinary currency.

Universities in the 21st century are taking a new direction since the emergence of a universal phenomenon called globalization. It requires from higher educational establishments to converse their roles, goals and functions in relation to society, actually, the dynamics of socio-economic growth. A political, cultural, social and technological country requires from the education sector to make potential decisions that reflect the quality of theoretical information obtained during university education. For that reason, the creation of qualitative higher educational system is obvious in modern society (Castro, Chimborazo, Guevara & Toapanta, 2017).

The globalization of education becomes the main one when creating alliances between universities of different countries, and the internationalization of educational services, activation and improvement of the effectiveness of science research activities help Ukrainian universities to find a worthy ground in the world and national rating. At the same time, the problem of the outflow of talented young people and promising scientists to countries with a higher standard of living remains. For Ukrainian educational organizations of professional education, in order to withstand competition for domestic and foreign applicants, not only the highest quality of education and research becomes relevant, but also the formation of an attractive image, brand, maintaining a positive reputation in society, the implementation of a client-oriented marketing approach and the development of a positioning strategy taking into account the expectations and needs of students, consumers of educational services.

Universities and professional educational organizations are forced to carry out and improve marketing activities, paying more attention to managing their own brand, forming



and evaluating of their ground in the global, Ukrainian and regional markets of vocational education. In this regard, there is a practical need for serious theoretical searches in the field of positioning and managing the brand of educational organizations in the vocational education market.

THE AIM OF THE STUDY

To analyze the problems of positioning strategies of major universities in Ukraine and Europe in the international cyberspace and methods of their analysis.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The question of the management theories was given consideration by scientists such as I. Ansoff (1999), P. Drucker (2007), F. Taylor (2006), H. Fayol (2013), Ye. Khrykov (2017) and others. The methods preparation of the analysis of major universities positioning strategy in the international cyberspace was paid attention by scientists B. Adamson (2007), M. Bray (2007), O. Zozulov (2004), N. Kudenko (2002), Ed. Mason (2007), A. Nalyvaiko (2001), N. Pysarenko (2004), G. Hooley (2002) and others.

General and special methods of scientific research are used to achieve the goals set in the article: systems and target-problem analysis of philosophical, scientific and pedagogical, special literature, regulatory documents, and the Internet resources.

RESULTS

Major university positioning strategy in the international cyberspace is a bearer to the open dialog with the world and it is directed to the determination of interests and needs of target group; to formation of positive image (manner, brand) and support of reputation of major higher educational establishment in the awareness of consumers of educational services or users of educational products (for university entrants and students, this is the opportunity to study at a leading university; for graduating seniors this is the opportunity to get a highly paid job; for employers there are skilled workers; for scientists this is the obtaining of grants and scholarships for a realization of researches; for leadership and lecturers this is high salary and work at a prestigious university); to the convincing reporting to stakeholders about competitive advantages and prospects that appear before them after graduation in the range of international space of interchange and getting information with the help of correlation between materials and objects, subjects and phenomena.

Having considered the concept of “major university positioning strategy in the international cyberspace”, it can be argued that positioning performs one of the main functions of classical and modern management theory.

According to the opinion of Ye. Khrykov, the management theory of educational establishments in our country developed separately from the world’s management acquisitions for a long time. That is why the further development of theoretical principles of higher educational establishments’ management is impossible without analysis of widespread schools, conceptions and management theories in different countries (Khrykov, 2017).

One of the representatives of management schools is F. Taylor, who established the school of scientific management. The analyst developed main principles of management, which lie in the development of optimal methods of the work implementation on the ground of scientific study of time consuming factor, movements, efforts and etc.; the absolute adherence to the developed standards; staff recruiting, personnel training, and placing employees in the workplace and performing exactly the tasks, where they can be of the most usefulness; payment by results of the labor; the use of functional managers, who exercise the control on specialized areas; the support of friendly relations between employees and managers in order to provide opportunities for the realization of the scientific management (Taylor, 2006).



Another representative of the school of management is A. Fayol. The main merit of the scientist is based on the creation of fourteen management generalities: order; unity of direction; justice; division of labour; staff remuneration; centralization; authority and responsibility; initiative; discipline; autocracy, corporate spirit; stability of workplace for staff; subordination of personal interests to common interests; chain of command (hierarchy) (Fayol, 2013).

The representatives of the quantitative school are R. Acroff, D. Woodward, N. Lawrence, D. March, H. Simon, D. Thompson. The supply of objective and total information for the most favorable solving of the topical problems are the main idea of the given school.

P. Drucker represents the school of management concepts by objectives. He proved the priority of strategic goals studying, achieving tasks and interaction between elements of the subject area of the given strategies (Drucker, 2007).

Ch. Barnard, D. March, H. Simon and I. Ansoff were founders of the social system school. The main principle of the school consisted in the idea that any organization was a complicated system, which had to adapt to complex environment.

So, to ensure the effective work of the organization, the researchers who studied management, based on the principles of economic theory, identified the most important areas of managerial influence and formulated the most effective methods and forms of its implementation, using knowledge from various fields of science. Just these factors help business and higher educational establishments to develop themselves, fighting for their right to exist in a competitive business environment and global cyberspace.

The next aspect of the research will be the consideration of the development of methods for positioning strategies analysis of leading universities in the global cyberspace, which are based on systematic, strategic, synergetic, socio-marketing, criteria-integrated and system-methodic methodological approaches.

According to the opinion of M. Bray, B. Adamson, M. Mason (2007), in comparative pedagogical research, a particularly important idea is the multi-level analysis, which is clearly presented in the Bray and Tomas cube. According to the authors, in order to obtain a multifaceted and holistic assessment of educational phenomena, they must be considered in, at least, three dimensions. The front face of the cube shows geographical levels for comparison, the upper face shows non-localized demographic groups, and the side face shows aspects of education and society.

After having analyzed the psychological, pedagogical and special literature, we found out that there are a large number of methods for improving competitiveness on the present stage of development of countries, in particular: Boston Consulting Group analysis, M. Portet model, McKenzie method, Shell/DPM method, LOTS method, PIMS method, situational analysis (SOT analysis), expert estimation method, Hofer/Schendel model, financial and economic method, method of strategical groups mapping and others.

According to G. Hooley, the strategy should be developed in three stages: determining the current position includes: 1) formation of business rivals list, 2) determination of conforming product descriptions, 3) evaluation of the corresponding significance of attributes, 4) determination of the positions of competing products according to the most important attributes, 5) customer needs identification, 6) complex approach on all the mentioned above points; selection of the desired position: 1) determination of the target market (so, circles of possible rivals), 2) identification of competitive advantages or differences from rivals; development of strategy for achievement of the desired position,



after selecting it several main strategic alternatives are considered: 1) strengthening of existing positions; 2) gradual repositioning; 3) radical repositioning, 4) outing of rivals from their occupied position (G. Hooley, 2002).

Most scientists consider that it is necessary to identify the main parameters of the strategy, which were remained undisclosed in the work of G. Hooley during the development of methods of positioning strategy analysis.

O. Zozulov and N. Pysarenko proposed similar algorithm of positioning strategies. They sort out the following stages: the choice of parameters, by which the positioning will be carried out, determining their importance for the target audience; the identification of relevant firms, their products and brands belonging to this segment; the conduct of comparative analysis of competing brands; the analysis of positioning schemes and selection of positioning criteria; the identification of positioning strategy. Based on the analysis of the company's positioning schemes, it is necessary to determine the positioning strategy; the choice of the brand positioning type. At this stage, it is necessary to determine the type of positioning of the brand in the market that is the manner, in which the company will inculcate its brand in the minds of target consumers; realization of positioning to the general system of marketing strategies (Zozulov & Pysarenko, 2004).

A. Nalyvaiko thinks that the methods of efficiency analysis of business strategic should be based on determining the criteria of the key success factor; establishing of their relative importance and ranking; assessing the level of mastering the key success factors of the business by its competitors; reducing the resulting assessment to the overall result (Nalyvaiko, 2001).

The classification of marketing strategies for business positioning according to N. Kudenko, includes the nature of positioning (competitive and consumer positioning); positioning factor (indicator); the number of positioning factors (indicators) (based on one, two or three characteristics); determination of positioning errors (insufficient; excessive; mixed or doubtful positioning) (Kudenko, 2002, p. 169).

After analyzing this classification, we can identify several determinants (quantitative and qualitative). These signs, in our opinion, demonstrate the effectiveness of positioning strategies of leading universities in the global cyberspace.

CONCLUSIONS

The results of the conducted analysis allow us to make such conclusions: the university positioning covers the process of creating an appropriate desired result and the strategy provides for the development of action plans as to the short-term, medium-term and long-term realization of the positioning process; the positioning process of the higher educational establishments is the occupation of a certain place in the global educational market and among consumers of these services.

Universities should carry out main conceptual strategy principles taking into account the experience of the best domestic and world universities. Accurate fulfilment of the strategy tasks will provide a higher educational establishment with consolidation of achieved positions and promote systemic and wide scale modernization of educational and scientific components and also competitiveness of the university in domestic and global educational space.

In modern conditions, positioning strategies are an integral part of any successful management strategy of higher educational establishments, and one of the most important tools for maintaining a rating position and competing for educational consumers. Their importance and position are constantly growing. On the one hand, the influence of



positioning strategies on the formation of other components of management strategies is increasing, and on the other hand, these strategies are the main means not only of generating demand for goods and services of businesses and higher educational establishments, but also of communicating corporate values and unity of direction to the target audience. Thus, the main directions of the positioning strategy of higher educational establishments (HEE) in global cyberspace (GCS) in the process of management are aimed at assistance of identification and representation of specific features of the educational establishment/educational service/educational product; implementation of the mission, goals, directions; analysis of the assessment of consumers of university educational services and its rivals; determination of the current state of positioning of the HEE and prospects for its development; preservation and expansion of the achieved results.

Theoretical analysis of the literature shows that the problem has been considered quite widely. Despite the importance of the works of the mentioned researchers, they do not exhaust the relevance of strategic research on the positioning of major universities of Ukraine and Europe in the global cyberspace.

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ORGANIZATIONAL FORMS OF ADULT EDUCATION IN PENITENTIARY FACILITIES IN THE UK

ABSTRACT

The article justifies the need to develop and improve the system of adult education for convicts scheduled for release. It covers the issues related to the recidivism among convicts. Besides, the article presents a pedagogical analysis of tools of formal, non-formal and informal adult education for convicts in penitentiary facilities in the UK. It specifies organizational conditions of adult education for convicts in penitentiary facilities in this country based on the study of relevant scientific sources and legislative documents. It determines and analyzes organizational forms of adult education for convicts in penitentiary facilities in England and Wales are defined and analyzed. They are the following: the system of obtaining academic qualifications by convicts; the organization of professional training and employment for convicts; correctional programmes for offenders based on the principles of cognitive-behavioural therapy, which aims to change the beliefs and attitudes encouraging criminal behaviour; religious education and upbringing, which promote the rehabilitation of convicts on the personal level; the assistance of penitentiary facilities in establishing social relationships between convicts and their relatives, their positive impact on the reintegration of convicts into society, the motivation of convicts towards learning and acquisition of social skills; "through the gate resettlement programme" based on the establishment of mentorship by probation officers. Finally, the article highlights positive ideas in the UK experience, which can be implemented in the system of convicts' correction and resocialization in Ukraine. Further research should aim to justify forms and methods of non-formal education influencing convicts' resocialization.

Keywords: *rehabilitation of convicts, adult education, organizational forms of education for convicts, forms of education for convicts, penitentiary facilities.*

АНОТАЦІЯ

У статті обґрунтовано нагальність розвитку й удосконалення системи підготовки дорослих засуджених до звільнення. Висвітлено питання, пов'язані з проблемою рецидивної злочинності засуджених до позбавлення волі. Здійснено педагогічний аналіз інструментів формальної, неформальної й інформальної освіти



дорослих засуджених в установах виконання покарань Великої Британії. Проаналізовано організаційні умови освіти дорослих засуджених у пенітенціарних установах країни, що досліджується, на підставі вивчення наукових праць учених й нормативно-правових документів. Визначено й проаналізовано організаційні форми освіти засуджених в установах виконання покарань Англії та Уельсу, а саме: систему отримання академічних кваліфікацій засудженими в умовах позбавлення волі; організацію професійного навчання і зайнятості засуджених; програми корекції поведінки правопорушників, що базуються на принципах когнітивно-поведінкової терапії, яка спрямована на зміну переконань і поглядів, що заохочують злочинну поведінку; релігійне навчання й виховання, яке сприяє реабілітації засудженого на особистісному рівні; сприяння адміністрації виправної установи налагодженню соціальних зв'язків засуджених з рідними, які, окрім свого позитивного впливу на процес реінтеграції у суспільство, мотивують засуджених осіб до більш сумлінного навчання і кращого засвоєння соціальних навичок; програму переселення «Через ворота», в основі якої закладена ідея встановлення менторства над засудженим співробітником органу пробачії. Виокремлено позитивні ідеї досвіду Великої Британії, які потребують подальшого вивчення з метою імплементації їх в систему виправлення і ресоціалізації засуджених в Україні. Зазначено перспективи подальшого дослідження системи освіти засуджених в пенітенціарних установах країни, що досліджується.

Ключові слова: *реабілітація засуджених; освіта засуджених; освіта дорослих; організаційні умови освіти засуджених; форми освіти засуджених; установа виконання покарань.*

INTRODUCTION

Nowadays, one can see how dynamic changes in social, cultural, economic, technological and other spheres in Ukraine state determine qualitative transformations in the adult education system. First of all, there is a transition to lifelong learning. The constant and rapid renewal of knowledge enables the education system to develop and meet the need for continuous acquisition of knowledge and skills in both personal and professional spheres. Lifelong learning combines formal, non-formal and informal education and uses them to stimulate human development, deepen knowledge and enhance the necessary professional skills and self-expression. The challenges Ukraine is facing today require one to develop and implement technologies for adults' personal and professional development, taking into account the needs of marginalized groups to shape and develop social and professional mobility, ensure the competitiveness of youth and adults.

One of the most vulnerable categories of the population in Ukraine is those who are serving or have served their sentences at penitentiary facilities. As of August 30, 2020, there were 51,248 convicts detained in 121 penitentiary facilities under the control of the State Penitentiary Service of Ukraine. It is important to note that 27 penitentiary facilities are in the mode of optimizing their activities; 29 such facilities are located on the territory of the Donetsk and Luhansk Oblasts, which are temporarily not controlled by the Ukrainian authorities; 5 of them – on the temporarily occupied territory of the Autonomous Republic of Crimea (Derzhavna kryminalno-vykonavcha sluzhba Ukrainy, 2020).

According to Art. 1 of the Criminal Executive Code of Ukraine, the Ukrainian criminal executive legislation also aims to create conditions for correction and resocialization of convicts, as well as prevention of new criminal offences by both convicts



and other persons (Kryminalno-vykonavchyy kodeks, 2003). According to Art. 6 of the Criminal Executive Code of Ukraine, the established procedure for serving sentences, probation, community service, social and educational work, general and vocational training are the main tools of correction and resocialization of convicts (Kryminalno-vykonavchyy kodeks, 2003). It is known that three of the six main tools of correction fully, and others only partially, follow the principles, technologies, forms and methods of adult education, penitentiary pedagogy and other related sciences. Therefore, adult education in penitentiary facilities plays an important role in today's development of the penitentiary service and society as a whole. The main objective of adult education in penitentiary facilities is to create the necessary conditions for learning, given the social conditions and demand. Given that the correctional labour code approved on December 23, 1970, expired only in 2004, the main purpose of education in penitentiary facilities up to the early 21st century was to prepare young people for working life. Today, these facilities are designed to provide convicts with comprehensive learning for life in all its manifestations, as well as teach them to adapt to the ongoing changes in the world.

However, several contradictions are making the purpose of the criminal executive legislation somewhat unachievable. Indeed, it is essential to update the content, forms and methods of education for convicts since the existing approaches to their correction and resocialization seem to be rather outdated.

Also, it is vital to study and analyze certain foreign penitentiary systems and implement innovative ideas of their experience in Ukraine. In the UK, adult education for convicts relies on individualization and differentiation of work with different categories of convicts. It is a multidimensional phenomenon which optimally combines the purpose, objectives, content, organizational forms and methods of learning, thus ensuring the integrity and continuity of the training for those scheduled for release. Thus, one should study the UK experience in organizing adult education for convicts to rehabilitate them and ensure the safety of society. It will help Ukrainian practitioners and scholars to update the system of training convicts scheduled for release.

THE AIM OF THE STUDY

The article aims to pedagogically analyze organizational forms of adult education in penitentiary facilities in the UK based on the studies and regulatory documents on the system of rehabilitation for convicts in the mentioned country.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Many Ukrainian scholars have studied organizational forms of education for convicts scheduled for release, as well as other aspects of adult education and socio-educational work in penitentiary facilities (O. Anishchenko, V. Badyra, Ye. Barash, O. Betsa, I. Bohatyrov, V. Chovhan, O. Dzhuzha, O. Duka, A. Halai, O. Kolb, L. Lukianova, V. Pruss, O. Tohochynskyi, O. Tretiak, D. Yahunov et al.). British researchers have devoted their studies to the issues of rehabilitation for convicts and adult education in penitentiary facilities (D. Andrews, A. Bayliss, J. Bonta, J. Braggins, C. Chitty, A. Coyle, E. Hughes, M. Knowles, A. Liebling, J. McGuire, L. Nahmad-Williams, A. Pike, J. Talbot, J. S. Wormith et al.).

The analysis of relevant theses and monographs shows that Ukrainian scholars have not analyzed the issue of education for convicts thoroughly enough yet. Their scientific interests mostly relate to the legal aspects of their formal education. British researchers focus more on the role of education in the process of convicts rehabilitation programmes. For one, A. Pike studies prison-based transformative learning and its role in



life after release, whereas L. Nahmad-Williams considers “the cinderella service”, that is teaching in prisons and young offender institutions in England and Wales.

At the same time, the Ministry of Justice pays significant attention to the education of convicts. At the request of the Ministry, one conducts scientific research on rehabilitation of convicts.

Given that the system of adult education for convicts is viewed as a pedagogical problem, the main research methods include descriptive and systemic-structural ones, which enable theoretical analysis, synthesis, systematization, and generalization of relevant literary sources and foreign experience on the issue in question.

RESULTS

The analysis of authentic materials on the issue in question indicates that the educational process plays a key role in the rehabilitation of convicts in penitentiary facilities in the UK. A review of relevant scientific sources and regulations of the Ministries of Justice of England and Wales concludes that education for convicts is a holistic system which effectively integrates the forms and methods of formal, non-formal and informal adult education sub-systems.

The formulation of the ultimate goal of punishment proves the importance of education in prison. For one, Her Majesty’s Prison and Probation Service documents state that punishment mainly aims to rehabilitate persons in custody or the community by engaging in education and employment (Her Majesty’s Prison & Probation Service, 2019). In May 2016, S. Coates (2016), at the request of the Ministry of Justice, published a document called *Unlocking Potential*, in which she reviewed educational opportunities in prison. The main purpose of this document is “to put the educational process at the centre of the prison regime”. Education is viewed as “one of the pillars of effective rehabilitation” which helps to improve the employment prospects of convicts and their “welfare”, as well as to form “social capital” (Coates, 2016, p. 6). Besides, Coates (2016) encourages one to maintain “a holistic view” on education in prison, which would help convicts to study not only traditional disciplines but also financial literacy, methods of raising children and family relationships (p. 6).

The UK Government subsequently published a White Paper on Prison Security and Reform based on the results of the review. It contains several recommendations, such as to develop a new scheme to train graduates for the monitoring of prisoners “with additional powers to support education at the centre of the prison regime” (Ministry of Justice, 2016b, p. 57). Such training has helped one to inform workers about methodological aspects and organizational conditions of education for convicts in penitentiary facilities. Thus, the UK focuses much on analytical studies on the impact of educational potential on convicts’ resocialization. These studies help one to elaborate on government programmes to improve the organizational framework for convicts’ education and training of relevant personnel.

The findings prove that the UK system of convict rehabilitation programmes offers a wide range of educational services meeting one’s different needs. Such services are available for every convict after an individual plan of their preparation for release with probable risks and needs has been prepared.

The article also describes organizational forms of education for adult convicts in penitentiary facilities in England and Wales. Each of these forms acts as a separate system, implemented by different providers and regulated by relevant regulatory documents of the Ministry of Justice. These include academic qualifications, professional training and



employment, correctional programmes for offenders, religious education and upbringing, social networking, “through the gate resettlement programme”.

Academic qualifications. While in prisons, convicts have the opportunity to obtain academic qualifications, including basic training in English and/or mathematics. This area of work is rather relevant for the UK Government. According to statistics from the Skills Funding Agency, the level of language skills of newly arrived convicts (57 %) barely corresponds to that of 11-year-old children (House of Lords Library Briefing, 2017, p. 6). Moreover, it is much more difficult for an adult with such an educational level to reintegrate into society.

In the UK, the Ministry of Justice provides formal and non-formal education for convicts through two separate areas, namely, the prison education framework and the dynamic purchasing system. Educational services for convicts can also be provided by those who are not members of Her Majesty’s Prison and Probation Service based on contracts with the Department of Business, Innovation and Skills, the Ministry of Justice and the Skills Development Finance Agency. Importantly, convicts may be trained in mathematics, English, English for speakers of other languages, information and communication technologies. It is possible to obtain a qualification from entry-level to a scientific degree through distance learning.

Professional training and employment. Convicts can usually receive vocational training in a certain type of activity while serving their sentences. A study by the Ministry of Justice shows that convicts who received such training in penitentiary facilities are more likely to be employed after release. Thus, vocational training is related to the following areas:

- *catering and hotel business* (such professions as chef, cook, assistant cook, waiter/waitress, bartender, bar supervisor, beverage dispenser, barista, hotel business and catering supervisor);
- construction and planification (such professions as bricklayer, plasterer, joiner, carpenter, construction trade supervisor, artist and decorator, tile fitter, plumber);
- cleaning and maintenance (such professions as cleaning and maintenance worker, operational service worker, waste management worker).

It must be noted that the Department of Business, Innovation and Skills, the Ministry of Justice and the Agency for Financing Skills Development together with employers form the list of professions convicts can obtain in penitentiary facilities based on the labour market analysis. It is not exhaustive and, if possible, the management of penitentiary facilities assists convicts in obtaining professional education and professional qualification under their needs.

Correctional programmes for offenders. These programmes include a series of group therapeutic measures carried out by trained facilitators to reduce the likelihood of re-offending by eliminating the psychological causes of illegal behaviour. The content, forms and methods of this area of work can be attributed to the sub-system of non-formal education for convicts.

The study of relevant documents shows that only programmes which were accredited and proved to be effective can be implemented in penitentiary facilities in the UK. Some programmes aim to reduce the abuse of psychoactive substances since it is because of such substances that former convicts often commit crimes again. The Ministry of Justice has agreed to allocate a special budget for accredited programmes that help offenders to change their behaviour so that such programmes can consider the needs of a particular convict (Ministry of Justice, 2016b, p. 24).



The review of these programmes shows that they follow the principles of cognitive-behavioural therapy which aims to change the beliefs and attitudes encouraging criminal behaviour. They take into account the results of international research which contains evidence in favour of methods of cognitive-behavioural intervention. The latter is proved to be the most effective in correcting illegal behaviour (Ministry of Justice, 2020). In particular, J. McGuire (2008), a professor of forensic clinical psychology at the University of Liverpool, claims that such programmes “usually show a positive effect with a fairly high reliability”. Currently, 24 behavioural programmes are being implemented in penitentiary facilities in the UK. Convicts can also participate in additional 17 accredited programmes after release (Ministry of Justice, 2020).

However, other therapeutic approaches may complement their use in the future. These include psychodrama, virtual reality therapy, emotional intimacy development, art therapy and neurofeedback (House of Lords Library Briefing, 2017, p. 12).

Religious education and upbringing. Prison chaplains provide various religious services in penitentiary facilities in the UK. They act as positive role models and support convicts at particularly difficult times. Importantly, prison chaplains also conduct classes on such issues as loss, empathy for victims, life skills. Some chaplains participate in “family days” during which convicts meet with their partners and family under less restrictive conditions (House of Lords Library Briefing, 2017, p. 15; Ministry of Justice, 2016a).

Some researchers believe that involving convicts in religious traditions helps them to follow the rules of the prison regime. Interestingly, prison chaplains consider rehabilitation to be one of their primary goals. Thus, they promote rehabilitation at the personal level by interacting with prisoners, as well as using both secular and religious counselling methods (Sundt, Dammer, & Cullen, 2002).

Social networking. One of the most important areas in working with convicts is to help them to establish positive relationships with relatives and friends. In addition to their positive impact on reintegration into society, family relationships motivate convicts to study more conscientiously and learn social skills better. Having established positive, professional relationships with convicts’ relatives, the management of penitentiary facilities can influence convicts themselves. This approach is one of the information education technologies (House of Lords Library Briefing, 2017, p. 17).

“Through the Gate Resettlement Programme”. This programme is a form of working with convicts based on the establishment of mentorship by probation officers. They start mentoring convicts from their first day in prison. In particular, probation officers resolve housing and employment issues after convicts’ release and organize their training both in prison and after release. Government reports, however, state that the effectiveness of such rehabilitation is often criticized. Indeed, the impact of mentoring on reducing repeat offences is not significant, given the complexity of controlling convicts after their release and other difficulties that might arise (House of Lords Library Briefing, 2017, p. 21).

In penitentiary facilities in the UK, convicts can also engage in artistic, musical and sporting activities and, thus, reveal and develop their creative and physical potential. There is training in entrepreneurship and self-employment available. It is essential not to neglect the importance of self-education in prison, which is a powerful tool of adult education.

CONCLUSIONS

The analysis of adult education in penitentiary facilities in the UK shows that education acts as the basis and driving force of convicts’ rehabilitation. The obtained results indicate a wide range of educational services which both convicts and government officials can use to improve the crime situation in the country.



The study of organizational forms of adult education in penitentiary facilities allows one to identify several features which should be further implemented in the Ukrainian system of correction and resocialization. First, the preparation for release is individual. Convicts make an individual plan of their preparation for release with probable risks and needs. Subsequently, it serves as the basis for them to be involved in curricula. Second, also noteworthy is the model of providing all educational services by those who are not members of Her Majesty's Prison and Probation Service. Such services are, in most cases, provided by higher education institutions, governmental organizations responsible for convicts' rehabilitation or non-governmental organizations with the permission and order of the Ministry of Justice. Third, the list of subject areas for courses is periodically updated and accorded with the requirements of the labour market. Convicts are entitled to choose a subject area according to their preferences in any penitentiary facility. Fourth, the forms and methods of behaviour correction programmes follow the principles and techniques of cognitive-behavioural intervention. The sub-system of non-formal education is primarily aimed at eliminating such criminogenic factors as the use of psychoactive substances and establishing positive relationships with others. Indeed, without solving these problems, convicts will find it impossible to live in the community after their release. Besides, one should pay particular attention to the financing of correctional programmes from a special budget. It allows penitentiary facilities to freely choose the methods of working with convicts.

Thus, the article proves that non-formal education of convicts implemented in penitentiary facilities through behaviour correction programmes can activate internal resources for resocialization and actions for the benefit of the community. It is non-formal education that enables convicts to learn, shape their position on the surrounding reality and participate in various forms of prosocial activities.

Further research should aim to justify forms and methods of non-formal education influencing convicts' resocialization. After all, it is vital to update the methods of working with convicts based on the principles of non-formal education.

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PECULIARITIES OF THE CONTENT AND ORGANIZATION OF PROFESSIONAL TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS IN THE UNIVERSITIES OF AUSTRALIA

ABSTRACT

The article examines the Australian experience in organizing the training process of professional training of future primary school teachers in universities. The components of the professional training of future primary school teachers are analyzed. It was found that all curricula are structured in such a way as to include professional subjects, which involve the study of the content of academic disciplines, their teaching and assessment; academic subjects, including social and psychological development, education of children with special needs, education of aborigines; at least six weeks of continuous and complete pedagogical professional experience at school. It is determined that the practical component of teacher training occupies an important place in the process of forming a teacher's personality and is a central component of all training programs for primary school teachers in Australia. During this period future teachers observe practicing teachers in the workplace and actively participate in school life. The legislative documents regulating the educational process in Australia are listed, among which the following should be singled out: Australian Education Act; Higher Education Act; Higher Education Support Act; Australian qualifications framework; Training packages; Australian Professional Standards for Teachers and others. The guiding principles underlying the training programs at universities are defined: integration, provision, clarity (evidence, obviousness). The study showed that the professional training of primary school teachers in Australian universities is based on the principles of mobility, matching learning needs and opportunities, life and professional prospects. The Australian Government pays great attention to the quality and standards of education, which aim to clarify the knowledge, skills, abilities and values that future teachers must acquire before starting their professional activities.

Keywords: vocational training; primary school teacher; qualification; training program; standards; the quality of education.

АНОТАЦІЯ

В статті досліджено австралійський досвід організації процесу професійної підготовки майбутніх вчителів початкових класів в університетах. Проаналізовано складові професійної підготовки майбутніх вчителів початкових класів. З'ясовано,



що всі навчальні програми структуровані таким чином, щоб включати: професійні предмети, що передбачають вивчення змісту навчальних дисциплін, їх викладання та оцінку; академічні предмети, включаючи соціальний й психологічний розвиток, освіти дітей з особливими потребами, освіта аборигенів; не менш шести тижнів безперервного і повного педагогічного професійного досвіду в школі. Визначено, що практична складова підготовки вчителя посідає важливе місце в процесі формування особистості педагога та є центральним компонентом усіх програм підготовки вчителів початкових класів Австралії. Протягом цього періоду майбутні вчителі спостерігають вчителів-практиків на робочому місці, та беруть активну участь у шкільному житті. Перелічено законодавчі документи, що регулюють освітній процес в Австралії, серед яких слід виділити наступні: Австралійський закон про освіту; Закон про вищу освіту; Закон про підтримку вищої освіти; Австралійська система кваліфікацій; Навчальні пакети; Австралійський професійний стандарти для вчителів та ін. Визначено керівні принципи, що лежать в основі програм підготовки в університетах: інтеграція, забезпечення, наочність (доказовість, очевидність). Дослідження показало, що професійна підготовка вчителів початкових класів в університетах Австралії ґрунтується на принципах мобільності, відповідності навчання студентським потребам та їхнім можливостям, життєвої та професійної перспективи. Велику увагу Австралійський уряд приділяє якості та стандартам навчання, що спрямовані на уточнення знань, умінь, можливостей та цінностей, які майбутні вчителі повинні здобути, перш ніж розпочати свою професійну діяльність.

***Ключові слова:** професійна підготовка; вчитель початкових класів; кваліфікація; програма підготовки; стандарти; якість освіти.*

INTRODUCTION

The basis of social development and sustainable economic growth of the state that provides the growth of its competitiveness is largely determined by the level of education. In recent years, a number of actions have been taken in Ukraine to modernize the education system, improve its quality and accessibility. All the transformations that take place, lead to the emergence of the new approaches to the future teacher training, especially the primary school teacher, who is the initial link in the domestic educational system. Contradiction between the requirements of the society to the level of teacher training and the modern conditions of professional activity of primary school teachers motivate to identify the ways of updating the content and nature of the future primary school teacher training, which, in turn, implies the study of the leading foreign experience. At the present stage, Australia is one of the safest and most stable countries in the world the culture and education of which meet the world standards. That is why the problem of teacher training in Australia is topical for educational practice and pedagogical science of Ukraine.

THE AIM OF THE STUDY

As follows, the aim of our article is to study and analyze the organizational and content foundations of the professional training of future primary school teachers at Australian universities.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The analysis of psychological and pedagogical literature showed that the problem of professional training of future primary school teachers at universities in Australia and Ukraine was the subject of scientific research for many researchers. The theoretical basis of



our research searches was the works of domestic and foreign scientists: L. Glushok (2014), O. Ogienko (2017), G. Craven, K. Beswick, J. Fleming, T. Fletcher, M. Green, B. Jensen, E. Leinonen & F. Rickards (2014), L. Darling-Hammond (2006), L. Ingvarson, K. Reid, S. Buckley, E. Kleinhenz, G. Masters, G. Rowley (2014). In the process of research, to achieve the goal, the main research methods used, were methods of retrospective analysis, synthesis, generalization of scientific works, and a comparative method.

RESULTS

A review of the scientific literature has led to the conclusion that it is important for the Australian Government to have a high-quality and equitable education so young people in Australia can become successful, confident, creative, active and knowledgeable citizens. The high level of the Australian education system is its reliable normative base and transparent accountability mechanisms. The main task of Australian pedagogical education is to train highly qualified teachers who are able to work effectively in modern society. Education and training is the common responsibility of the Australian authorities in general and of individual states and territories in particular. Responsible for improving the education system at the national level are: the Council of Australian Governments, the Department of Education and Training, the Australian Institute for Teaching and School Leadership, and the National Partnership Agreements between states and territories (*The Australian*, 2016).

Australian scientists have identified the fundamental principles which the high-quality training of primary school teachers is based on. The first of these is integration. Universities, employers and schools must improve the system of teacher training and cooperate to achieve high results. The whole pedagogical education must be integrated with school practice to become a conglomerate of higher education and vocational training. The next principle is implementation. Because implementation and quality improvement of all elements of pedagogical education is important in upgrading the quality of teachers and the education they provide. Quality assurance processes must be carefully designed. The accreditation system must accredit effective teacher training programs and ensure that poor quality programs are not accredited and will be canceled. The principle of evidence should be the basis of all elements of the teacher training system, from the programs development and testing, to the teaching. The principle of clarity provides transparency of all elements of the system of teacher education, from the selection of applicants to graduation (Craven, Beswick, Fleming, Fletcher, Green, Jensen, Leinonen, & Rickards, 2014).

The effective functioning of the system of teacher education in general, and the training system for primary school teachers in particular, largely depends on the legal support of education and teacher training. The processes of regulation of teacher education in Australia are declared in the relevant regulatory documents of national importance. There are legislative documents regulating the educational process in Australia: Australian Education Act, Higher Education Act, Higher Education Support Act, The Australian Charter for the Professional Learning of Teachers and School Leaders, Australian quality training framework, Australian qualifications framework, Training packages, Australian Professional Standards for Teachers.

Australian universities are thorough in their selection of applicants for study, using a variety of selection methods. The country government is doing everything possible to ensure that such methods are based on the academic and personal characteristics of the future teacher, and that sophisticated and transparent selection approaches are introduced, that take into account the academic opportunities and personal characteristics, that will be necessary for successful training.



To become a primary school teacher in Australia, a graduate must have at least a four-year full-time higher education qualification structured as follows: a three-year bachelor's degree plus a two-year vocational qualification for graduates (eg, bachelor of arts and master); integrated qualification – at least four years (for example, bachelor of primary education); combined degrees lasting at least four years (for example, bachelor of secondary education and bachelor of science); other combinations of qualifications defined by universities and approved by teacher education authorities in collaboration with the Australian Institute for Teaching and School Leadership (including employment-oriented programs) (Craven, Beswick, Fleming, Fletcher, Green, Jensen, Leinonen, & Rickards, 2014).

For Australian students the academic year coincides with the calendar year, which begins in January – February and ends in November – December. Higher education institutions have two semesters with exams taking place in June and November. Long breaks for summer holidays (vacations) – from November to February. Some higher education institutions have introduced a third semester, which takes place during the summer months. Also interesting is the fact that the length of distance learning is doubled. If the duration of full-time studies lasts 4 years, then the external form of education- 8 years (Ogienko, 2019).

Our research showed that the training of primary school teachers in Australian universities is based on the principles of mobility, accordance with needs and opportunities, life and professional perspectives (*Australian Qualifications Framework*, 2013). Based on this, primary school teacher training programs are built on such requirements: coherence which is based on a clear vision of training results, which permeates all theoretical and practical training; a strong core curriculum based on knowledge of child development; studying in social and cultural contexts; extensive practical experience that is carefully developed and closely associated with theoretical training; well-defined standards that are used to guide and evaluate theoretical and practical training of future teachers; explicit strategies that help students to confront their own deep-seated beliefs about student learning, and learn about the experiences of others; an inquiry approach that connects theory and practice; strong school-university partnerships that train and allow students to learn how to teach in a professional environment; assessment based on professional standards that evaluate teaching through demonstration of critical skills and abilities using performance assessments that support the development of 'adaptive expertise' (Ingvarson, Reid, Buckley, Kleinhenz, Masters, & Rowley, 2014).

At Australian universities students actively participate in the studying process. Focus is on the ability to think outside the box, independently and critically, to take part in discussions and work in a team. Universities help develop academic skills and also provide a platform for further professional and personal growth. (*The Australian education*, 2015). All curricula for the training of elementary school teachers consist of professional subjects with study of content of subjects, their teaching and assessment; academic subjects with social and psychological development, education of children with special needs, Aboriginal and Torres Island education; at least six weeks of continuous and complete professional teaching experience at school.

Analysis of scientific sources has shown that Australia is paying great attention to the practical component of teacher training which plays an important role in the process of the teacher personality creation. It helps to form a methodical reflection in the conditions of the pedagogical process, when the future specialist thinks about the means and methods of his own pedagogical activity and the processes of making practical decisions. Thus,



professional experience is a central component of all Australia's primary education teacher programs. During this period, which occupies about 25 % of the time of study at the university, future teachers observe practical teachers in the workplace and actively participate in school life. A strong component of professional experience is required for successful primary school teachers training. Australian researchers and practitioners need to create a good environment for getting professional experience, which actually involves future teachers in their professional activities and allows to determine their own development prospects (*Teachers are leaving*, 2016).

L. Darling-Hammond (2006) defines the basic conditions that provide the success of professional experience in the teacher training programs framework: 1. Early professional experience, with intensive supervision of experienced teachers. Early first professional experience allows future teachers to review the decision to become a teacher at the beginning of university studies. 2. Close collaboration between universities and practical teachers in providing professional experience. A significant problem in Australia's teacher education is lack of integration between theoretical knowledge and professional experience. To solve it, we need to rethink the traditional relationship between universities and schools to provide professional experience, to establish partnerships and close cooperation in the processes of developing training programs for primary school teachers and involve both parties in active collaboration to achieve high results. 3. Carefully planned professional experience allows to combine theory and practice. The theory and practice in primary school teachers training should be indissoluble and mutually related in all components of professional training programs. Students should have theoretical knowledge and practical skills, in the process of obtaining which there will be opportunities for their integration. To do this, universities that work with schools must create mutually beneficial partnerships.

The main goal of gaining professional experience for future teachers is to get acquainted with the programs and curriculum, develop skills in planning work with schoolchildren, get more practice in working with individual groups of pupils, take on the role of a teacher, interact with the teaching staff, pupils, parents, improve observation skills, develop the ability to put theoretical knowledge into practice (Glushok, 2014).

In Australia, there is a significant difference in the length of professional experience. The minimum number of days that teacher education programs should devote to professional experience is determined by Australian standards. In general, in four-year bachelor programs, it is from 95 to 140 days (Ingvarson, 2014). In most primary school teacher training programs offered by universities, professional experience begins with short observation periods in schools that leads from limited teaching in small groups and teacher help, to responsibility for the whole class. This sequence is developed gradually, starting with familiarization during the first year, often during the first few weeks of training. By the fourth year, students took full responsibility for the class. Future teachers practice at various stages of their education, they take on a greater degree of responsibility in the classes and the role between teacher and student changes from supervisor to colleague and mentor (Craven, Beswick, Fleming, Fletcher, Green, Jensen, Leinonen, & Rickards, 2014).

Studying various types of pedagogical practice of future primary school teachers in Australian universities, we can distinguish the following: short-term day-time observation practice, which takes place in parallel with the study of professionally oriented disciplines; active block practice; continuous undergraduate professional internship in the last year of study (Glushok, 2014).



In the process of receiving professional experience, an important component is the interaction with the leader and mentor, which provides leadership and mentoring, provides feedback on teaching practice and helps evaluate the students. The presence of such a specialist is the main task in supporting future teachers and providing high-quality professional experience.

Pedagogical faculties and educational departments are actively working together to develop partnerships with schools. This is evidenced by the mutual work of teachers of higher educational institutions in schools and education departments. As a result, there is a growing tendency to establish concrete partnerships between schools and universities to create links between theoretical training and professional experience.

An important aspect in the future primary teachers training in Australia is preparation for pupils' diversity in Australian schools. It requires readiness to communicate with students who have different culture and language and have certain difficulties or obstacles in studying. Teacher training programs should instruct on how to apply science-based theory in practice effectively. Teachers should analyze and evaluate their influence on teaching and correct their practice to meet the needs of their pupils. Improving student learning results demands a teacher to have knowledge which will allow them to effectively resolve training and development needs of all pupils in the class. Therefore, teachers should be able to personalize learning, assess student performance, and be able to choose appropriate learning strategies. Research recognizes that teachers need a wide range of skills and strategies to maximize learning across different groups of pupils. (Craven, Beswick, Fleming, Fletcher, Green, Leinonen, & Rickards, 2014).

The Australian government pays attention to quality and standards of education. For the good quality of educational activities, Australian legislation provides a clear and transparent regulation mechanism, the main element of which is the accreditation of educational and professional programs in accordance with the quality criteria of the educational process and the activities of higher education institutions that are developed according to the requirements of the International Quality Standard. Accreditation in Australia is carried out by non-governmental organizations along with the approval of the State Accreditation Commission. As for right now, accreditation is an important element in the process of regulating the level of education and the quality of educational services.

Standards are measures or "benchmarks" and provide a vision for high quality learning. They are aimed at refining the knowledge, skills, opportunities and values that future teachers need to acquire before beginning their professional activities (Ogienko, 2017). The main components of the standards-based primary teacher training system include: 1) Standards describing what is being learned in the preparation process and, therefore, planning the training program. 2) Consistent training program where each course of the program is justified in terms of meeting certain standards. 3) The learning process and the completion of the training program based on a series of rating evaluations that together provide reliable evidence that students meet all standards. 4) Accreditation of teacher training programs by independent professional bodies which is based on reliable evidence that graduates meet certification standards and professional requirements. Together, these components form a system of complementary elements that strengthen teacher training programs (Ingvarson, Reid, Buckley, Kleinhenz, Masters, & Rowley, 2014).

CONCLUSIONS

The requirements of our time are pushing us to find new ways to update the content of education, to draw on the experience of the leading countries of the world. Exploring the education system in Australia, we can talk about its high quality and



accessibility. The success of the professional training of future primary school teachers at Australian universities is determined by the introduction of new approaches to organization and modern pedagogical technologies into practice, the quality of state educational standards, curricula and programs, the qualification of the teaching staff, the level of students' training, condition of the material and technical base and social provision. Ensuring a high level of practical training of future teachers at the university is closely connected with the use of the so-called active, professionally oriented methods along with the traditional academic ones. Our study does not exhaust all aspects of the problem under study. The problems of relations and the institutional support of processes related to the definition and forecasting of the competency requirements of future primary school teachers, evaluating and recognizing learning outcomes remain relevant. Further study requires the question of the impact of professional standards on the quality of training.

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PROFESSIONAL CERTIFICATION AND ADVANCED TRAINING OF CYBERSECURITY PROFESSIONALS IN THE UK

ABSTRACT

The article deals with professional certification and advanced training of cybersecurity professionals in the UK. It shows that researchers in the UK, as well as in Western Europe, are debating the meaning of “recognition”, “accreditation”, “certification” and “licensing” of professional qualifications. The reason for such an interest is the legitimate try to implement the employment freedom principle, the specific need to make full use of professionals’ working capacity and professional competence and the promotion of mobility and exchange in the European space. The article indicates that professional recognition of higher education qualifications in the UK somewhat differs from that in Western Europe. Professional recognition lies in obtaining the status of a certified professional in the field of cybersecurity under international standards, rather than obtaining an appropriate academic degree. The article proves that certification and advanced training of cybersecurity professionals in the UK is provided at the level of universities, international organizations. Besides, they take various forms (mainly online learning) on a paid basis, differ in the duration of the study and the content of courses. The following structures and companies are considered as most prestigious for employment (internship): “Accenture”, “Canary Wharf”, “Indonesian Ministry of Finance”, “JP Morgan”, “IBM”, “Ministry of Defence”, “Royal Mail”, “Singapore Police”, “CISCO”, “Facebook” and many others. Importantly, they put forward significant demands on the certification of professionals. The recognition of cybersecurity professionals’ qualifications lies in two forms (state and certified). Certification takes place in the Academic Centres of Excellence in Cyber Security Research, the National Cyber Security Centre, as well as in public and private companies and international organizations. They create opportunities for obtaining the status of a Master in Cyber Security, a certified cybersecurity engineer, a certified IT support professional.

Keywords: certification, advanced training, cybersecurity professional, the UK, cybersecurity.



АНОТАЦІЯ

Стаття присвячена професійній сертифікації та підвищенню кваліфікації фахівців з кібербезпеки у Великій Британії. З'ясовано, що у Великій Британії, як і в країнах Західної Європи, вчені дискутують щодо змісту понять «визнання», «акредитація», «сертифікація», «ліцензування» професійної кваліфікації фахівців. Причина такої зацікавленості полягає не лише в закономірному бажанні втілити у життя принцип свободи працевлаштування, але й у конкретній потребі повного використання працездатності та професійної компетентності фахівців, поширення процесу мобільності та обміну у європейському просторі. Зазначено, що професійне визнання кваліфікацій у вищій ІТ-школі Великої Британії має децю інший характер, ніж у країнах Західної Європи. Професійне визнання – це не отримання відповідного академічного ступеня, а, насамперед, отримання статусу сертифікованого фахівця в галузі кібербезпеки відповідно до міжнародних стандартів. Визначено, що сертифікація та підвищення кваліфікації фахівців з кібербезпеки забезпечується на рині університетів, відомих міжнародних організацій, відбувається у різних формах (переважно онлайн навчання), на платній основі, різна за тривалістю навчання і змістовим наповненням курсів. Найбільш престижними для працевлаштування (стажування) є структури й компанії: «Accenture», «Canary Wharf», «Indonesian Ministry of Finance», «JP Morgan», «IBM», «Ministry of Defence», «Royal Mail», «Singapore Police», «CISCO», «Facebook» та ін., які висувають значні вимоги до сертифікації фахівців. Процедура визнання професійної кваліфікації фахівців у галузі кібербезпеки має дві форми – державну й сертифікатну. Сертифікація відбувається в Академічних центрах досконалості досліджень кібербезпеки, Національному центрі кібербезпеки, а також у державно-приватних структурах, міжнародних організаціях, що створюють можливості для одержання статусу сертифікованого магістра з кібербезпеки, сертифікованого інженера з кібербезпеки, сертифікованого професіонала з інформаційного забезпечення.

Ключові слова: *сертифікація, підвищення кваліфікації, фахівець з кібербезпеки, Велика Британія, кібербезпека.*

INTRODUCTION

To begin with, researchers in the UK, as well as in Western Europe, are debating the meaning of “recognition”, “accreditation”, “certification” and “licensing” of professional qualifications. The reason for such an interest is the legitimate try to implement the employment freedom principle, the specific need to make full use of professionals’ working capacity and professional competence and the promotion of mobility and exchange in the European space. Furthermore, there is no single approach to interpreting the terms “recognition” and “accreditation”. In some cases, they can be interchangeable and synonymous. In educational terms, recognition implies that a certain degree programme, institution or person meets certain requirements and quality standards. Besides, the main focus is on the availability and provision of appropriate quality for potential customers (students, businesses, NGOs) or society as a whole.

In 1994, the European Commission identified 4 types of "recognition" for professional and academic purposes: de jure professional recognition; de facto professional recognition; general academic recognition; academic recognition by substitution. The 1997 Convention on the Recognition of Qualifications concerning Higher Education in the European Region defines "recognition" as formal confirmation of qualification by a



competent authority with access to education or employment. Qualification is considered in two aspects: qualification as the level of education obtained; qualification as a degree, diploma or certificate issued by a competent authority, which indicates successful completion of the relevant curriculum (Council of Europe, 1997).

Professional recognition of higher education qualifications in the UK somewhat differs from that in Western Europe. Professional recognition lies in obtaining the status of a certified professional in the field of cybersecurity under international standards, rather than obtaining an appropriate academic degree.

THE AIM OF THE STUDY

The article aims to analyze and justify the features of professional certification and advanced training of cybersecurity professionals in the UK.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

According to the Skills Framework for the Information Age (SFIA), certification is diversified by three levels of competences: chartered professional, incorporated expert, professional expert. The main certification criteria include the following: autonomy in performing various complex tasks; business and project skills; experience; critical thinking; corporate management skills, responsibility. They confirm one's ability to use and implement technologies, apply information and/or cybersecurity tools, employ security mechanisms in decentralized systems, as well as effective means of limiting the risks of creating and using cryptocurrencies, smart contracts, blockchain technologies (SFIA, 2020).

Certification is one of the most optimal ways of developing and training IT professionals who face global cybersecurity threats and strive to change or start their career in cybersecurity. The certification confirms knowledge of key cybersecurity concepts, standards, guidelines and practices.

It is professional organizations/associations that enable the content-related development of curricula on IT, monitor the provision of future professionals with practical experience, carry out certification and determine the necessary programmes of certification and advanced training (The Chartered Institute for IT Professionals, 2020).

There is the ranking of the top 15 international IT certificates that allow graduates and professionals to be competitive in the global IT labour market, including in the field of cybersecurity. Listed below are some of them:

- the certified ethical hacker (CEH) certification allows professionals responsible for online data security to prove their ability to test security with hacking tools and techniques;
- CISSP (Certified Information Systems Security Professional) is an independent information security certification awarded by the International Information System Security Certification Consortium;
- the CRISC certification enables cybersecurity professionals to conduct a risk assessment, as well as implement, develop and maintain information system control tools;
- the AWS certification provides cybersecurity professionals with the experience of developing and maintaining Amazon cloud-based applications and enables them to effectively use AWS software developer tools to optimize application performance (New Horizons, 2019).

The National Cyber Security Center (NCSC, part of GCHQ)'s Certified Cyber Professional (CCP) scheme has been developed in collaboration with government agencies, academia, industry, certification bodies and developers of the previous framework (CESG, CLAS and CREST) (see Fig. 1). The document contains updated terminology, requirements



for the level of professional competences, certification procedure. The following three certification bodies designated by the NCSC manage the certification process: APM Group, BCS, The Chartered Institute for IT Professionals, the IISP, RHUL та CREST Consortium. They evaluate applications, determine the previous level of professional competence (knowledge, skills), involve leading IT professionals in training sessions, organize testing and develop certificates (indicating the level and status) (The National Cyber Security Center, 2018).

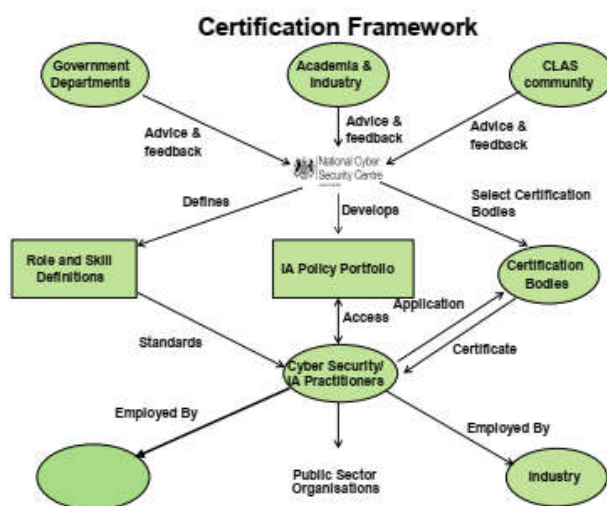


Fig. 1. The National Cyber Security Center (NCSC, part of GCHQ)’s Certified Cyber Professional (CCP) scheme

Source: The National Cyber Security Center. (2018). *Certified professional scheme*. Retrieved from <https://www.ncsc.gov.uk/information/about-certified-professional-scheme>.

The main goal of the scheme is to increase the level of professionalism in the field of cybersecurity under the British Cyber Security Strategy, as well as to eliminate contradictions between the needs of the industry in highly qualified professionals and ineffective mechanisms for quality training in higher education and certification and advanced training centres. One could observe how particularly acute is the need for public data protection and information risk management in the public sector. Subsequently, the complexity of the skills and competences needed by such professionals continues to grow (Cabinet Office, 2011). The main objective of the scheme is to involve cybersecurity and information support practitioners in an effective certification and knowledge examination process. Accordingly, the International Organization for Standardization (ISO) developed the ISO 1724 standard “Conformity assessment – General requirements for bodies operating certification of persons” (ISO, 2012). The important components of the scheme are a list of skills grouped according to their levels of development and professional functions (roles). These roles include the following: accreditor, security engineer, cryptographer, security auditor, IT security engineer, system manager, security management system engineer, security and information risk advisor, chief information security and cybersecurity officer.



Given the conditions of informatization, it has become essential to develop online certificate programmes which reflect the real quality of the acquired knowledge and experience, enable employers to select the best cybersecurity professionals, provide certain benefits in employment and create favourable career prospects. Besides, such programmes make it possible to increase the status and demand for cybersecurity professionals and indicate their determination. The advantages of online certificate programmes are as follows: speed of training and certification (depending on one's capabilities, such as free time, Internet access, determination, one can complete training in a short time and obtain a certificate after receiving a certain number of points); flexibility (one can train at any time); territorial independence; comfortable learning conditions; interactive communication.

Research methods include systematization, generalization, analysis, synthesis.

RESULTS

Listed below are the most well-known certification cybersecurity programmes in the UK.

Cyber Security Certification Programme with Job Guarantee has been developed by CompTIA Network +. It is an international (six-month, part-time) programme, which allows one to become the certified ethical hacker (CEH). The programme provides students with the basic skills and knowledge they require for a successful career in cybersecurity and good employment opportunities. It also involves practical training and participation in laboratory classes with a team of expert trainers who have experience in the field for over 15 years. Importantly, the programme prepares future professionals for subsequent employment (partial or full). The forms of learning include the following: practical training in the workplace; laboratory training; seminars; interviews; meetings with employers. It must be noted that the course on e-career within this programme has helped more than 4,000 students to become certified professionals and successfully start their careers in IT and cybersecurity. Many of them work in the world's largest companies such as Apple, AT&T, HMRC, Exponential-E, Rackspace and Swiss Quote in the positions of cybersecurity analysts, ethical hackers, incident handlers, web application experts, network administrators.

One should also pay particular attention to *the certified cybersecurity professional (CCS-PRO) training course*. The programme focuses on understanding the importance of cybersecurity, identifying potential cyber threats to businesses and business organizations and providing relevant recommendations to reduce cyber risks. Future professionals have the opportunity to study the motives and tools of hackers, phishing and participate in discussions on other areas of cybersecurity (threats related to social media, the Internet and mobile devices).

The first module of the program is aimed at a comprehensive understanding of cyber threats affecting business in today's technological world (hacking, phishing, web security, social media, mobile devices, spyware, malware, physical security). The second module involves developing the skills one needs to prevent cyber-attacks at the enterprise (password protection, encryption and two-factor authentication,). After completing the programme, students are well informed and understand how to combat cybersecurity threats and prevent malicious attacks. The third module seeks to improve students' skills in detecting unauthorized access or security threats, which will lead to data or financial loss and serious damage to the enterprise. Also, students work with the samples of malware and vulnerabilities detected by ethical hackers and often corrected during testing. Although ethical hackers tend to use the same tools and methods used by cybercriminals and attackers, ethical hackers have the permission of an authorized party to commit hacking. Ethical



hackers, commonly referred to as penetration testers or white-hat hackers, are experienced professional hackers who identify and exploit vulnerabilities in target systems or networks.

Also, this programme offers modules developed together with EC-Council at the core, advanced and expert levels. The most common dual certificates offered by the programme are SANS/GIAC Penetration Tester Certification (GPEN), Offensive Security Certified Professional (OSCP), CREST Certification, Foundstone Ultimate Hacking Certification, Certified Penetration Testing Consultant (CTPC), and Certified Penetration Testing Engineer (CPTE). Certificates qualify a professional as a certified ethical hacker and provide various benefits since it helps one to understand the risks and vulnerabilities affecting the activities of companies and businesses. One can obtain such qualifications in training centres throughout the UK. Interestingly, exams are conducted by independent experts, and professional associations issue certificates to their members. Such a distributed system acts as a guarantee of independent confirmation of professional skills and competences.

The EduCBA advanced training course is designed to help software professionals to gain an overview of hacking techniques with practical examples. It provides insights into hacking strategies, research configurations, topologies, network types and improves ethical hacking skills. In turn, future professionals can enhance their knowledge of cybersecurity and Internet security and appropriate skills. The course contains 105 lectures with 19-hour HD video. Learning tools involve the latest IT and hacking technologies, such as Port Scanning, ICMP Sweep / Scanning, ICMP Echo-fping, gping, Nmap for UNIX, Pinger Software-Rhino, Ping Sweep for Windows, NetBIOS Hacking, Internet Application Security and Vulnerability. Besides, students learn attack techniques, types of attacks (passive, active, distributed, insider, closed, phishing, kidnapping, fake, buffer overflow, password and passwordless), methods of user identity defence (social media, profiles, privacy settings, use of multiple passwords, phishing emails, HTTPS for online transactions), ways of reducing risks of online theft identification, features of phishing (and anti-phishing). Table 1 shows the scheme of professional development for cybersecurity professionals.

Table 1

The Scheme of Professional Development for Cyber Security Professionals in the UK

Academic (fundamental) profession-oriented training			
Universities			
Duration	Two years		Three (four) years
Qualification level	Master of Science		Bachelor of Engineering
Professional (practical) training			
Gaining practical experience	Independent work		
Acquiring professional and practical knowledge	Training under individual programmes		
Acquiring professional skills	Internships		
Professional certification and advanced training			
Professional functions	<i>Complex projects management</i>	<i>Team management</i>	<i>Expertise</i>
Educational level	Chartered professional	Incorporated professional	Professional expert

Source: National Cyber Security Centre. (2020). *CIISec, CREST and RHUL Consortium (CCP)*. Retrieved from <https://www.ncsc.gov.uk/evaluation-partner/ciisec-crest-and-rhul-consortium-ccp>



A professional must have an appropriate diploma of an accredited higher education programme) and work experience in the field to obtain professional certification.

As one can see from Figure 2, 60 % of respondents (51 business participants) indicate the need for professional development based on in-house training.



Fig. 2. Types of advanced training for cybersecurity professionals

Figure 3 contains information on the ranking of countries with the largest number of certified cybersecurity professionals. The UK occupies the leading position, which proves high-quality certification and advanced training for cybersecurity professionals.

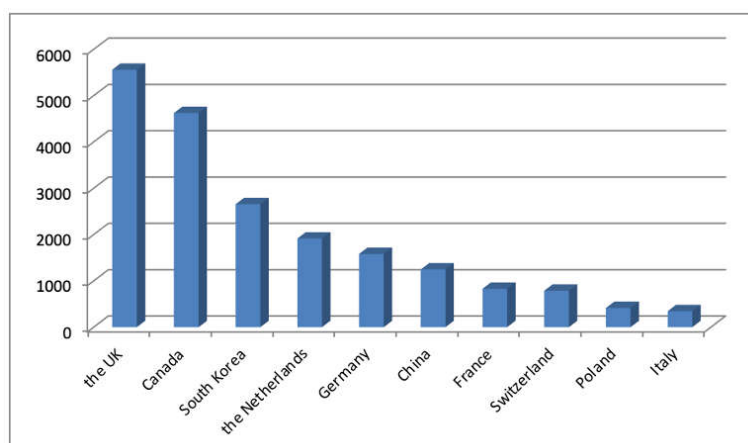


Fig. 3. The number of certified cybersecurity professionals in the world

The article finds that employers prefer certified professionals accredited by organizations such as CISSP, CISM, ISO27001LA, CLAS and others (see Figure 3).

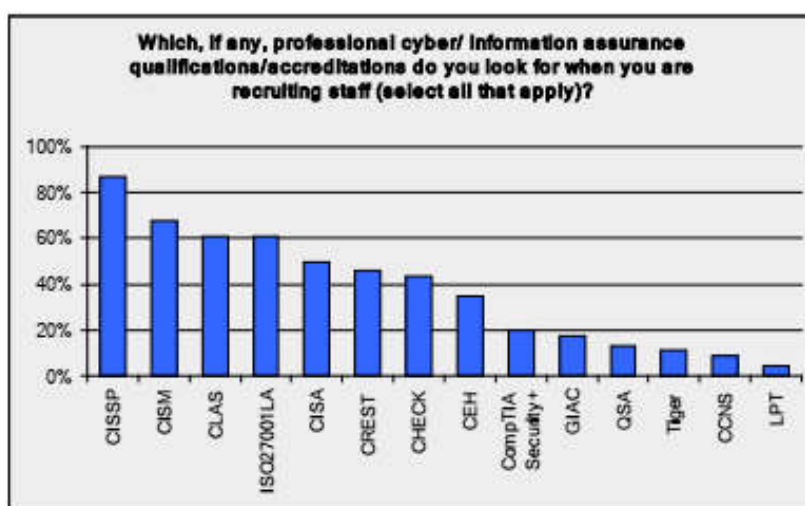


Fig. 4. The survey of employers on the certification of cybersecurity professionals in international organizations

Source: AMP International. (2020). *Cybersecurity*. Retrieved from <https://apmg-cyber.com/products/ccp-cesg-certified-professional>

CONCLUSIONS

Therefore, certification and advanced training of cybersecurity professionals in the UK is provided at the level of universities, international organizations. Besides, they take various forms (mainly online learning) on a paid basis, differ in the duration of the study and the content of courses. The following structures and companies are considered as most prestigious for employment (internship): "Accenture", "Canary Wharf", "Indonesian Ministry of Finance", "JP Morgan", "IBM", "Ministry of Defence", "Royal Mail", "Singapore Police", "CISCO", "Facebook" and many others. Importantly, they put forward significant demands on the certification of professionals.

The recognition of cybersecurity professionals' qualifications lies in two forms (state and certified). Certification takes place in the Academic Centres of Excellence in Cyber Security Research, the National Cyber Security Centre, as well as in public and private companies and international organizations. They create opportunities for obtaining the status of a Master in Cyber Security, a certified cybersecurity engineer, a certified IT support professional.

Further research should aim to determine the characteristics of professional certification and advanced training of cybersecurity professionals in the EU countries.

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protecting-and-promoting-the-uk-in-a-digital-world--3#:~:text=The%20Cyber%20Security%20Strategy%20sets,trusted%20and%20resilient%20digital%20environment.&text=It%20heralds%20a%20new%20era,the%20world%20to%20do%20business.

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PROFESSIONAL TRAINING OF PETROLEUM ENGINEERING SPECIALISTS-TO-BE CONSIDERING AMERICAN EXPERIENCE

ABSTRACT

The article provides a holistic analysis of the issues concerning professional training of petroleum engineering specialists at higher educational institutions in the USA. It considers international research related to the education of petroleum engineering specialists, reveals the impact of the world globalization and European integration on the development of higher technical education for oil and gas sphere. The article also emphasized that the energy transition is rapidly changing the playing field for all companies in this sector. This change increases the necessity for innovation exponentially. The oil and gas industry, in itself a relative conservative industry, has to “turn up the heat” and embrace new technology at a high pace to get ahead of the curve. It has been proved that forming the training petroleum engineering specialists in university education requires a proactive approach, purposeful elimination of existing shortcomings. It has been emphasized that in the world of work, professional training is important for oil and gas companies and for employees. For companies, good training ensures that their staff have up-to-date skills and knowledge. For employees, professional training can drive career development and open up new opportunities. New trends in the training of petroleum engineering specialists-to-be were revealed and formed the basis for the instructional guidelines on improving petroleum engineering specialists professional training at technical universities of Ukraine at four levels. It summarizes the results of the studies in this highly developed country, and identifies progressive and constructive ideas of the international experience.

Keywords: professional training, higher education, petroleum engineering specialists-to-be, American education, foreign experience, curriculum, professional educators, engineer professional development, educational environment.

АНОТАЦІЯ

У статті здійснено цілісний аналіз проблеми професійної підготовки фахівців нафтогазової галузі в технічних університетах Сполучених Штатів Америки. Розглянуто проблему професійної підготовки фахівців нафтогазової галузі у закордонних джерелах, виявлено вплив глобалізаційних та євроінтеграційних процесів на розвиток вищої технічної освіти нафтогазового профілю. Підкреслено, що енергетичний перехід швидко змінює умови для всіх компаній у цьому секторі. Ця зміна збільшує потребу в інноваціях в геометричній прогресії. Нафтогазовій галузі, яка є відносно консервативною, доводиться застосовувати нові випереджувальні технології. Доведено, що формування підготовки фахівців цієї галузі в університетській освіті потребує випереджувального підходу, цілеспрямованого усунення наявних недоліків. Підкреслено, що у світі праці професійна підготовка є важливою для нафтогазових компаній і працівників. Результати проведеного дослідження та врахування



прогресивних і конструктивних ідей досвіду США уможливили визначення нових напрямів професійної підготовки майбутніх фахівців нафтогазової галузі. На їх основі запропоновано науково-методичні рекомендації щодо вдосконалення професійної підготовки інженерів цієї галузі в Україні на 4 рівнях: загальнодержавному, галузевому, університетському, індивідуальному. Найвищий рівень, загальнодержавний, визначає стратегічний напрям, а на інших рівнях здійснюється цілеспрямоване виконання. Індивідуальний рівень передбачає рекомендації для кожного студента з урахуванням його майбутньої професійної діяльності в нафтогазовій галузі. Узагальнено результати вивчення цієї проблеми в Америці, а також виявлено прогресивні та конструктивні ідеї закордонного досвіду.

Ключові слова: професійна підготовка, вища освіта, майбутні фахівці нафтогазової галузі, американська освіта, закордонний досвід, навчальна програма, викладачі-професіонали, професійний розвиток інженера, освітнє середовище.

INTRODUCTION

The world is changing rapidly and the speed of those changes is increasing exponentially (Wischmann, 2019, p. 93). Higher education, research and innovation play a crucial role in supporting social cohesion, economic growth and global competitiveness. Given the desire for any society to become increasingly knowledge-based, higher education is an essential component of socio-economic and cultural development. At the same time, an increasing demand for skills and competences requires higher education to respond in new ways.

Modern world integration processes lead to an increase in demand for engineers with international level competences. This requires the improvement of continuous training. American higher educational institutions have been critical in training petroleum engineers and poising the USA to be the major world oil player it is today. US higher education has been the subject of research by domestic and foreign scholars for many decades. On the one hand, this is explained by the uniqueness of American higher education, its fundamental difference from European educational systems, on the other, the recognition of the US higher education as one of the most advanced in the world. Ongoing processes of reform to improve the American educational system, the search for and innovation of the world's best educational achievements attract scientists and encourage them to study an element or process within the system, to analyze the most pressing issues. Nowadays the American oil and gas industry is the most developed and powerful. In particular, the United States plays a dominant role in the world's petrochemical industry due to the availability of large reserves of hydrocarbons, developed infrastructure, "know-how", as well as its ability to make huge investments.

THE AIM OF THE STUDY

Our study is aimed at analyzing the issues concerning professional training of petroleum engineering specialists-to-be at higher educational institutions in the USA.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The theoretical basis of the study are: leading theoretical and methodological provisions of philosophy, pedagogy, psychology on the dialectical unity of development processes and continuous professional self-improvement of the individual in the context of modern concepts of humanization of education; conceptual principles of development of professional (vocational-technical), higher education in the USA; principles of practical orientation, scientificity, objectivity, integrity and comprehensiveness of studying



phenomena and processes in interrelation and interdependence; system-activity approach as a methodological way of cognition of psychological and pedagogical phenomena and solution to psychological and pedagogical problems of training engineers for the oil and gas industry at institutions of higher technical education; analytical and comparative approach aimed at studying historical and pedagogical, comparative and other references, legislative and regulatory documents, methodological experience of teaching staff; interdisciplinary approach to comparative analysis, identification of didactic features of the educational process at technical universities and opportunities for integrating the content of general and special disciplines and updating the areas of training.

Of considerable scientific interest are the results of researches performed by scientists from around the world on the following issues: professional training of oil and gas engineers (J. Beynon (2014), D. Chan, J. Fishbein, J. (2009), A. Lidgett (2016)); educating engineers, designing for the future of the field (Sh. D. Sheppard, K. Macatangay, A. Colby, W. M. Sullivan (2008); engineering as a creative profession (G. C. Beakley, H. W. Leach (1977); perspective on the evolution of petroleum engineering education in the new millennium (C. I. Agbaraji, S. Khataniar, G. A. Chukwu, & T. Zhu (2002); curricula features of disciplines (T. Jacobs (2020), C. Mitcham, E. Englehardt (2016). R. Peters (2007) and others.

To reach the goal of the study we have used such general scientific methods as theoretical analysis, synthesis, abstraction, systematization, generalization, comparative analysis as well as andragogical, aimed at the relevance of the content of further education, mastery of new technologies in various fields of production and prognostic for revealing independent objective characteristics of this process in order to ground the prospects for higher education of the oil and gas profile.

RESULTS

American universities of oil and gas profile are one of the most well-respected training providers in the industry. They provide their graduates with extensive training and educational opportunities, along with numerous tools and resources. These higher educational institutions help their students multiply and expand their competencies and develop their careers. Petroleum engineering specialists-to-be receive good learning and development opportunities, including continuing skills development and technical training online, classroom and on-the-job courses and video conference systems. Moreover, comprehensive training that American universities (California Institute of Technology, University of California, also known as Berkeley, Massachusetts Institute of Technology, Princeton University, University of Minnesota at Twin City, Stanford University, University of Texas at Austin, University of Wisconsin University of California, Santa Barbara) provide not only helps future specialists acquire hands-on field experience right away, but it also gives them a head start on the path toward developing a long and successful career in this industry. During their studying petroleum engineering specialists-to-be are right in the thick of things: collaborating with customers and experienced engineers; ensuring project quality control; supporting project changes; troubleshooting and solving customers' problems at a moment's notice. These essential skills can put opportunities in areas such as research and development, business development, marketing, operations management and technical leadership in their reach much faster. The graduates of American universities have the opportunity to put their careers on the fast track and begin making an immediate impact on their future and the company's success (McDavid, Echaore-McDavid, 2006).



It should be outlined that the training of petroleum engineering specialists-to-be starts with preuniversity engineering training in multipartner educational environment. Preuniversity engineering training is considered as a stage of applicants' orientation to engineering education and their adaptation to the complex educational process at university. This can be achieved by improving the content of education and including the technological, applied research and special linguistic components. The main directions of the content of the preuniversity training are variable and have to be determined according to the tendencies of high-tech industries integration into the international technological space. An important factor is the implementation of training in an international multipartner scientific and educational environment, which involves the international production companies, international profile network associations and the international academic community in the educational process. This allows implementing effective forms of training, including the work in real research teams, networked educational programs, the usage of virtual platforms and simulators. Most American higher educational institutions of oil and gas profile implement preuniversity training on the basis of schools with their advanced curricula. Such training is organized with the participation of regional oil and gas companies. Preuniversity engineering training develops students' motivation for engineering education, has a professionally specified character of training and also comprises the changes in the content of the engineers' future professional activity (Beynon, 2014).

As for Graduate Studies at Texas A&M University (2020) it is generally known that this university and Institut francais du petrole (IFP) together offer an advanced, collaborative international program geared to meet the needs of the oil and gas industry. The International Program in Petroleum Management and Economics is designed for students and professionals with an engineering degree or higher qualifications seeking in-depth training in the technical, economic, and financial aspects of oil operations. Course work for the program includes classes in finance, economics, statistics, reservoir simulation, and production evaluation plus electives at Texas A & M. This university is highly experienced and internationally recognized faculty teach courses and conduct research in their areas of special interest and expertise. It should be mentioned that Texas A & M's professors helped shape the development of the petroleum engineering industry beginning in the 1950s. Also, they began setting industry standards during the 1960s and 1970s. Professors at Texas A & M University are world leaders today in well stimulation and logging; they are developing ways to use technologies that will carry the industry into the future.

With an average graduate load of five students per faculty member, the Petroleum Engineering Department continues its long tradition of placing the student first. The success of our former students who have received graduate degrees in Petroleum Engineering is a source of pride among the faculty. Petroleum engineers' training is run by educational development programs whereby all training stages' duration and competency requirements are defined. Current educational development programs include well construction, flow assurance and artificial lift, reservoir engineering, production operations, formation evaluation, and hydrocarbon processing and metering. The Petroleum Engineering Curriculum at the Department of Petroleum Engineering and Geosciences is designed to prepare graduates for useful employment or graduate study in the petroleum industry by providing instruction in topics of drilling, production, pipelines construction, underground gas storage facilities, reservoir analysis and operation. By emphasizing the application of basic studies in mathematics, chemistry, physics, geology, engineering science, the four-year curriculum leading to the Bachelor of Science degree in Petroleum Engineering



includes courses developing a proficiency of computer application, humanities and social sciences, communication and engineering topics. Student creativity is developed throughout the curriculum by use of open-ended problems, development and use of design methodology, formulation of design problem statements (Mitcham, Englehardt, 2016).

The laboratories are designed to familiarize the student with practical and theoretical problems encountered in the petroleum industry and to promote communication in technical activities. Wherever practical in the course of study, trips are utilized to illustrate equipment and problems studied and to promote professionalism.

The Bachelor of Science degree in Petroleum Engineering is awarded on completion of a comprehensive curriculum of technical and practical courses in programming, systems analysis, information systems theory and design, and computer technology. This program is designed for individuals seeking specialized technical proficiency, and requires at least 48 semester credits of computer science courses and a sequence of mathematics through Calculus II and Discrete Mathematics.

Students selecting either a degree in Petroleum Engineering (Bachelor of Science) will be developing the intellectual and practical skills of the natural scientist to enable them to understand interrelated physical, chemical, and biological processes in the geosphere, hydrosphere, atmosphere, and biosphere. In addition, students will develop the equivalent skills of the social scientist to allow them to understand the social, cultural, political, and economic impacts of environmental changes caused by human activities. According to the program features special attention is given to extensive coordination and integration among courses from the natural and social sciences, integration of qualitative and quantitative communication skills; practical experience from research projects or internships laboratory experiments.

This program prepares students to enter the professional graduate fields of study, work in complex environments, develop unconventional hydrocarbons, including heavy oil, economically, and exploit smaller accumulations more efficiently.

Significant achievements of the American system of technical education include high individualization of education with innovative scientific and methodological support of most disciplines, clearly organized independent work of students and real flexibility in choosing educational trajectories. State support for technical education has a clearly defined targeting and is aimed at ensuring the constitutional rights of citizens in the field of education, and lecturers and students are more motivated in their educational and teaching activities. Progressive legislative maintenance encourages higher technical education, various forms of professional development, future professional work and charitable activities in support of universities, talented students and promising research (Downey, Lucena, 2004).

American technical universities have been found out to offer fewer compulsory technical disciplines, more humanities courses, and especially electives than European ones. At American universities more study time is provided for term papers (Peters, 2007).

Study of educational programs and curricula of American universities (California Institute of Technology, University of California, also known as Berkeley, Massachusetts Institute of Technology, Princeton University, University of Minnesota at Twin City, Stanford University, University of Texas at Austin, University of Wisconsin University of California, Santa Barbara) proves that the attention to the formation of students' entrepreneurial skills is growing. They are offered educational programs in entrepreneurship, as well as separate courses (finance and entrepreneurship, venture capital, legislation in the field of entrepreneurship, entrepreneurship in the social sphere). The close role of



universities with various industries plays a positive role. University and college professors and faculty have entrepreneurial experience, and are often entrepreneurs themselves, overseeing startups or participating in business incubators located on the university campus.

Based on the research results and progressive constructive university practices in the USA, new trends in the training of petroleum engineering specialists-to-be were revealed and formed the basis for the instructional guidelines on improving petroleum engineering specialists professional training at technical universities of Ukraine at four levels: at the national level, at the industry level, at the university level, at the individual level. The highest, national, level determines the strategic direction, while purposeful execution is carried out at other levels. The individual level provides guidance for students with due regard for their future professional activities in the oil and gas industry. As of today, these levels are still insufficiently specified and insufficiently interconnected. For this reason, we consider them in the prognostic aspect. They should be definitely interconnected since their fragmentary implementation lacks efficiency and cannot create a synergistic effect.

CONCLUSIONS

Thus, at the technical universities of the USA there is an active implementation of innovations in order to form an information infrastructure, ensure individualization, accessibility and quality of the educational process; the tendency to increase the applied component in the content of professional training of oil and gas specialists; transition to individual-group teaching methods using distance and digital learning technologies. Due to the tendency of conceptual similarity of educational policies of technical universities, interests of American universities, an international space of higher education in the oil and gas engineering profile is created. Common features for this country is the possibility of professional training, retraining, advanced training and professional development in formal, non-formal and informal education, participation in the training professionals for the oil and gas industry, both public and private educational institutions.

Summing up the analysis of the peculiarities of professional training of specialists for the petroleum industry considering the experience of American universities we should single out high individualization of education with innovative scientific and methodological support; precisely organized independent work of students; real flexibility in the selection of educational trajectories; fewer compulsory technical disciplines, more courses in humanities, especially electives; development of entrepreneurial skills; system of university relationships with different branches of manufacturing; lecturers possessing entrepreneurial experience.

Several areas for further research are suggested, among them: historical and comparative pedagogical studies of establishing and developing national systems of training specialists for the oil and gas industry in the European Union and Canada; didactic principles for the educational process at higher education institutions of oil and gas profile in the digital society; comprehensive research into the partnership between oil and gas businesses and related universities.

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THE US MODELS OF PROFESSIONAL TRAINING FOR LANGUAGES TEACHERS

ABSTRACT

The article deals with describing the models of professional training for language teachers in the US experience and justifying the possibility of using it in Ukraine. It shows that both the establishment and the evolution of teacher training models for philologists are the result of linguistic and cultural pluralism, inherent in the US community, and the current rapid development of theoretical and practical approaches to the professional training of teachers, compared with the period of teacher education development in the 20th century. It indicates that the analyzed models of professional training for language teachers in the USA have made it possible to justify relevant scientific and methodical recommendations to improve such training in Ukraine: to develop and implement an alternative model of teacher training for philologists (alternative degree programmes); to elaborate the mechanisms for motivating philology students towards research activities; to introduce innovative teaching methods and technologies based on interactivity, facilitation, collaboration, interdisciplinary teamwork, cooperation and constructive socialization; to realize the need for interdisciplinary knowledge and skills and professional development. Besides, the article specifies that the features of such foreign experience have been reflected in the provisions of the Concept of Teacher Education. At the same time, one can observe certain standardization of various forms of teachers' professional development (formal, non-formal, informal education), freedom of choice and gradual transition to such innovation as teacher certification. However, the classifications of these models are conditional and artificial since their characteristics and features are not opposite but complementary. Therefore, it is rather unreasonable to speculate about the existence of models in a "pure" form. In the USA, the models of teacher training have much in common with other EU countries. The only model that is purely American is the alternative model of philologists' teacher training.

Keywords: *model, the USA, language teacher, philologist, professional training, approach.*

АНОТАЦІЯ

Стаття присвячена характеристиці моделей професійної підготовки учителів-філологів в американському досвіді та обґрунтуванню можливості його використання в Україні. Визначено, що становлення й еволюціонування моделей підготовки вчителів-філологів зумовлено лінгвальним і культурним плюралізмом, характерним для американської спільноти, та нинішнім стрімким розвитком теоретико-практичних підходів до фахової підготовки педагогів, порівняно з періодом становлення системи педагогічної освіти у XX ст. Зазначено, що проаналізовані моделі професійної підготовки учителів-філологів в США дали змогу обґрунтувати науково-методичні



рекомендації для вдосконалення професійної підготовки учителів-філологів в Україні: розроблення й запровадження альтернативної моделі підготовки учителів-філологів (альтернативні освітні програми); розроблення механізмів стимулювання студентів-філологів до науково-дослідницької діяльності; упровадження інноваційних методів і технологій навчання на засадах інтерактивності, фасилітації, колаборативності, роботи в міждисциплінарній команді, співпраці та конструктивної соціалізації; усвідомлення потреби в міждисциплінарних знаннях та уміннях, професійному саморозвитку тощо. Підкреслено, що урахування особливостей зарубіжного досвіду знайшло відображення в положеннях Концепції педагогічної освіти, нині відбувається певне унормування різних форм професійного розвитку педагогів (формальної, неформальної, інформальної освіти), надання свобод вибору, а також поступовий перехід до такої новації як сертифікація вчителів. Зроблено висновок про те, що представлені класифікації моделей є умовними і штучними, оскільки їхні властивості й риси є не протилежними, а взаємодоповнювальними. Тому твердження про існування моделей у «чистому вигляді» є неправомірним. Моделі підготовки вчителів-філологів у США мають багато спільного з іншими країнами Європейського освітнього простору. Єдиною моделлю, що є суто американським напрацюванням є альтернативна модель підготовки вчителів-філологів.

Ключові слова: модель, США, учитель-філолог, професійна підготовка, підхід.

INTRODUCTION

Today, one can observe how the modern paradigm of teacher education in the USA develops under the conditions of ethnolinguistic pluralism in the context of proliferation of the methodological and philosophical field, the changing worldview and social reality, the epistemological multivariance, the focus on sociocultural context and anthropocentrism. Given the outstanding US experience in training language teachers (philologists), the relevance of this comparative research is logically objectified for several reasons: a) the US practice of teacher training reflects the global trends and achievements of teachers education, which should be implemented in the Ukrainian higher education system; b) the ethnogenesis of the American nation; c) the fact that education acts as capital that should be multiplied and a guarantee of socio-economic prosperity and political security.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

This research considers the works of Ukrainian comparativists who study the trends in teacher training in the United States (N. Bidyuk, M. Ikonnikova, S. Koshmanova, N. Mukan, M. Levrints, O. Sadovets, S. Shandruk, M. Zembytska et al.). However, the analysis of relevant scientific and documentary sources shows that the professional training of prospective foreign language teachers in the United States has been covered only sporadically. Moreover, this particular issue has not been systematically studied and generalized by the Ukrainian scientific community.

In international discourse, many scholars (R. Blake, B. Bloom, M. Cochran-Smith, L. Darling-Hammond, G. Davies, R. Day, M. Deyrich, K. Hamann, K. Johnson, S. Jones, A. Kolb, N. Latham, A. Martin, S. McPherson, S. Mertens, S. Musanti, B. Norton, L. Pence, J. Richards, T. Russell, J. Sachs, D. Schön, A. Sfard, K. Swan, M. Wallace) focus their attention on the issue of interdisciplinary and integrative training for language teachers to expand the opportunities of professional realization in the modern labour market, as well as to create a wide range of specializations based on the principle of functional concentration and integration.



Research methods include analysis and synthesis, generalization, systematization and individualization.

THE AIM OF THE STUDY

The article aims to describe the models of professional training for language teachers in the US experience and justify the possibility of using it in Ukraine.

RESULTS

The analysis of relevant scientific sources reveals the lack of a common understanding of the teacher training model, as well as the identification of concepts of models and approaches to training language teachers. The model of teacher training implies a set of the ways or means of transferring professional knowledge to students, the features of structural and organizational forms of teacher training or philosophical justification and rational explanation of the processes associated with it (Deyrich, & Stunel, 2014, p. 85).

This article describes the model of language teachers' training in detail.

An intuitive model. The analysis of the characteristics of foreign language teachers' training in the USA allows one to isolate the first basic model, which covers the period between 1920 and 1950 and is conditionally called "intuitive". This model is characterized by insufficient theoretical linguistic and psycho-pedagogical content, as well as by the lack of scientific and empirical validity. The main criterion for determining the effectiveness of language teachers' professional training lies in mastering language as a degree programme. Still, special attention is paid to reliance on intuition and practical experience with neglect of appropriate theoretical principles. According to this model, professional training of language teachers follows the views and experience of individual research and teaching communities and programmes, given the lack of scientific and empirical foundation of the field. The philosophical and epistemological principle of this model is positivism, which takes the form of a procedural-and-productive paradigm, better known as the transmission educational model, in the educational context.

The Wallace classification of philologists' training models serves as the most important contribution to the study on the categorization of models within such training. It contains the following: the applied science model; the craft model; the reflective model (Wallace, 1991).

The craft model. The late 1950s and the early 1960s were marked by the emergence of applied linguistics, which became an integral component of professional training for language teachers. The behaviourism theory dominated the psycho-pedagogical scientific space of that time. The influence of theoretical and practical achievements of the field manifests itself in the updates in models of teacher training and the emergence of the so-called art-craft model (Wallace, 1991), which is more common in the UK, or the behavioural model in the USA (Deyrich, & Stunel, 2014, p. 86).

It is important to note about the importance for these models of practical teaching skills developed due to observations over the competent performance of professional-pedagogical tasks and their imitation, as well as the necessary skills consolidated based on repetitions. Then, US higher education institutions focused on teaching practice. Prospective language teachers would learn the "craft" under real school conditions and, at the same time, develop the necessary practical skills. *Its advantage* implies taking into account and mastering new knowledge. *Its disadvantages* are as follows: despite their widespread use, they do not consider the changes in professional activities of teachers; passivity in learning and execution of experts' instructions; teachers' dissatisfaction of advanced training courses since only a few of teachers can offer a methodology for



implementing a theory in practice. After all, theoretical training of teachers in the context of personality-oriented learning and competency-based approach partially contributes to their professional development and does not always lead to changes in their professional activities. The models are somewhat limited since they do not facilitate teachers' self-development. Besides, teachers follow some proven teaching methods instead of relying on the individual or intuitive learning theories. The craft model is conservative since it is based on the cooperation between a novice teacher and an expert teacher (mentoring) and limits the opportunities for teacher creativity. It aims to develop the skills focused on general or specific methods, such as interactive learning, classroom management, student surveys, lesson planning. Teachers repeat the algorithms proposed by an expert teacher and, yet, do not understand all the advantages and disadvantages, as well as the consequences of introducing certain techniques in professional activities.

The applied science model. It seeks to theoretically equip prospective language teachers with professionally significant and empirically grounded psycho-pedagogical and special knowledge. Professional knowledge is considered to be a sufficient prerequisite for effective professional training of language teachers. They can skillfully apply the obtained knowledge competently in professional-pedagogical activities and, thus, achieve high efficiency.

The applied science model relies on the transmission paradigm of knowledge transfer. At the time of its formation, researchers were attempting to determine the effectiveness of teachers' professional-pedagogical activities and verify the feasibility of educational forms experimentally and empirically. Prospective teachers need to familiarize themselves with certain elements of competent performance of professionally significant tasks (Richards, 2002, p. 40). Besides, one can enhance professionalism by deepening research work in the field of applied linguistics and other professional disciplines, as well as by laying the strong theoretical and epistemological foundation of language teaching. Thus, the applied science model focuses on the acquisition of theoretical knowledge and skills in a particular field of pedagogical knowledge with the help of experts. Being traditional, it underlies advanced training programmes.

The reflective model. Further transformational processes in the field of teacher education, which lead to a corresponding improvement of philologists' training, were much influenced by the philosophy of humanism, constructivism and critical theory. The philosophical basis of the model encompasses postpositivism, interpretivism, criticism and postmodernism. The transmission paradigm of teacher training gradually recedes into the background of teacher education, giving way to a collaborative one. The defining principle of the educational system is student-centrism, which is strongly opposed to authoritarianism in education and teacher-centeredness, as one of the forms of its manifestation. Being an ideological filter of education, the philosophy of postmodernism, infiltrated into theoretical-practical and scientific-empirical approaches forces one to reconsider the ingrained educational traditions, place and role of a person and actors in the educational process, the nature of pedagogical interaction, professional-pedagogical values and conceptual provisions of the field. Thus, the student ceases to be the object of pedagogical influence and instead becomes its subject, actively interacting and transforming the educational-professional environment and taking a direct part in the management and comprehension of the educational process. The ideals proclaimed by humanists contribute to the establishment of a values-based attitude towards the personality of the prospective teacher. In the research perspective, one can trace the reset of positivist approaches by the epistemology of postpositivism, interpretivism and criticism. The reflective paradigm implies prospective



and practising language teachers' critical analysis and comprehension of professional-pedagogical activities.

In the context of the reflective model, the practical component is more significant than in the previous models. Both educational and professional activities of language students include its active reflection, revision of the system of attitudes and values, critical analysis of the theory and its comparison with the acquired practical experience (Schön, 1987). Students are more responsible for managing the educational process and its outcomes and, at the same time, are given more authority than before. The main purpose of university teachers, who are called to act as facilitators of learning rather than its primary sources, is also changing.

According to this model, teacher training is seen as a lifelong process and, therefore, higher education study is only the beginning of professional development (Johnson, 2009). Consequently, it is necessary to develop reflective thinking in prospective language teachers.

The experience-based model. Professional literature contains some cases of isolating a model focused on pedagogical research. Given the increasing role of pedagogical research and action research, one can observe a gradual reconsideration of teacher training models in the research-related paradigm (Deyrich, & Stunel, 2014; Kolb, & Kolb, 2005). Now, research training of prospective teachers is at the forefront of their professional development since it occupies an important place in the content of curricula. The need for these transformations lies in the empirically proven awareness of the importance of involving prospective and practising teachers in pedagogical research.

The critical model. The US teacher education system is undergoing transformational changes in the models of language teachers' professional training. The study of relevant scientific sources indicates certain adaptation of the above-mentioned teacher training models under the promotion of critical pedagogy and the theory of social constructivism. Some works consider the critical model to be conceptually new (Norton, 2005), which is opposed to the reflexive and other models. However, the author of the article believes it too early to announce a completely new systemic entity in education. Indeed, when one attempts to emancipate the actors in the educational process by deepening their awareness of the real socio-political situation and focusing on social injustices, one narrows the content and purpose of education and does not provide sufficient grounds for isolating a separate model of teacher training.

An important difference between the critical model and the traditional one is its focus on educational, socio-economic, cultural and political issues. The central mission of the critical model lies in exposing the dominant ideologies that are inherent in the lives of university teachers, prospective teachers and pupils (Cochran-Smith, 2006), as well as in understanding the beliefs and attitudes of students about the goals of education, educational institutions and their protagonists.

Day's classification of teacher training models is based on the ways of transferring professional knowledge to prospective teachers. The author identifies the apprentice-expert model, the rationalist model, the case studies model and the integrative model (Day, 2008).

Day's apprentice-expert model has much in common with Wallis's craft model which requires a prospective or novice teacher to learn how to teach under an experienced specialist's supervision. Nowadays, mentoring which is aimed at helping a teacher at the early stage of their professional career has become widespread in the US teacher education.



As a rule, this process takes the first two years of professional activities. The author of the article believes that it is expedient to incorporate this process in this model.

According to Day (2008), the rationalist model of teacher training remains dominant in the USA (p. 6).

The case studies model is used in some US universities, including the analysis and discussion of specific pedagogical situations or cases so that students can understand the essence of professional teaching better. The integrative model is the quintessence of previous models. It is designed to combine their advantages by harmonizing the theoretical and practical aspects of teacher training. Day (2008) claims that such an integrative model represents the systematic development of students' professional knowledge based on reflective thinking (p. 10).

The collaborative model. The knowledge paradigm is the most essential value of education. It involves the transmission of knowledge, moving from the highest to the lowest level, that is from universities teachers to students, from teachers to pupils, but not vice versa.

Today's reforms in the US education system have led to a rethinking of existing approaches to teacher training and have initiated the search for alternatives. The collaborative model of teacher training is based on the creation of a learning environment where individual's professional development is possible due to the cooperation with other members of the professional group (between students, university teachers, teachers and mentors, between educational institutions) (Darling-Hammond, 2006; Russel, McPherson, & Martin, 2005; Musanti, & Pence, 2010). This model is directed at developing the capacity for autonomous or self-regulated performance of educational and professional tasks, as well as critical thinking based on the cooperation between the members of the educational and professional community (Sfard, 1998). Professional knowledge is mainly built or constructed through social interaction. Teacher training involves the participation of a specially organized training team of university teachers, school principals, mentors and prospective teachers. The primary goal of this programme is to harmonize theoretical and practical components of such training, which takes place at the premises of schools in which university teachers conduct training courses in the form of seminars. They also teach mock lessons in mentoring classes preceded by special theoretical training for prospective teachers. This form of teacher training has gained widespread recognition due to its effectiveness and continues to be used at universities (Russel, McPherson, & Martin, 2005, pp. 48-49).

Besides, the collaborative approach successfully uses the practice of induction and mentoring which aim to help young teachers in their early career. It has made it possible to reduce resignation rates among primary school teachers, accelerate their adaptation to professional-pedagogical activities and increase the level of their motivation. The main advantage of the collaborative model is a significant reduction of resignation rates among novice teachers, as well as the increase in their professional stability (Latham, Mertens, & Hamann, 2015).

Nowadays, the collaborative or partnership model of teacher training is widely used in all American states under completely different socio-cultural conditions. It is important to note that it has become more popular than the one-year programme of pedagogical boarding schools. Moreover, it serves as an integral element of reforms in the school education system and teacher education.

The alternative model. This model of training teachers is a purely American educational phenomenon, which provides for the possibility of employment in teaching without appropriate qualifications, i.e. without a degree in education. This model is focused



on professional knowledge, qualities and experience of a specialist in a particular field of knowledge. It is believed that their combination allows one to effectively share the acquired knowledge with pupils. According to the epistemological position, the alternative model is based on the transmission paradigm, which seeks to transfer knowledge from expert to learner. It narrows the role of teacher to expert and transmitter of knowledge.

Alternative models have made it possible to fill in some gaps in the human resourcing of the US education system by reducing tuition fees and time costs. However, limited interpretation of the teaching and schooling institution has caused an increase in low-quality and ineffective teacher training programmes and, as a result, low-skilled teachers for socially disadvantaged groups and the increase in resignation rates among novice teachers (Darling-Hammond, 2006, p. 3). An alternative way of obtaining education involves studying under specially designed programmes outside the traditional pedagogical institutions, as long as one is provided with psycho-pedagogical support of professional activities during the first year of working at school. They grant a second chance to those who change jobs, or those who have been out of the labour market for a long time, or those who have just graduated from college, to start teaching (for example, teacher certification programmes designed to fill vacancies for relevant grades). The alternative model is aimed at meeting individual and national needs for the development of human resources. Moreover, it has a positive impact on the quality of the professional activities of language teachers.

CONCLUSIONS

Nowadays, the US scientific and pedagogical discourse encompasses active discussions and attempts to transform the current models of language teachers' training under the new conceptual understanding. Both the establishment and the evolution of teacher training models for philologists are the result of linguistic and cultural pluralism, inherent in the US community, and the current rapid development of theoretical and practical approaches to the professional training of teachers, compared with the period of teacher education development in the 20th century.

The analyzed models of professional training for language teachers in the USA have made it possible to justify relevant scientific and methodical recommendations to improve such training in Ukraine: to develop and implement an alternative model of teacher training for philologists (alternative degree programmes); to elaborate the mechanisms for motivating philology students towards research activities; to introduce innovative teaching methods and technologies based on interactivity, facilitation, collaboration, interdisciplinary teamwork, cooperation and constructive socialization; to realize the need for interdisciplinary knowledge and skills and professional development. The features of such foreign experience have been reflected in the provisions of the Concept of Teacher Education. At the same time, one can observe certain standardization of various forms of teachers' professional development (formal, non-formal, informal education), freedom of choice and gradual transition to such innovation as teacher certification.

However, the classifications of these models are conditional and artificial since their characteristics and features are not opposite but complementary. Therefore, it is rather unreasonable to speculate about the existence of models in a "pure" form. In the USA, the models of teacher training have much in common with other EU countries. The only model that is purely American is the alternative model of philologists' teacher training.

Further research should aim to study the models of professional training for language teachers in Asian countries.



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RESEARCH TRAINING OF HUMAN SERVICES SPECIALISTS: THE US EXPERIENCE

ABSTRACT

The article shows that the field of human services is developing in the context of science and technologies being the driving forces of sustainable development in US society. Although the field of human services differs from other social sciences since and is more focused on practice, it still requires high-quality scientific research. It is because this field deals with the person and the social environment, including multiple factors and influences. The article defines the most important reasons why prospective human services specialists should engage in it. They are as follows: to be able to systematically build knowledge and test treatment efficiently; to influence health policy and service delivery; to enhance the understanding of daily practice; to become a critical consumer of research literature. The article specifies that the field of human services is rather broad and involves mental health services, family support programmes, child development, addiction prevention and correctional services. Therefore, research is essential to the provision of human services, as well as to those specialists responsible for providing them effectively and efficiently. Human services specialists should be able to organize and analyze the knowledge generated by the conducted research and apply the findings to take the relevant professional decisions. The article proves that the most common areas of research projects on human services are Population Health; Child, Youth and Family; Aging and Disabilities; Behavioural Health; Intellectual and Developmental Disabilities; Housing and Homelessness. This article presents the experience of providing research training by the Ashford University, the Walden University and The Capella University.

Keywords: human services, research training, research activities, dissertation, the USA, human services specialist.

АНОТАЦІЯ

З'ясовано, що сфера послуг для населення розвивається в контексті науки і технологій, які є рушійними силами сталого розвитку в суспільстві США. Незважаючи на те, що ця сфера відрізняється від інших соціальних наук і більше зосереджена на практиці, вона все одно потребує якісних наукових досліджень. Справа у тому, що ця сфера стосується людини та соціального середовища, включаючи численні фактори та впливи. У статті визначено, чому майбутні фахівці із соціальної реабілітації повинні брати участь у наукових дослідженнях. Це дозволяє систематично накопичувати знання та ефективно тестувати лікувальні концепції; впливати на політику охорони здоров'я та надання послуг для населення; покращити розуміння щоденної практики у контексті соціальної реабілітації; критично аналізувати наукову літературу. Зазначено, що сфера послуг для населення досить широка і включає у себе програми підтримки сімей, розвиток



дитини, профілактику наркоманії та коректувальні дії. Цей факт підтверджує надзвичайно важливе значення якості наукових досліджень у контексті надання послуг для населення, а також науково-дослідницької підготовки фахівців, які відповідають за їхнє ефективне надання. Майбутні фахівці із соціальної реабілітації повинні вміти аналізувати знання, здобуті в результаті проведеного дослідження, та застосовувати одержані результати для прийняття відповідних професійних рішень. Доведено, що найпоширенішими напрямками дослідницьких проектів у сфері послуг для населення є такі: здоров'я населення; діти, молодь та сім'я; старіння та інвалідність; здорова поведінка; інтелектуальні вади та порушення розвитку; безпритульні. У статті також представлено досвід провідних університетів США у контексті науково-дослідницької підготовки майбутніх фахівців із соціальної реабілітації.

Ключові слова: послуги для населення, науково-дослідницька підготовка, науково-дослідницька діяльність, дипломна робота, США, фахівець із соціальної реабілітації.

INTRODUCTION

Given the modern conditions of global social transformations, the field of human services is one of the professions necessary for the sustainable development of society. In Ukraine, one can observe significant changes in the political and economic spheres and the social services system. Besides, there are attempts to reconsider the role of state-owned social institutions, agencies and non-governmental organizations providing human services to various categories of the population. Today, human services specialists are facing new problems and non-standard tasks which they can solve with the help of appropriate research skills and qualities.

Ukrainian educators realize the value of science in ensuring economic, social and cultural progress. They strive to emphasize the importance of training a new generation of human services specialists who are ready for lifelong learning and continuing professional development. Therefore, the modern system of education in Ukraine pays much attention to the research activities of students, in particular in the context of the human services sector. Indeed, the centres of scientific research can be not only specialized institutions but also educational institutions, in particular higher education institutions (HEIs), where human services students perform the role of actors in the educational process, as well as to conduct social research.

It is important to note that Ukrainian educational authorities continue developing and improving the system of research training for prospective human services specialists. Ideally, it should combine the national traditions and achievements in this sector and the leading world experience, as well as be part of relevant international structures. In this regard, it is essential and extremely relevant to study the innovative experience in this field, especially that of the USA. This country has long engaged in protecting human rights all over the world. The author of the article believes that such experience, in particular its positive aspects, can much enrich the national potential of research training for prospective human services specialists and enhance their employment prospects in the context of the international labour market.

THE AIM OF THE STUDY

The article aims to analyze the peculiarities of research training for prospective human services specialists in the context of the US experience.



THEORETICAL FRAMEWORK AND RESEARCH METHODS

Relevant scientific sources indicate that professional activities of human services specialists imply the use of innovative mechanisms to solve some thorny social issues. At the same time, innovation means the process of creating, disseminating and using practical tools to meet the relevant needs of society as a whole and its members. Human services require specialists to create the effective social technologies, programmes and projects and introduce them in the interaction with different categories of clients. Thus, innovations act as an important factor in the economic, social and cultural progress of mankind and as a means of meeting social needs. Furthermore, they contribute to improving the human services sector, its effectiveness and quality and enhancing the status of the profession (Alexander, & Solomon, 2006; Burger, 2008; Neukrug, 2013; Reamer, 2012).

Accordingly, innovative functions of human services specialists should manifest themselves in a creative approach to professional activities, the search for new and more qualitative technologies of human services, the summary and introduction of the leading experience, the ability to use both positive and negative sides of activities of social agencies. Therefore, prospective human services specialists should know theoretical, methodological, scientific and methodical interdisciplinary principles of social research, social forecasting and projects. Besides, they should be able to solve typical social situations in a non-standard way and apply the methods, technologies and tools for evaluating the effectiveness of the performed social tasks, as well as the tools of social monitoring for assessing the results of the implemented social projects (Levinson, 2002; Rothman, & Thomas, 2013; Rosenthal, 2012; Woodside, & McClam, 2014).

According to Anastas (1999), the human service profession has always been in a controversial relationship with the research sector (p. 3). It develops at a time when science and technologies are the prevailing driving forces in the Western world. At the same time, the field of history human services is considered to be different from other social sciences since it is focused on practice rather than scientific investigation. Indeed, human services deal with the whole person and the social environment. They cover the fields of practice with multiple factors and influences under which social sciences present hypothetical knowledge. Thus, the attempts to make human services more exact research-wise have not been easily accorded with the recognition of the primary practical goals.

The challenges of conducting such research may occur since human services research is rather complicated and complex and deals with human behaviour. However, there are many important reasons why prospective human services specialists should engage in it:

1. It helps one to systematically build knowledge and test treatment efficiently.
2. It has an impact on health policy and service delivery.
3. It enhances the understanding of the daily practice.
4. It helps one to become a critical consumer of research literature (DePoy, & Gitlin, 2011, p. 4).

It is important to note that human services are a broad field, which covers mental health services, family support programmes, child development, addiction prevention and correctional services. As noted by Monette, Sullivan, Dejong, & Hilton (2014), research in human services is extremely essential to the provision of human services, as well as to those specialists responsible for providing them effectively and efficiently. Besides, human services specialists should be able to organize and analyze the knowledge generated by the conducted research and apply the findings to take the relevant professional decisions.



Moreover, such knowledge can provide insight into human behaviour and the effectiveness of human services in a particular case. The above-mentioned aspects have made it possible to prove the relevance of research activities in the context of professional training for human services specialists within the framework of the relevant views of the leading US experts, practitioners and scholars. Accordingly, the results section should deal with the practical examples of organizing research training for prospective human services specialists in the US experience.

Given the scope of this particular article, research methods should include generalization and systematization, analysis and synthesis.

RESULTS

In the context of the human services sector, one should identify the following types of research: social, descriptive, predictive, explanatory, evaluation.

Social research is a systematic investigation of empirical data on the social or psychological forces operating in a situation. *Descriptive research* lies in discovering facts and reality. *Predictive research* implies making predictions about what may happen in the future or other settings. *Explanatory research* aims to clarify why or how something occurred. *Evaluation research* suggests using research methods to monitor the realization of new programmes and existing ones (Hilton, Fawson, Sullivan, & Dejong, 2019).

In the USA, Talbert House's Institute for Training and Development (ITD) aims to provide effective training and programmes in the context of behavioural health. It ensures both clinical and professional development of the human services specialists who deal with mental health, substance use and preventive activities. The ITD is a provider of Continuing Education credits by the following professional organizations:

- Ohio Psychological Association;
 - Ohio Chemical Dependency Professional Board;
 - Ohio Counselor, Social Worker, and Marriage and Family Therapist Board;
- National Board for Certified Counselors (NBCC). <https://www.talberthouse.org/training/>.

At the same time, the Center for Health and Human Services Research (CHHSR) combines both practice and research to make high-quality human services more accessible to clients, families and communities. The CHHSR operates within Talbert House. Their common goals are the following:

- 1) to enhance practice-based science and science-based practice;
- 2) to meet the needs of practitioners and clients in the context of relevant disciplines to improve knowledge production and integration.

It must be noted that the research-related products of the CHHSR can be divided into the following three areas: a) knowledge production and dissemination; b) applied research and c) development and testing. <https://www.talberthouse.org/social-enterprises/center-for-health-%2B-human-services-research-3/about-chhsr-1/>

The Human Services Research Institute (Cambridge, MA) offers prospective human services specialists to conduct projects on the following areas:

- Population Health; Child,
- Youth and Family;
- Ageing and Disabilities;
- Behavioural Health;
- Intellectual and Developmental Disabilities;
- Housing and Homelessness.

Importantly, the Institute aims to teach prospective specialists to design and coordinate the research process through collaborating and communicating with



stakeholders, as well as to develop a vision of an optimal system. It follows the principle of respecting the rights and the uniqueness of service users and offers a flexible way of choosing relevant human services to improve the quality of life for the population (Human Services Research Institute, 2020).

The Capella University (2020) (Minneapolis, Minnesota) offers two online doctoral programmes in human services: an online doctor in human services; an online PhD in human services. The first programme is based on professional practice, whereas the second one focuses on both research and theory. However, both programmes prepare prospective human services specialists for various careers in the field.

The online doctor in human services involves two specializations: advanced programme evaluation and data analytics; leadership and organizational management (72 quarter-credits for completion). The topics of the course are related to action research methods, data analytics and programme evaluation, ethics and leadership models, grant writing and multidisciplinary practice.

Interestingly, the online PhD in human services offers three specializations, namely, multidisciplinary human services, nonprofit management and leadership, social and community services (92 quarter credits). It involves a dissertation project and comprehensive exams. It must be noted that the courses within it cover such topics as advanced research methods, diversity in the workplace, ethics, multidisciplinary practice and case analysis (The Capella University, 2020).

Ashford University (2020) (San Diego, California) offers online undergraduate and graduate programmes, including an online PhD in human services (62 credit hours). It covers 11 obligatory courses, one optional course and 5 specialization courses. It must be noted that students have the opportunity to choose the offered specializations (mental health administration; nonprofit management; standard human services). All specializations offer fundamental knowledge, abilities and skills in the field of human services. Prospective human services specialists prepare themselves for leadership roles, learn how to evaluate the structures of human services, formulate and implement research concepts, develop relevant research strategies and promote policies and practices in the field of human services (Ashford University, 2020).

Walden University (2020) (Minneapolis, Minnesota) offers an online doctor of philosophy in social services. The programme covers 15 specializations (advanced research; community and social services; criminal justice; family studies and intervention; gerontology; military families and culture). Thus, prospective specialists can choose any of these relevant areas in the field of human services and become competitive in the labour market. Importantly, they learn how to analyze research problems effectively, formulate and develop research strategies and meet the needs of different groups of the population. The online programme consists of the so-called tracks, which are aimed at serving students at different levels of experience. Track 1 is designed for those who already have a master's degree in human services, social work, psychology (83 quarter-credits). At the same time, track 1 is aimed at those who have a bachelor's or a master's degree in a non-related area (108 quarter-credits). However, both of them require students who write a dissertation and a plan for professional development (Walden University, 2020).

CONCLUSIONS

Thus, one can conclude that the field of human services is developing in the context of science and technologies being the driving forces of sustainable development in US society. Although the field of history human services differs from other social sciences



since and is more focused on practice, it still requires high-quality scientific research. It is because this field deals with the person and the social environment, including multiple factors and influences. There are many important reasons why prospective human services specialists should engage in it. They are as follows:

- to be able to systematically build knowledge and test treatment efficiently;
- to influence health policy and service delivery;
- to enhance the understanding of daily practice;
- to become a critical consumer of research literature.

The field of human services is rather broad and involves mental health services, family support programmes, child development, addiction prevention and correctional services. Therefore, research is extremely essential to the provision of human services, as well as to those specialists responsible for providing them effectively and efficiently. Human services specialists should be able to organize and analyze the knowledge generated by the conducted research and apply the findings to take the relevant professional decisions.

The context of the human services sector covers the following types of research: social, descriptive, predictive, explanatory, evaluation. The most common areas of research projects on human services are Population Health; Child; Youth and Family; Aging and Disabilities; Behavioural Health; Intellectual and Developmental Disabilities; Housing and Homelessness.

This article shows the experience of providing research training by the Ashford University, the Walden University and The Capella University. It must be noted that all these universities offer online doctoral programmes in human services, mostly covering such specializations as multidisciplinary human services, nonprofit management and leadership, social and community services, mental health administration; nonprofit management; standard human services, advanced research; community and social services; criminal justice; family studies and intervention; gerontology; military families and culture. Given today's pandemic outbreak, it is seen as a really good option of helping prospective human services specialists to keep up with the latest trends in the field and continue professional development.

Further research should aim to reveal the methodical support for professional training in human services in the USA.

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MEDIA EDUCATION AS A FACTOR AFFECTING THE QUALITY OF SECONDARY EDUCATION IN THE USA AND CANADA

ABSTRACT

The paper is aimed at the analysis of the main principles of media technologies incorporation into secondary education of the USA and Canada, revealing didactic foundations of media education, systematizing the ways of forming media and digital competences. It has been determined that rapidly developing digital technologies are the main reason of changes in modern media and affect a person, human activity and society. It has been defined that though media education is considered a separate branch of pedagogical study, its goals and tasks are mostly implemented by “across the curriculum” approach due to the use of diverse academic disciplines in school curriculum. In this context, special attention has been paid to the new role of the teacher in their attempt to form students’ skills of critical thinking. The number of disciplines with incorporated media literacy skills has been identified: English, Technology Education, Health Studies, Journalism, Media Production. It has been stated that young people, who are the main users of modern media tools, often do not have skills of media literacy. It leads to their inability to produce different messages, review them, search for information, cooperate with other users and critically assess the information they are working with. It has negative influence on their personality and may result in some problematic situations. In the USA and Canada, the development of students’ media competence is carried out through the development of its components (information competence, critical thinking, communication skills, and media production skills). They are formed most effectively during the study of social disciplines. In the USA and Canada, media training of secondary school teachers is carried out in the framework of formal, non-formal and informal education. The conclusion has been made that developing media literacy must become an integral part of secondary education.

Keywords: media education, media competences, media literacy, curriculum, secondary schools, the USA, Canada.

АНОТАЦІЯ

У статті проаналізовано основні принципи інтеграції медіа-технологій в освітній процес середніх шкіл США та Канади, розкрито дидактичні засади медіаосвіти, систематизацію шляхів формування медіа та цифрових компетентностей. Визначено, що стрімкий розвиток цифрових технологій є основною причиною змін у сучасних ЗМІ та впливає на людину, людську діяльність та суспільство. Визначено, що хоча медіаосвіта вважається окремою галуззю педагогічного дослідження, її цілі та завдання в основному реалізуються підходом «наскрізного навчального плану» завдяки поєднанню у ньому дисциплін різних циклів. У цьому контексті особлива увага приділяється новій ролі вчителя в спробі сформувати в учнів навички критичного мислення. Було визначено низку дисциплін з інтегрованими навичками



медіаграмотності, таких як: Англійська мова, Інформатика, Основи здоров'я, Журналістика тощо. З'ясовано, що молодь, яка є основними користувачами сучасних засобів масової інформації, часто не володіє навичками медіаграмотності. Це призводить до їхньої нездатності створювати різні повідомлення, переглядати їх, шукати інформацію, співпрацювати з іншими користувачами та критично оцінювати інформацію, з якою вони працюють. Це негативно впливає на їх особистість і може призвести до деяких проблемних ситуацій. У США та Канаді розвиток медіакомпетентності учнів здійснюється шляхом розвитку її компонентів (інформаційної компетентності, критичного мислення, комунікативних навичок та навичок медіа виробництва). Вони найбільш ефективно формуються під час вивчення дисциплін соціального циклу. У США і Канаді медіа підготовка вчителів середніх шкіл здійснюється в рамках формальної, неформальної та інформальної освіти. Зроблено висновок, що розвиток медіаграмотності має стати невід'ємною частиною середньої освіти.

Ключові слова: медіаосвіта, медіакомпетентність, медіаграмотність, навчальна програма, середні школи, США, Канада.

INTRODUCTION

Due to rapid development of information and telecommunication technologies, which have created new opportunities for access to any information and its accumulation, there are no doubts about the importance of media education aimed at personal development by means of media. The main task of theorists and practitioners of education under such conditions is to direct this process to the formation of the population's culture of communication with the media, their creative and communicative abilities, critical thinking, interpretation, evaluation and analysis of media information. In other words, their task is to provide the education of a media literate person. Without a proper level of media literacy in modern society, it is impossible to use information content of television, radio, press, and the Internet actively. Media literacy helps to understand socio-cultural and political contexts, perception, analysis, evaluation and creation of media texts.

At the present stage of the Ukrainian education modernization, the study of the experience of foreign countries, in which media education is of paramount importance, is relevant. In foreign countries, media literacy has been implemented for almost half a century, but only in Canada, Australia and Hungary has it become a mandatory component of media education.

THE AIM OF THE STUDY

The purpose of the paper is to analyze the principles of incorporating media technologies into the educational process of secondary education in the USA and Canada; to reveal the didactic principles of media education; to systematize the ways of media and digital competences formation.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Topical issues of media education have always been in the focus of scientific research of both home and foreign scholars. The origins and the development of media education were studied by J. Gerbner (1999), M. Griego (2012), R. Hobbes (2010) and others. Many Ukrainian scholars (T. Ivanova, V. Ivanova, L. Kulchynska, Y. Miroshnychenko, O. Volosheniuk) have devoted their work to the definition of media education and media literacy, conceptual approaches to their understanding, similarities and differences. Their research confirms the effectiveness of the use of media education technologies in the training of specialists in various fields.



The analysis of publications reveals the views of some theorists on media education as a tool for protection against the negative influence of the media (R. Kubey (2004), K. Ward-Barnes (2010)) and their attempts to help media educators. Foreign scholars (A. Prevett (2009), L. Stein (2009)) study the standards and skills necessary for the application of media education in the learning process. American theorists of media education believe that media education principles are key concepts that guide teachers who teach media literacy and at the same time help to find consensus in the theoretical foundations of media education (Hobbs, 2010). Canadian scholars B. Duncan and K. Wilson emphasize that the principles of media education “give teachers some common ground and opportunities for discussion” (Wilson & Duncan, 2008), because the principles create the foundation and theoretical basis of media education today.

However, the study of mechanisms for the inclusion of media literacy in the content of secondary education of the United States and Canada have not been sufficiently studied by Ukrainian scientists, even though it is becoming increasingly important and up-to-date.

In the process of our research the following research methods have been used: analysis of specialized literature for the study of American and Canadian experience in the implementation of media education and formation of media competence and media literacy in secondary education; description, generalization, synthesis and comparison of the obtained data for outlining common and distinctive tendencies.

RESULTS

Due to more and more active use of telecommunications by young people and children, it is important to remember that mobile phones, smartphones, video games, social networks, interactive whiteboards or Internet (likewise television and radio) will not automatically improve education. The use of digital media by children and young people does not necessarily make them more media literate. Technology in itself is not the “savior” of education. According to R. Hobbs, digital innovations can sometimes even reduce the academic performance of children in school, as they distract them from homework and preparation for classes (Hobbs, 2010).

Research carried out by scientists from Duke University in North Carolina shows that computers are used by children at home primarily for entertainment. Moreover, it is noted that students in grades 5–8 begin to study much worse since they have a computer and Internet at home. The results of the analysis of the academic performance of 150,000 American students in reading and math before and after the advent of the computer at home are very disturbing. They show that students’ grades have significantly deteriorated compared to students from low-income families who did not have a computer at home (Vigdor et al., 2014). Obviously, schoolchildren are distracted from preparing school assignments by social networks, videos from YouTube, online games.

Teachers face an important task – to make digital and media literacy the basis of modern education, both in and outside the school. American scientist R. Hobbs is convinced that under such conditions positive results will be obtained, namely:

- parents will pay attention to how their children use media at home and will be able to balance their activities in front of the monitor with other forms of play and learning to both protect and develop them;

- people of all ages will have an inner need to ask critical questions about the author, the purpose of the message and author’s point of view in each message regardless of its type (political campaign, pharmaceutical advertising, reports, research, opinions of politicians, celebrities) and placement (websites, editorial news, e-mail, blogs, etc.);



- teachers will use instructional methods to explore the role of news and current events in the society, draw parallels with fiction, science, health, history, “build bridges” between real and school life, which will encourage students to lifelong learning;
- people of all ages will be responsible and educated in their communication activities; will treat others with respect, adhere to social norms of behavior, which will develop personal responsibility for their actions either online or offline;
- the main part of learning for students will be the creation of authentic messages for a real audience with the use of digital means, images, language, sound and interactivity, which will develop knowledge and skills, and demonstrate the power and effectiveness of communication;
- people from all branches of activity will be able to achieve their goals due to the ability to search, find, share and use information in order to solve problems, developing their ability to access, analyze, evaluate, communicate and exchange ideas and information, actively participating in social life of a community, nation and the world (Hobbs, 2010).

It should be mentioned that the list suggested by R. Hobbs does not run short of all the positive achievements of the introduction of digital and media education in the pedagogical practice of formal education. Nevertheless, obtaining such results is possible only by incorporating the principles of media education into the educational process.

In this context, an important task of the school (which is abbreviated to K-12 in the United States and Canada) is to teach younger generation to be “wise consumers and creators of media.” And, as the president and founder of the American human rights organization Media Literacy Now, E. McNeill, points out, they should use all kinds of media wisely, not just videos that students post on YouTube or on an information website of their school. The main thing, in his opinion, is to use “all media wisely and permanently” (Merrin, 2014).

Despite the fact that media education is now perceived as a separate area of pedagogical research, its goals and objectives are implemented in school curricula by means of other disciplines (and not only one, but several disciplines studied simultaneously). This approach was called cross-curricular (“across the curriculum”) (Stein et al., 2009).

It is reasonable to analyze disciplines that form digital and media literacy of students in the United States and Canada. Our study showed that in both countries it has traditionally been the case that media education of children and young people took place at school during English Language Arts classes or during the English Language classes. Thus, teachers of the English language are naturally inclined to digital and media education (Griego, 2012). Researchers can easily trace this inclination because of the English Language teachers’ recognition of their students’ interests and the usage of media devices and media resources to develop their critical thinking skills through creation and comprehension of media messages. In addition, literacy is the area of every teacher’s professional activity. M. Griego and R. Hobbs note that despite the fact that today the concept of “literacy” can be expanded to include different media and various texts, the classical definition of the term is based on print media (Griego, 2012; Hobbs, 2010). Therefore, the role of an English teacher is often to develop and transfer critical thinking skills from popular media back to the printed ones. In this process, various behavioral patterns of teachers are traced. Some are very reluctant to give up the role of “a sage on the stage” when they are involved in media education. Others do not like to waste time working with modern pop culture texts during their classes. They believe that students would rather get acquainted with high literature during these classes, because apart from English lessons,



they will have no such opportunities. Another group of teachers is convinced that syllabuses are overloaded, so it is unreasonable to expect an English teacher to use all types of media texts and develop all skills. Despite the lack of conformity on media education, most English teachers integrate aspects of media education into existing syllabuses.

Analysis of the methodological literature on the development of media skills in English Language Arts classes testifies that teachers develop all components of media competence in their students: information literacy, critical thinking, news comprehension, visual and digital literacy, using various pedagogical technologies. Students learn how words, images, graphics, and sounds affect the content of a message and identify their features.

In general, in 50 US states, media education is implemented in one way or another in the English Language syllabuses (Ward-Barnes, 2010). In the Canadian provinces, the development of media literacy during the English Language classes is regulated by the Atlantic Province Education Foundation. Methodical assistance to English teachers aimed at the development of their students' media competence is provided through the online resource Media Smarts. Media competence is formed within the development of general speech skills: oral and written speech, listening, reading, reviewing, expressing one's opinion and other forms of information representation.

Summarizing the content of the English Language classes in both countries, we noticed a similar feature – the development of media competence of schoolchildren through the development of its components. Information competence is formed by means of the development of students' research skills, their ability to understand news through reading and writing review of non-fiction, search for inconsistencies in written texts and real life. Critical thinking develops due to the comparison of various social texts with reality. Communication skills are activated during the analysis and discussion of filmmaking technologies. Media text production skills are developed when students create multimedia presentations of their projects, transform textual or graphic information into digital, use different media to create a story and transfer it to the screen. Thus, the activities of the English Language teacher should be focused on achieving the goals set in the syllabus and compliance with educational standards, as well as on the satisfaction of personal and social interests.

The analyzed materials allow us to draw a conclusion about the inclusion of media education goals into the study of social sciences, which took place later than the above-described English Language experience. However, the vast majority of teachers of social sciences, as evidenced by the results of their survey (Tuggle et al., 1999), consider media education the most necessary and appropriate for teaching social disciplines at school.

As a rule, syllabuses in general education disciplines include the task of developing media competence into general learning outcomes, which corresponds to educational standards (and that is the case with the English language). However, it should be noted that teachers prefer to simply inform students about known historical facts and events, without resorting to critical research and presentation of their own point of view. According to R. Hobbs (Hobbs, 2010), this technique is more typical of higher school, where students conduct various sociological studies (traditional and with the use of the latest technologies) and develop media skills. In school, within the framework of general education disciplines, information and media literacy is developed through the assessment of sources and quality of information while carrying out historical research, comparing the rights and responsibilities of citizens of two countries or their cultures, finding similarities and differences. It can also take place in the process of analyzing the individual's role in the history and at



the present stage; while explaining, analyzing and comparing the effectiveness of different methods of public influence on the policy of the country, government, etc.

According to the analyzed materials, in the USA media education skills are formed during the study of the following general education disciplines: History, Economics, Geography, Civil Sciences, Politics, Culture (Cubey, 2004). Scientists report that media education has been introduced into educational process of secondary schools in 34 states of America by means of the above mentioned disciplines (Ward-Barnes, 2010).

News comprehension skills and the ability to distinguish inaccurate information became nationally important in the United States, especially in 2016, when fabricated information was perceived as reliable during the presidential election. The problem of recognizing fake news has spread to schools as students face difficulties in determining the reliability of online information. Researchers at Stanford University found that 80 percent of students perceived advertising that mentioned its sponsors as a “reliable source of objective information.” Therefore, at the federal level, the Stanford Civic Online Reasoning Program has been launched, which is now being implemented in 12 states and teaches students to use the criteria of information reliability. Schoolchildren must learn how to determine what is fake and what is credible. In Ohio, new educational standards for secondary education include the development of media and technological literacy. Florida has passed the Media Literacy Act, which is called “library media.” Other states today are in the process of defining media literacy as a mandatory requirement in school syllabus (Merrin, 2014).

In Canada, digital and media literacy are taught within areas of knowledge such as citizenship, law, government, authority, cultural diversity, time, continuity and changes, decision making, people, society, economics, and environment.

The analysis of the development of digital and media competences in the study of general education disciplines in the USA and Canada made it possible to identify reasons for the effectiveness of their development in the context of social disciplines. One reason is that media can be quite attractive to uncover information about people, places and events in artistic or journalistic style. Secondly, media form attitudes and opinions about history, government and politics (Gerbner, 1999) and outline the civic position of the student. Media education through general education disciplines deepens students’ understanding of the role of the media in the formation and dissemination of knowledge about the world. It also promotes the development of analytical skills and the ability to distinguish fiction from real facts. In addition, it is an important tool for studying issues of democracy, citizenship and political processes in their countries (Stein et al., 2009).

The comparison of the features of media and digital competences development in both countries gives reasons to conclude that they are similar, in particular in the list of social disciplines. Other similar features are a small number of separate media education programs in social sciences and an insufficient offer for schoolteachers in terms of improving their skills in the development of media education within social sciences.

The development of schoolchildren’s media literacy occurs during the study of Art disciplines. A retrospective analysis showed that the development of media literacy in schoolchildren is due to the use of films in Art classes since the 1960s and 1970s. Films were considered as works of art that students could analyze and evaluate. But even today, modern media are considered to be types of art that need to be evaluated and studied (Stein et al., 2009).

Art teachers focus on the development of visual techniques for conveying a communicative message through the analysis of paintings and photographs taken from



different historical periods, advertising posters, placards etc. Students use these skills to create their own work of art in a variety of media, critically discuss ethical issues related to copying and borrowing images, techniques, or ideas. It should be mentioned that the main task of the teacher in this context is to listen to students, understand what they try to express through their work, i.e. to understand the content and teach them to understand media messages of others, rather than disseminate their work among the mass audience (Hobbs, 2010).

Because art is enjoyable, it is believed that media education in Art classes has positive influence and develops students' ability to enjoy art, appreciate the beautiful, enjoy media production. A disadvantage in the development of digital and media competences of K-12 students in Art classes may be the right to choose a work of art, which primarily belongs to a teacher and depends on his/her preferences. What students really like can be ignored by the teacher, and, as a result, students will not get pleasure from their favorite media texts.

The desire to protect children from large-scale marketing of unhealthy products, such as alcohol, tobacco and sugary foods, has stimulated the introduction of media education in school disciplines related to health sciences (K-12 Health Studies). These disciplines now address issues such as student health, body characteristics, self-esteem, obesity, eating disorders, hygiene, smoking, drug and alcohol use, violence, sex and risk behavior (Griego, 2012; Hobbs, 2010). Health Education syllabuses are based on generally accepted scientific facts and universal norms about a healthy lifestyle. Their goal is to form students' skills of healthy lifestyle. Some teachers are creative in achieving this goal and use media education technologies for this purpose. For example, critical research and analysis help students demonstrate the importance of health-preserving techniques in different educational communities. Students are often asked to create a media text using a variety of media tools to raise awareness of the impact of behavior on health problems among the school community. In 45 US states, media education is present in Health Education syllabuses (Ward-Barnes, 2012).

Our study showed that the process of developing students' technical skills in using computer technology took place during Information and Communication Technologies (ICT) classes (K-12 Technology Education). Nevertheless, critical thinking skills went unnoticed. However, with the advent and development of new media and communication, the requirements of new businesses, the need for more critical and experienced professionals with a high level of technical competences, school classes in technical disciplines began to include elements of media education such as youth media, digital ethics, online security, etc. However, interdisciplinary approaches that presuppose relation to historical disciplines, cultural studies or social sciences are rarely taken into account during such classes.

In North Carolina (the USA), the development of media literacy was included in the syllabuses of Technology Education in all schools of the state in the mid-1990s (Hobbs, 2010). Nevertheless, US educational institutions pointed out the importance of developing more than just technical skills during Computer Literacy classes. They advocated the integration of the content and the development of computer skills, proclaiming that the latter should not be developed in isolation. Some "computer classes", in which only technical skills are taken into account, really do not help students learn to apply computer skills meaningfully.

Analysis of technology sciences syllabuses in the Canadian provinces shows that syllabuses have mandatory interdisciplinary connections between technology and media education. Technological literacy is seen as the ability to use technological systems, technological activities and make reasonable decisions on various technological issues. In



the context of digital and media competences development, students learn to identify risks of using media, learn and apply security rules, develop risk management skills, learn to identify cyber fraud, follow the rules of ethical behavior online, study computer ethics on copyright, social interaction, censorship, citation, plagiarism, etc.

Another possibility for students to receive media education in K-12 is an alternative approach, when necessary media education competences are formed during the study of certain disciplines of media education. They can be called differently. One option is K-12 Journalism or K-12 Media Production. As a rule, Journalism is taught in high school. The task of the discipline is to teach high school students how to prepare a school newspaper, school announcements on internal radio, to create a blog for school news or a page on social networks, to highlight the life of the school and the local community. Teachers use technologies peculiar to youth media, which help students to represent interests and values of young people in the production of new media messages.

However, as researchers warn (Hobbs, 2010; Skull et al., 2014), in the production process there is rarely time for critical reflection. At the same time, addressing various aspects of local school life and its audience through media production develops the interdisciplinary application of media practices in various school disciplines, which is an undeniable advantage. Students apply the acquired knowledge in practice, in activities that are in demand and relevant. In addition, the need for such activities is caused by the necessity to address social issues important to young people.

It should be stressed that, in contrast to the integrated approach, the alternative approach is not so widely implemented in the educational activities of the school. Despite this, positive changes are taking place. Thus, in the curricula of American schools in 2010, there are separate media education courses in 7 states (Ward-Barnes, 2010).

Nevertheless, when it concerns the effectiveness of media education and its implementation in the educational process, government educational organizations, educational administrations, researchers and teachers are aware of its direct connection and interdependence on the level of teacher training for media education. Nowadays, the biggest challenge in education, including media education, is the transformation of the role of the teacher, who is no longer an actor on the stage, but rather “a guide on the sidewalk.” We completely agree with this view, because the task of the modern teacher is not just to pass a certain amount of information to his/her students, but unobtrusively direct their efforts to find the right information. The priority in the professional activity of a modern teacher is the facilitation of the educational process, cooperation with students on the principles of equality, humanism and democracy.

American scholars point out that a critical component of the effectiveness of any media education program is the appropriate training of teachers for its implementation. However, media education of teachers themselves is not universal and ubiquitous. They note that despite the inclusion of media education tasks in the syllabuses of disciplines, teachers, in the vast majority, are left alone with the responsibility to implement the set tasks, i.e. without proper training in the formal education system to carry out such activities.

Research conducted by scientists of Stanford University shows that students increasingly need qualitative media education. If educators are unable to provide them with the appropriate level of media education, the results may be irreversible, and as the above mentioned scholars point out, even “lead to the loss of democracy in society” (Meehan et al., 2015).



According to the analysis of the relevant literature (websites of American and Canadian universities, public organizations, electronic educational platforms, scientific literature, etc.), media training of teachers in both countries is carried out in the following ways:

- in the framework of formal education, when future teachers receive the first and second levels of higher education;
- in the framework of non-formal education, when teachers acquire necessary media skills through various scientific, educational and methodological activities organized by school administration, non-profit professional associations, which is a form of their professional development;
- in the framework of informal education, when teachers are engaged in self-development and self-improvement of their professional skills.

Within the framework of formal education, future teachers can acquire media training as a special training in the field of communications; as a separate (compulsory or selective) training course (either in a traditional format 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 each course of the teacher-training curriculum will not undermine its content in any way, but will bring many benefits to future teachers in terms of pedagogy (Meehan, 2015). However, the effectiveness of this method depends entirely on the creativity of the university lecturer, and its analysis seems quite problematic, as it requires generalization of the practical activities of teachers of different disciplines in different specialties and specializations. Moreover, not all teachers network their experience of incorporating media education into the learning process as part of a specific training course.

To analyze the role of media education in teacher training within formal education system, we addressed the description of the results of its implementation, presented in the scientific paper of a group of American researchers from Baylor University in Texas (Meehan, 2015).

Thus, at Baylor University, first-year students of pedagogical specialties must take the Introduction to Secondary Education course. At the beginning of the semester, they are introduced to a number of different topics, including adolescent development, assessment, multicultural education, lesson planning, etc. During the theoretical training, each student is attached to two schoolchildren from a rural secondary school as a tutor, whose task is to form the schoolchildren's skills of reading comprehension. The student must work out a mini-lesson, which is considered to be a part of his/her tutoring experience. According to empirical research, modern secondary school students use mobile phones, the Internet, video games, TV, books. Thus, trainee-students should know the essence of digital and media literacy. University professors explain the importance of digital and media competences to them and introduce them to the key questions that are to be asked in the process of reading and analyzing different media messages. In this course, Baylor University teachers address key concepts and relevant questions developed by the Center for Media Literacy (CML) and the National Association for Media Education (NAME) with consideration of media education principles (Thoman et al., 2004).

Students can watch a short video about school reform and practise by asking who created the message, for whom, whose voice was not taken into account, and so on. After practising in the classroom under the guidance of the teacher, trainee students integrate these questions and concepts into their tutoring activities, i.e. teach to critical reading. As a rule, they start with usual exercises (deconstruction of advertising texts, analysis and



evaluation of articles from magazines and newspapers). Then, they will move on to acquaint their students with the methods of persuasion used in media. Finally, they can ask their students to create a media product, such as a commercial or a magazine cover, for a particular pop star or famous athlete so that they can apply persuasion techniques in practice. To do this, students search for the information on the Internet, asking critical questions.

During the semester, trainee students acquire their own skills of critical perception of information, in particular on 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 necessary skills of a professional teacher who is ready to work in a diversified school environment.

Despite the significant and thorough media training of future teachers in universities and colleges of the United States and Canada, scientists still consider it insufficient. It especially concerns consequences of media products consumption by children and adolescents. Due to this, universities in both countries are implementing diversified media education programs for their students, preparing future teachers for contemporary challenges. As a result, media education is becoming the most important supplement to the classical training of future teachers and is making the latter truly innovative. After all, in the world of digital media, full of ideas, thoughts and arguments, future teachers, like their future students, must have media skills to “be aware of what is happening around, not to be passive and vulnerable.” (Skull et al., 2014).

CONCLUSIONS

Thus, the need to form media literacy and media competences in modern society has led to the integration of media education into the content of secondary education in the United States and Canada. The goals and objectives of the media education are implemented in school curricula and syllabuses by means of other disciplines, or as a separate course. The development of media competences of secondary school students is carried out through the development of its components: information competence, critical thinking, communication skills, and media production skills. Our analysis of the development of digital and media competences in the study of general disciplines in both countries made it possible to identify the reasons of their effectiveness in the context of social disciplines. They are related to the ability of media to attractively present information about people, places and events in artistic or journalistic style and the formation of attitude to national history and politics by means of mass communication.

The prospects of further research are related to a detailed and thorough study of secondary school teachers’ possibilities to undergo training aimed at the development of media literacy and media competence in the framework of formal, non-formal and informal education of the USA and Canada.

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FUNDAMENTAL APPROACHES TO TEACHING ENGLISH LITERATURE TO ESL STUDENTS: OVERVIEW OF THE WORLDWIDE EXPERIENCE

ABSTRACT

The paper gives an overview of approaches to teaching literature to ESL students in order to form their literary competence – the mastery of reading skills and knowledge of role and norms of literary language, ability to differentiate a literary and non-literary text, to understand and analyze them. It has been stated that nowadays literature is considered to be too complicated and inaccessible to ESL students which is caused by ineffective teaching methods that are teacher-centered and do not take into account students' points of view. Besides, there is a discrepancy between the content of the syllabus and teaching approaches and strategies. Different classifications of approaches to teaching literature worldwide have been characterized: 1) language-based, culture-based, professional growth and integrated approaches; 2) traditional, language-based and reader-response approaches; 3) New Criticism, structuralism, stylistic, reader-response, language-based and critical literacy approaches. Their advantages and disadvantages have been highlighted. It has been proved that no definite approach can be absolutely efficient as teachers have to use a combination of methods that are student-centered, interactive, communicative; fulfill educational, communicative and humanistic functions; and create better background knowledge of students so that they can discuss the content of the work, not concentrating on grammar, lexis and textual interpretation. Students should be encouraged to read independently, appreciate literary texts and develop language skills and cultural awareness about the language of the original. It has been defined that reader-response and language-based approaches work well for ESL students. Stylistic and critical literacy approaches are the most motivating and communicative, but the most effective way is to combine approaches to take into account each aspect of literature study and involve students as active participants.

Keywords: literature teaching, ESL students, approaches to teaching, literary competence, student-centered teaching.

АНОТАЦІЯ

У статті розглядаються підходи до ефективного викладання літератури студентам, які вивчають англійську мову як іноземну, з метою формування їхньої літературної компетентності, яка полягає у досконалості читачьких навичок та знанні ролі й норм літературної мови, здатності диференціювати літературний та нелітературний текст, розуміти та аналізувати їх. З'ясовано, що в сучасних умовах література вважається занадто складною та недоступною для студентів, що спричинено неефективними методами викладання, орієнтованими на вчителя. Крім того, існує розбіжність між змістом навчальної програми та підходами й стратегіями до викладання літератури. Охарактеризовано різні класифікації підходів до викладання літератури: 1) мовний, культурний, професійний та



інтегрований підходи; 2) традиційний, мовний підходи та підхід, орієнтований на реакцію читача; 3) Новий Критицизм, структуралізм, стилістичний підхід, підхід, орієнтований на реакцію читача, мовний та підхід критичної грамотності. Окреслено їх переваги та недоліки. Доведено, що жоден визначений підхід не може бути абсолютно ефективним, оскільки вчителі повинні використовувати комбінацію методів, орієнтованих на студентів, інтерактивних, комунікативних; виконувати освітні, комунікативні та гуманістичні функції й формувати глибші базові знання студентів для обговорення змісту твору, не концентруючись на граматиці, лексиці та текстовій інтерпретації; заохочувати студентів до самостійного читання, оцінки літературних текстів та розвитку мовних навичок й культурної обізнаності щодо мови оригіналу. Було визначено, що підхід, орієнтований на реакцію читачів, та мовний підхід є ефективними для тих, хто вивчає англійську мову як іноземну. Стилiстичний підхід та підхід критичної грамотності є найбільш мотивувальними та комунікативно спрямованими, але найбільш ефективним є поєднання підходів для врахування кожного аспекту вивчення літератури та активного залучення студентів.

Ключові слова: викладання літератури, студенти, які вивчають англійську мову як іноземну, підходи до викладання, літературна компетентність, навчання, орієнтоване на студентів.

INTRODUCTION

Literature is one of the most important means to develop linguistic, communicative and literary competences of ESL students. By the latter, we understand ability to perceive the words of the text and to extract literary meaning out of them. Literary competence means mastery of reading skills and knowledge of the role and norms of literary language, ability to differentiate a literary and non-literary text, to understand and analyze them.

Last 50 years have been marked by a substantial change in attitude to literature and its teaching to ESL students. Nowadays, literature is considered too complicated and inaccessible to ESL students. Even philology specialties avoid using literature in teaching ESL because of higher popularity of communicative approach.

Nevertheless, considerable studies show that the main reason of this situation is teaching methods which are teacher-centered and do not take into account students' points of view. Besides, there is a discrepancy between the content of the syllabus and teaching approaches and strategies.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

All the controversial issues in teaching literature to ESL students have been of a great interest to scientists and pedagogues. They have been considering effective ways of literature teaching that are aimed at the formation of good reading skills so that students could study large volumes of information. It has been substantiated that literature must be included into the course of ESL study but approaches to teaching it are various. They have been developing from grammar-translation and structuralism (when literature was used as material for studying lexis, structures and texts of all types and genres, correctness of grammar form, which was not quite suitable for literature study) to communicative approach that developed in 1970-1980s when literature was hardly used in ESL study. Nevertheless, recently interest to literature has increased.

Approaches to teaching literature to ESL students have been considered by scientists from all over the world: S. Abdulmughni (2016), A. Alfauzan and G. Hussain



Abduljabbar (2017), R. Al-Mahrooqi (2012), A. Brew (2001), P. Carroli (2008), C. Yilmaz (2012). Innovative approaches to this process are studied by R. Carter and M. Long (1990), R. Davies (2004), R. Sarghie (2020), F. Tayebipour (2009) and others. Stylistic and reader response approaches are addressed in research of S. Dhanapal (2010). Intergrated approach is described by H. Divsar and A. Tahriri (2009). M. Miliani (2003) dedicated his elaborations to multi-disciplinary approach study. The relevance of literary analysis to teaching literature in ESL classroom has been considered by T. Van (2009).

In spite of a vast quantity of research papers and studies concerning the issue there is no accepted set of approaches which can be considered to be the most effective in teaching literature in contemporary ESL classroom. Our research is aimed at considering and summarizing all the approaches to define the most effective ones.

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

THE AIM OF THE STUDY

The paper is aimed at detailed study and analysis of the existing approaches to teaching literature to ESL students in historical and contemporary perspectives and determination of approaches, which can be considered the most effective and relevant in teaching literature in contemporary education of ESL students.

RESULTS

In terms of the outlined problem, we have defined several classifications of approaches to teaching literature to ESL students which are accepted all over the world. One of them outlines four approaches to teaching literature and was described by R. Al-Mahrooqi (Al-Mahrooqi, 2012). According to it, four main approaches can be used to teach literature:

1. Language-based – a simplified reproductive approach, concentrated on reconstructing a literary work in its linguistic features (figurative and literal language). According to it, the text is used to study definite language aspects. It is student-centered and activity-centered; focused on integration and expansion of grammar and lexis knowledge. The advantage of using literary texts for language activities of students is that they offer a wide range of styles and registers. They are open to different interpretations and give ample possibilities for discussions (Carter & Long, 1990).

2. Culture-based approach – aimed at the text and its social, political, historical and literary contexts. Due to this approach, students may understand and value cultures and ideologies different from theirs in time and space, perceive traditions of thinking, feelings and artistic forms. The disadvantage of this approach is that the text is interpreted by the teacher rather than by students. It is a teacher-centered approach – she/he asks questions about the meaning of some words to find out general information about some symbols. Sometimes everything is concentrated on one thing, e.g., one word that may be quite irrelevant in the analysis of the text in general. Students practically do not express their points of view and decision-making is in hands of the teacher (Divsar & Tahriri, 2009).

3. Professional growth approach combines features of the first two approaches, is focused on the language, on context and textual meaning or interpretation. Students are encouraged to participate and express their feelings and views, to analyze characters and contrast characters' experience to their own one. This contributes to their professional growth. Students are involved in reading literary texts, relating the themes of the text to



one's own personal experience. Studying literary texts presupposes getting a vast amount of information about history of literature, its traditions, heritage, the nature of influences and relations between authors, texts and contexts that make literary heritage. One substantial advantage of this approach is that it studies literature as a combination of texts and views them as belonging to some historical, social and ideological contexts (Brew, 2001). Students express their own ideas, feelings and emotions in class and teachers must insist on it because doing so they develop language skills, stimulate their imagination, develop critical thinking, intensify emotional reaction.

4. Integrated approach. Divsar and Tahriri (2009) describe it as a linguistic approach, which takes into account some strategies of stylistic analysis, text study (fiction and non-fiction) from the perspective of style and its connection with content and form. This approach studies stylistic features of the text. Teachers use three types of literary text consideration: linguistic, cultural and communicative. Therefore, this approach combines literature and communication, which makes lessons more interactive (Sarghie, 2020; Divsar & Tahriri, 2009; Al-Mahrooqi, 2012).

M. Miliani (2003) outlines three approaches to teaching literature:

1. Traditional – teacher is an instructor and transmitter of knowledge. Lessons are teacher-centered as teachers just convey their impressions and feelings of the text to students. Students are not active; they use means and strategies of teachers rather than look for the meaning and content by themselves. The process is the following: before the lesson, the teacher gives students a text to read. In class teacher focuses on background information, gives some explanations concerning thematic and stylistic peculiarities of the text. Students have few opportunities to do something by themselves and give their response to the text; they just read big texts but do not assimilate value or analyze them (Miliani, 2003).

2. Language-based – is considered to be more effective because it provides deeper interaction with the text. It presupposes detailed analysis of the text so that students present a profound and personal interpretation. The teacher has to encourage students' schemata and systemic (linguistic) knowledge to form aesthetic judgment about the text. Texts must be chosen not only with consideration of stylistic peculiarities but be interesting for students to provide their active participation. Besides, students should use their own personal experience for interpretation. They are not passive perceivers but active participants who analyze the text and respond to main ideas (messages). Therefore, the teacher has to make a transition from teacher-centered pedagogy to student-centered one and take a role of a facilitator and mediator to encourage students to read independently, assimilate and value literary texts.

3. Reader response – stresses the value of individual and unique reaction to the text and frees readers from stereotypical and conventional response from teachers. The text and the reader influence each other, and this interaction is expressed in aesthetical reading. The reader studies the text on the basis of background information, previous experience and forms a new unique experience. Students freely talk about the text; the teacher does not control the experience of the readers but helps them construct their own experience. Motivation of students is increased if teachers choose appropriate texts that can evoke emotional and linguistic reaction that will appeal to students. This approach stresses the necessity to develop critical abilities of students and their awareness so that they can become critical readers rather than passive accumulators of everything that is delivered by teachers. This approach is effective as it shows readers' reaction to the text, promotes



personal discovery and appreciation of literature. In this way language and literature competencies are developed (Milliani, 2003).

The 20th-21st centuries in American educational system have been marked by the following approaches to teaching literature:

1. New Criticism. This approach emerged in the USA after the First World War. According to it, the meaning is contained exclusively in the literary work, regardless of the influence onto the reader or the intention of the author; external elements are neglected in the process of analysis. The task of the reader is to find the correct meaning by means of careful reading and analysis of formal elements such as rhythm, meter, images and themes. Readers must be absolutely objective in their interpretation. In other words, social, political, historical contexts of the text and the response of the reader or the intention of the author are not important and are not included into text interpretation. The disadvantage of the approach is the priority of formal elements and devices such as symbolism, metaphors, similes and irony. It does not presuppose relationships between the text and reader's experience, as well as socio-linguistic influence, which is evident while reading. This approach does not bring excitement from reading, does not reveal the value of literature, and forms negative attitude to it. It also presupposes the use of traditional canons – famous classical established literary texts, which are difficult for understanding by non-native speakers, are mostly studied. However, the teacher has to choose texts that are accessible to students, correspond to their needs and level of the language mastery. The text should not contain very complicated lexis and syntax as well as complex historical, social, political explanations, which make the text more difficult for ESL students. Unknown culture also makes readers dependent on external explanations (by teacher or some sources). This leads to passive students, who do not get pleasure from reading. Texts studied according to this approach are very long, difficult for perception, are not related to students' life at all (Van, 2009).

2. Structuralism. Emerged in 1950s and instead of interpreting a text as an individual entity this approach defines whether the text fits into the literature classification system and what its place in this system is. Complete objectivity of analysis is highlighted and the role of personal response of the teacher in the text analysis is denied. Texts are analyzed scientifically with the knowledge of structures and themes to place the text into the hierarchal system. Focus is not on the aesthetic value, but on formal connections or components of the text. The text itself is considered as a scientific object. However, literature has to make a contribution to personal development of students, stimulate their cultural awareness and develop language skills. Although this approach makes literature more accessible than New Criticism, connecting the work with general structure, it focuses too much on linguistic systems. Structuralism is not quite suitable for literature teaching as the teacher and students do not have enough skills and knowledge to analyze texts scientifically, thus motivation to learning literature is lower.

3. Stylistic approach. Appeared in 1970s and presupposes non-traditional structure of literature (especially of poetry as its language is often non-grammatical and in free form). Genre plays an important role in this approach (poetry is often abstract and full of images, while dialogues in drama are realistic). Teachers encourage students to use their linguistic knowledge for aesthetic judgments and text interpretations. Language form plays the most important role in decoding the importance of a poem. Nevertheless, background knowledge of readers and special attention to language peculiarities are also important in interpretation of complicated texts.

An important model of this approach is a comparative model of teaching literature, when excerpts from some texts are compared with excerpts from other texts, such as news,



tourist brochures, advertisements, etc. This technique demonstrates that literary texts are a separate kind of language and presupposes different ways of language use. Therefore, students form their knowledge about registers – different ways of using language in different communication situations. Students compare registers of literary texts with non-literary and define the difference between them. The advantage of stylistic approach is that it gives possibility to stress aesthetic value of literature and provides access to the content (meaning) exploring the language and the form of literary text concentrating on the meaning. Students value literature more when they can explore its beauty (Dhanapal, 2010).

4. Reader-response approach. The focus is on the role of the reader and on the process. It supports the use of activities aimed at encouraging students to express their personal experience, views and feelings while interpreting a text. Readers are active participants of the learning. Events in the literary text take place in a definite time and place and different readers react to events differently depending on their unique interests and experience. Every reader adds his/her own interpretation of the text. This perspective stresses reciprocal connection between the text and readers and it has a lot in common with theories of top-down reading in which students form their knowledge or awareness of some themes due to their background knowledge and personal feelings which help them understand the text and improve their comprehension and interpretation of new information. Because each reader has his/her own experience and feelings, the author's idea about the text can be described differently and related to individual experience (Dhanapal, 2010). So, literature becomes more accessible by means of activating students' background knowledge so that they can predict and decode the language and themes of literary texts better. Personalization of learning experience increases motivation of students and their participation. These are key principles to improve learning through student-centered and process-oriented kinds of activities. For example, studying the poem of Edgar Poe "Annabel Lee" students can be asked (as a pre-reading activity) to recall the time when they lost something or someone important or had to part with something that they loved very much and describe their feelings at that time. When students were reading the poem, this pre-reading activity helped them understand the theme much better than if they just started reading the poem. The material of the text should be always connected with real life. When students are given possibility to interpret and respond to the text within their own experience, they express their ideas without fear, even if their views are different from the teacher's. They cooperate in pairs and groups to discuss the theme, read poems and dramatize plays that make one laugh, smile and provoke considerations in class (Carroli, 2008).

Disadvantages of the approach:

– interpretation of the text by students can deviate considerably from the text and it can cause some problems for the teacher in terms of responding to and assessing the student;

– selection of the appropriate material can be a problem because of the level of language mastery and unknown cultural content due to which students are not always ready to give substantial interpretation;

– lack of linguistic accompaniment can hinder ability of students to understand the language of the text and respond to it;

– students' culture can cause their unwillingness to discuss their feelings and responses openly (Van, 2009).

5. Language approach. Similar to stylistic approach, this one stresses conscious perception of the text language. However, it encourages response from students, forms new



literary experience and is considered to be more accessible to ESL students. It presupposes different activities including brainstorming to activate background knowledge, changing the ending of the story, making summaries of the plots, filling in the gaps (clozes) to activate lexis and check comprehension, jigsaw readings for students' cooperation, expression of their points of view, participation in active debates. Literature is a perfect tool to develop language skills by means of interaction, collaboration, peer teaching and students' independence. Role of the teacher is not to impose interpretation but to introduce and explain technical terms, prepare and offer appropriate activities in class, interfere when it is necessary to give some hints or stimulate. This approach is suitable for students' needs in literature study – they get skills and techniques for facilitation of their access to texts and develop their understanding of different genres so that they can enjoy texts and relate them to their life. Students communicate in English to improve language competence, develop necessary skills of group work, study actively whereas teachers support them and instruct in the process of learning (Davies, 2004).

6. Critical literacy. This approach stresses interrelation between the use of language and its social influence. It increases students' critical awareness of the role of the language in creating, supporting and changing social relations and influence. One more goal of this approach is to encourage students to explore how social and political factors determine the language so that students have better understanding of socio-political reasons of authors' decision to use some definite variations of the language. This approach can and must be used for teaching literature but students must understand how texts are correlated with issues of identity, culture, political influence, gender, ethnicity, class, religion. Nevertheless, it is better to avoid texts with political assumptions and with too tragic plots. Text can be historical but to an excessive degree. It should be kept in mind that some students can be very sensitive and texts can influence them, their feeling of security, and thus it can lead to their lower participation in class work. On the one hand, students have to be conscious of ideological assumptions that are present in the text but on the other hand, they must feel safe. Some societies have limited freedom of speech because of historical, social and political events. Use of this approach in class can be ineffective with students who were raised in such societies (Al-Mahrooqi, 2012).

T. Van (2009) highlights that assessing relevance of approaches to teaching literature in university it is necessary to take into account basic principles of communicative approach teaching, namely:

1) consideration of meaning (idea, intention). Meaning is the result of reciprocal relations between texts and readers in terms of readers' experience, context of reading, complexity, style, form of literary text. The meaning is also influenced by students' attitude to identity, culture, gender and social class depicted by the author;

2) outlining the aim of the study. Learning literature encourages learning a language. If literature is introduced appropriately, students appreciate literary style. They will create firm connections between plots, themes, ideological assumptions of the literature and will actively use critical thinking;

3) activities in class. Study of literature encourages student-centered approach and activities aimed at collaborative work in groups and other projects where English is a usual medium for authentic communication. Selection of texts and activities is crucial as it determines whether students will be passive readers or actively involved into literary texts;

4) role of students. Literature can stimulate formulation of students' point of view and individual meaning. They will initiate and support activities which are based on literary



themes interesting to them. This will allow students to become active participants and will lead to autonomous learning;

5) role of the teacher. The teacher is an active facilitator and guide when it concerns the choice of texts and ways of their interpretation. The teacher should not be a passive observer but plan and prepare students to be involved in classwork and encourage them to express their point of view. It means that teachers should know about different works of literature that are to be studied and have a lesson plan which presupposes pre-reading activities and tasks to form students' competence.

Motivation of students to learning is often determined by their interest and enthusiasm about the material, level of their persistence in completing tasks, degree of concentration and pleasure. Involvement of students in learning is something that cannot be imposed. It can be formed by means of materials and activities in class.

Speaking of effective teaching of literature to ESL students it is important for them to have some background knowledge about socio-cultural background of the novel, or "pre-history" (e.g. social for novels of Charles Dickens or personal for novels and short stories of Joseph Conrad). It is possible to read them even without background knowledge but such reading is not quite complete. Besides, the lack of such knowledge often makes students stop reading after the first pages. Having background knowledge, students will eagerly study the culture of societies described in the text; they will understand social, political and historical events that make the basis of some novel or drama. Literature provides context for knowing the language and culture. The obstacle in this process is teacher-centered teaching with the use of traditional methods. For example, information about the author or novel can be presented with a lot of theory and a great amount of information that will be presented within a short period of time. Such approach will not encourage students to express their ideas or use a target language. The aim must be to use some stimulating activities and varying them to encourage students to read and express ideas. That is why activities must be student-centered (e.g. role-play, discussion, improvising, creative writing, pair work, group work). The main idea of them is to develop language skills and encourage students to read, to stimulate originality and creativity (Yilmaz, 2012).

Watching a short-length film adapted to the literary work is very advantageous to literature study. These short fragments of films can be concentrated on main events of the book (climax or a turning point). In this way students will be able to define more meaningful relations between the novel and the film. It is proved that students who combine reading with watching a film are more active in writing – they write more and express their ideas more profoundly and eagerly.

R. Sarghie stresses that one of the most efficient approaches to teaching literature is stylistic as its main tasks are to make the process of interpretation easier; develop students' language skills; analyze language forms; encourage understanding of literary goals and functions. One of the advantages of this approach is the possibility to study relationships between what is said and how it is said. Stylistics presupposes detailed study of language peculiarities in order to understand how the meanings of the text are transmitted. Stylistic analysis can provide a way of comparing a literary text with its screening; develops awareness of language use; increases emotional reaction to literary styles; and stimulates confidence in the process of text reading and interpretation (Sarghie, 2020).

Having considered and studied all the approaches to teaching literature to ESL students, Sarghie defined four types of literature teachers:

1. The teacher who transmits knowledge to students and provides them with a big number of his/her interpretations. From the very beginning of the lesson, the teacher



immerses himself/herself and students into interpretation of each element of the story. He/she reads an excerpt and explains it to students. The role of the students is to listen to the interpretation; students do not discuss anything or express their views. They are not motivated to read the text beforehand, as they know it is in vain. Some students even stop attending such lectures. They learn the least with such a teacher.

2. The teacher of literature as the teacher of language. Such teachers concentrate on lexis. Students read the text, answer the questions, discuss lexis, and have a test. They just cram lexis. They are not absorbed in the text, and see no cultural value of it. There are no discussions, just reading and explanation of lexis.

3. Analytical teacher. He/she does not take into account the culture of the text, nor its interpretation or discussion. He/she just analyzes the text by its literary elements: characters, plot, climax, ending, narrator, setting, main idea etc. Such teachers do not try to introduce the author, their ethnicity, origins, to relate them to the text. Thus, students feel that their efforts of interpretation are not quite truly as they lack information about origins of the author. The teacher encourages students to participation in class, but he/she has his/her own view and considers it to be the only true. Such teachers can involve culture in their lessons but usually they criticize some cultures and students cannot object to it. They place some cultures higher than others (e.g. making western culture superior to eastern, criticizing Koran not knowing about its preaching, or resenting Arabic works) and it may resent some students. Students have no possibility to argue, to deny something, they are afraid of expressing their views not to make the teacher angry and not to lower their score. It is needless to mention that there is no motivation to reading and discussion.

4. The teacher that uses a combination of methods. Their lessons are motivating and stimulating; they involve students into analysis, try to understand their culture and do not dismiss their interpretation. They ask about students' personal experience, how they react to texts, what they feel. The teacher compares cultures but never places one higher than others. Students value this teacher because of their efforts to involve them, because teachers are interested in their knowledge and cultural experience. Students always prepare for lessons, read literary texts in advance and even search for additional information. As they are involved, they try to be attentive (Abdulmughni, 2016; Alfauzan & Abduljabbar, 2017).

The teacher who uses a combination of methods has the most effective and appealing teaching style. Methods of teaching are student-centered, fulfill educational, communicative and humanistic functions and develop better background knowledge of students for them to be able to discuss the content of the work, not concentrating on grammar, lexis and textual interpretation. Such lessons are inspiring to students; develop them morally, psychologically, socially and mentally.

Surely, teaching literature to ESL students must be student-centered rather than teacher-centered and it must combine different approaches because teachers must be actively involved during the class and they should organize and control student-centered lessons effectively. For example, one advice Carter and Long give to teachers is to never formulate (outline) the theme of some literary work because students must try to do it by themselves (Carter & Long, 1990).

Wise approaches to teaching literature to ESL students will develop their literary competence that depends on readers' awareness of literary devices applied in the text, techniques and terms used by the author. The more students know about them, the more competent they are. Literary texts are more difficult to perceive because of formal devices such as deviations in language, figurative phrases and sentences with metaphorical and



symbolic meaning (for example, metaphors and similes that make readers use more personal associations based on their socio-cultural knowledge of the text). Readers have to take the society of the author and its customs into consideration. The teacher has to get students acquainted with this language and encourage them to analyze any deviations from standard use of grammar and lexis. Students must be also able to differentiate different genres (Approaches for teaching literature and literary text, 2012). Reading poetry, they have to activate knowledge of rhythm, rhyme, meter, alliteration, images etc. Reading novels, students have to concentrate on the plot, characters, ideas, style etc. Every literary genre possesses a set of features and students need to have some skills and do some activities in order to read and analyze them. Besides, reading a text students come across literary terminology or meta-language. They have to know terms to carefully explore the literary texts (which are classified into novels, short stories, essays, poems and plays or drama). For example, if readers do not know what foreground, foreshadowing, apostrophe, irony are, they will use literal meanings of words, phrases and sentences (Divsar & Tahriri, 2009; Tayebipour, 2009). But to teach terminology it is not enough just to give a list of these terms – teachers have to use some class activities for that (e.g., students can be asked to match literary terms, their definitions and examples from literary texts) (Table 1):

Table 1

A matching activity for teaching literary terms

Literary term	Definition	Examples
personification	a comparison between two unlike qualities without the use of connectors	“Welcome, O life! I go to encounter for the millionth time the reality of experience and to forge in the smithy of my soul the uncreated conscience of my race” (“A Portrait of the Artist as a Young Man” by James Joyce) “Twinkle, twinkle, little star, how I wonder what you are.” (Jane Taylor)
images	the direct addressing of something inanimate, of someone absent or dead	“ The grey-ey'd morn smiles on the frowning night, Check'ring the Eastern clouds with streaks of light. ” (“ Romeo and Juliet ” by William Shakespeare) “Ah, William, we're weary of weather,' said the sunflowers, shining with dew. 'Our traveling habits have tired us. Can you give us a room with a view?' They arranged themselves at the window and counted the steps of the sun, and they both took root in the carpet where the topaz tortoises run.” (William Blake)
paradox	a comparison stated explicitly through a connector such as like, as, seems, etc.	“ <i>A taste for the miniature was one aspect of an orderly spirit. Another was a passion for secrets: in a prized varnished cabinet, a secret drawer was opened by pushing against the grain of a cleverly turned dovetail joint, and here she kept a diary locked by a clasp, and a notebook written in a code of her own invention. ... An old tin petty cash box was hidden under a removable floorboard beneath her bed.</i> ” (“ <i>Atonement</i> ” by Ian McEwan)
apostrophe	when human qualities are given to something non human	“ <i>But soft, what light through yonder window breaks? It is the east, and Juliet is the sun!</i> ” (“ <i>Romeo and Juliet</i> ” by William Shakespeare) “Books are the mirrors of the soul.” (Virginia Woolf) “ <i>Dying is a wild night and a new road.</i> ” (Emily Dickinson)
metaphor	a statement which appears to be contradictory or absurd, but may be true	“All animals are equal, but some animals are more equal than others” (“ <i>Animal Farm</i> ” by George Orwell) “Men work together...Whether they work together or apart” (Robert Frost)
simile	words or phrases that appeal to the senses of seeing, hearing, touching, tasting and smelling	“O my Luve is like a red, red rose That's newly sprung in June; O my Luve is like the melody. That's sweetly played in tune.” (“ <i>A Red, Red Rose</i> ” by Robert Burns) “ Is love a tender thing? It is too rough, too rude, too boisterous, and it pricks like thorn. ” (“ <i>Romeo and Juliet</i> ” by William Shakespeare)



Knowing terminology provides students with instruments to define specific features of the literary text.

CONCLUSIONS

Traditional teaching of literature to ESL students at university is mostly concerned with study of lexis and understanding of the meaning – literary texts are used as material for grammar exercises and paraphrasing; the teacher of literature has a role of an all-know who provides ready-made interpretations and presents the views of authors and critics to literary texts.

To make teaching effective, its methods must be reconsidered – they have to be aimed at students who should be encouraged to read independently and appreciate literary texts; develop language skills and cultural awareness of the language of the original. The advantages of studying literature are meaningful contexts, descriptive language, interesting characters, expanding vocabulary, development of language skills, imagination, cultural awareness, critical thinking about plots, characters, and themes. But an indispensable pre-condition of teaching is that it must be student-centered, interactive, and communicative. The application of analytical methods is necessary for text interpretation and use of effective activities in class.

Reader-response and language-based approaches work well for ESL students. Stylistic and critical literacy approaches are the most motivating and communicative. But considerable studies of different classifications of approaches to teaching literature to ESL students testifies about ineffectiveness of using one definite approach to teach literature efficiently – a combination of approaches should be applied to take into account each aspect of literature study and involve students as active participants.

Prospects of our further research are related to the detailed study of the existing approaches in order to elaborate a universal methodology of teaching English Literature History to ESL students studying at Bachelor's degree programs.

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**FORMING TECHNICAL COMPETENCE IN FUTURE SPECIALISTS
IN AUTOMOTIVE INDUSTRY AT TECHNICAL COLLEGES:
INTERNATIONAL EXPERIENCE**

ABSTRACT

The article considers and analyzes international experience in the formation of technical competence of future specialists in automotive industry at educational institutions of Poland, Great Britain, the USA and Finland. It has been found out that Polish educational institutions regularly cooperate with potential employers (car services, motor transport establishments and organizations) to improve professional and practical training of future qualified professionals. Nevertheless, Polish educational system has a shortage of qualified teachers who can effectively explain the problems associated with personal and social competencies, modern technologies and solutions used in automotive industry. The specifics of qualifications related to the profession of a car mechanic in educational institutions of the UK, as well as opportunities for cooperation with potential employers, who can observe the formation of knowledge, skills and abilities of future mechanics in the process of their professional training, have been defined. Most of the requirements that employers have for a future skilled worker are related to the knowledge of car technology, fluency in computer equipment and availability of driver's license for the category of vehicles that are to be served by the worker. It has been stated that technical colleges are well provided with educational and methodological support (buildings equipped with the latest machinery for training (car diagnostics and stands for repairs)). The peculiarities of the educational process organization (curricula that are constantly adjusted to meet changes in the industry, materials for the preparation of methods of work, which are usually compiled during practical classes on the diagnosis of real cars) have been highlighted. In American colleges, much attention is paid to the competence and practical work of the teaching staff. The possibilities of postgraduate employment after studying at Finnish colleges (companies specializing in the sale, maintenance and repair of cars, gas stations and private repair shops) have been outlined. Graduates of automotive colleges are taught to work with both old and new equipment. After obtaining a certificate of training, students can study engineering at any university of applied sciences. Common and distinctive features of future automotive specialists' technical competence formation in these countries have been highlighted.

Keywords: training, specialist in automotive industry, car mechanic, college, technical competence, educational and methodical support.

АНОТАЦІЯ

У статті розглянуто та проаналізовано міжнародний досвід формування технічної компетентності майбутніх фахівців автотранспортного профілю в закладах освіти Польщі, Великої Британії, США та Фінляндії. З'ясовано, що заклади освіти



Польщі регулярно співпрацюють з потенційними роботодавцями (автомобільними сервісами, автотранспортними установами та організаціями) для підвищення професійно-практичної підготовки майбутніх кваліфікованих фахівців. Водночас польська система освіти має певний дефіцит кваліфікованих педагогічних кадрів, які б могли ефективно пояснювати проблеми, пов'язані з особистісними та соціальними компетентностями, а також сучасними технологіями автотранспортної галузі. Уточнено особливості кваліфікацій автомеханіка в закладах освіти Великобританії, а також можливості співпраці з потенційними роботодавцями, які можуть в будь-який момент підготовки спостерігати за формуванням знань, умінь та навичок майбутнього механіка. Основні вимоги роботодавців до майбутнього кваліфікованого робітника – це знання технології автомобілів, вільне володіння комп'ютерною технікою та водійське посвідчення тієї категорії транспортних засобів, які будуть ним обслуговуватися. Показано високий рівень навчально-методичного забезпечення технічних коледжів США (приміщення, обладнані новітньою апаратурою для підготовки кваліфікованих кадрів, засоби діагностики автомобілів та стенди для проведення ремонтних робіт), з'ясовано особливості організації освітнього процесу (постійне коригування навчальних планів у відповідності зі змінами в промисловості; складання методик роботи на основі матеріалів, зібраних на практичних заняттях з діагностики реальних автомобілів). У коледжах США велика увага приділяється рівню компетентності та практичній роботі викладацького складу. Висвітлено можливості післядипломного працевлаштування фахівців автотранспортного профілю після навчання в коледжах Фінляндії (у компаніях, які спеціалізуються на продажі, обслуговуванні та ремонті автомобілів, заправних станціях і приватних ремонтних майстернях). Випускників автотранспортних коледжів навчають працювати з технікою як старого, так і нового зразка. Виокремлено спільні та відмінні риси процесу формування технічної компетентності майбутніх фахівців автотранспортного профілю у цих країнах.

Ключові слова: професійна підготовка, фахівець автотранспортної галузі, автомеханік, коледж, технічна компетентність, навчально-методичне забезпечення.

INTRODUCTION

Under the conditions of modern scientific and technological progress, educational institutions face the task of training a specialist who would meet the needs of today's society and have a high level of technical competence. Depending on the economic situation, different countries have their own characteristics of training and retraining of automotive industry professionals, peculiar to their position in the global economic market.

This necessitates the study of international experience in the formation of technical competence of future professionals in automotive industry at technical colleges to outline the possibility of introducing positive experience into the learning process of Ukrainian educational institutions.

THE AIM OF THE STUDY

The study is aimed at consideration and analysis of the international experience in the formation of technical competence of future specialists in automotive industry at technical colleges of Poland, the USA, the UK, and Finland in order to identify their common and distinctive features.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Researchers such as A. Beshley, N. Dranivsky, V. Galaychuk, P. Kostyuk, V. Kurus, Yu. Porokhovskiy, O. Voltrikh, and others studied the formation of technical



competence of automotive industry specialists at technical colleges. They, in particular, considered general methodological issues regarding the application of innovative approaches in the formation of professional competence of future automotive industry specialists as well as the problem of training specialists in the field of motor transportation organization.

To achieve this goal, the following research methods have been used: analysis of specialized literature for the study of international experience in the formation of technical competence of future automotive industry professionals at technical colleges; generalization and comparison of the obtained data for outlining common and distinctive features.

RESULTS

We consider it necessary to start our research with the consideration of educational system of Poland. According to the Polish education system, the training of car mechanics of the first degree (technical college) lasts for three years, whereas the training of engineering mechanics (technical school) lasts for 4 years, but since 2020, it has been prolonged to 5 years. At the same time, after graduating from technical college, the graduate can take the matriculation exam, which gives the right to enter the university. Educational institutions regularly involve potential employers (automotive services, institutions and organizations working in the automotive industry), which increases the possibility of practical training for a qualified specialist. This makes it possible to bring education closer to real working conditions. There is a shortage of qualified teachers in educational institutions who can effectively explain problems related to personal and social competencies, state-of-the-art technologies and solutions in motor vehicle and repair field (Bregin, 2018).

Second and third year students can undergo vocational training that takes place in one of the following establishments:

- educational institutions, where there are didactic workshops, equipped with appropriate learning tools, instruments and devices, as well as cars, under the supervision of teachers and instructors of vocational training;
- practical training centers, which teach students of various profiles with specialized equipment and instructors of vocational training;
- car services, i.e. in real working conditions under the supervision of full-time employees.

Such ways of organizing vocational training provide real working conditions, real vehicles, defects and repairs, the organization of service work in automotive companies. They help to strengthen students' knowledge and teach them to put their knowledge into practice (Gerland, 2009).

Representatives of spare parts companies conduct trainings for students. New training manuals and learning materials are introduced into the training programs for automotive specialists, and the knowledge of professionals who provide this training of future specialists in the field of repair and maintenance of cars and vehicles is constantly updated.

To be able to work as a car mechanic in the UK, a person must have good GCSE grades in mathematics, science, design technology and English. Potential employers can monitor the formation of technical competence of future car mechanics at any time of their training, in agreement with the management of the educational institution, which trains specialists in the automotive industry. The main means of forming technical competence is practice. Future car mechanics can undergo traineeship in the field of their professional training at the employer's (Sidorenko, 2009). Traineeship programs consist of two parts:



the first is practical on-the-job training in the field of motion mechanics, and the second one is theoretical training. The traineeship includes training in National Vocational Qualifications (NVQ). The first level is maintenance and repair of vehicles. NVQ Level 2 presupposes service and repair of vehicles as well as the formation of functional skills in math and English. Other training programs begin with Level 3 qualification, which typically requires an entry-level qualification, such as a minimum of 4-5 GCSEs, including math and English, or an equivalent to BTEC qualifications (BTEC stands for Business and Technology Education Council – a provider of secondary school leaving qualifications and further education qualifications in England).

An alternative for students is to obtain a qualification via a special course. In the UK, there are several different qualifications in vehicle mechanics, each with its own unique basic elements. This gives students an opportunity to undergo all the necessary training to become a car mechanic.

BTEC covers vehicle management and technology. It is designed for those who hope to run a car company in future. There are two BTECs: HNC (Higher National Certificate) and HND (Higher National Diploma). HNC is the highest national certificate or the BTEC Edexcel Higher National certificate. The course includes resource management, vehicle operation financing and a specific project. This is equivalent to a qualification at the GCSE level. Obtaining this certificate allows you to proceed to obtain HND. BTEC Edexcel has a higher national diploma in vehicle management. The main modules are the same, but they are more detailed and advanced (Nikiforuk, 2018).

City & Guilds offers many different qualifications. They are adapted to different aspects of motion mechanics and are based on the level of students' experience and knowledge. For example, the IVQ City & Guilds certificate in vehicle maintenance and repair focuses on key aspects of engine mechanics, such as the ability to use tools and standard workshop equipment, as well as the ability to recognize connection methods and materials. However, at level 2, the qualification becomes a diploma and focuses on the deeper aspects of engine mechanics, including the removal and replacement of engine components and component units, ancillary electrical installations and chassis.

However, City & Guilds offers other courses. For example, QCF Maintenance and Repair of Vehicles course gives a qualification obtained in a short period, with three different levels (depending on experience). This qualification is valuable for novice mechanics looking for a job (Zakharov, 2020).

Most of the requirements that employers have for the future skilled workers are to have knowledge of car technology, to be fluent in computer equipment and have a driver's license for the category of vehicles that are to be served (Pukalo, 2020).

The training of car mechanics in the US schools is an important element of the country's automotive industry. Education is carried out in technical colleges. They have modern buildings equipped with the latest machinery for training qualified personnel. Training and education lasts for a year. Having a college diploma, students can easily find a high-paying job in construction, agriculture, mining, automotive, aviation or marine industries (Postolovtsky, 2012).

Classrooms and laboratories are equipped with modern machinery and latest technology. Students are divided into groups of 3 to 4 people. Each group has its own set of basic tools. Diagnostic equipment is used in the learning process as needed.

Depending on the type of system being diagnosed, the following diagnostic equipment is used: Snap On Modis; Snap On MT2500; Snap On Vantage; Snap On Bluepoint DMM; SUN 350 Engine Analyzer; SUN 450 Engine Analyzer; SPX Genisys.



Training takes place on stands and on real clients' cars, but only equipped with the OBD-II diagnostic protocol (for the American market, these are cars produced after 1996), as well as on Chevrolet and Buick cars belonging to the college. The duration of training is 8 hours a day, 5 days a week for 9 months: 4 hours of lectures and 4 hours of practical classes a day.

Curricula are adjusted almost constantly, keeping pace with all the changes taking place in the industry. Materials for compiling methods of work are usually collected in practical classes on the diagnosis of real faulty cars. Much attention is paid to the teaching staff. Besides working on curricula all teachers are engaged in practical work (Stadnychuk, 2017).

Up to 800 students study in Laramie, Wyoming alone each year. Older people, who want to get second education, sometimes with significant work experience, also study there. Tuition is paid, so the attitude of students to learning is responsible.

College administrations provide employment assistance to students who have been educated in their colleges, and constantly monitor the further advancement of their graduates' careers, offering refresher courses in line with changes in technology and the industry. For example, those who wish can be accepted for further training, which is paid by the sponsor at the car factories of Ford FACT, Mercedes ELITE, and BMW STEP. After training, they can stay there to work.

Car repair specialist is a very popular profession in Finland. After training, specialists can work in companies that specialize in the sale, maintenance and repair of cars. They can get a job at gas stations and private repair shops. Moreover, car repair specialists are in demand in freight delivery services. Training in a technical college for a car repair qualification lasts for 2–3 years. In the process of learning, students are presupposed to study the following courses: Principles of Vehicle Operation; Internal Design of Cars; Automotive Systems (e.g. brake systems, wheel systems and control systems); Car Maintenance and Repair; Electronics in Cars; Engine and Transmission; Basics of Work with Various Tools and Materials; Customer Service (Tkachov, 2020).

Educational institutions that train specialists in the repair of machines and mechanisms constantly monitor the development of automotive industry and adjust the curriculum accordingly so that students are aware of the updates. Therefore, technical college graduates are able to work with both old and new equipment. Students can choose the direction of their study – the sale of vehicles and components for them or the mechanics of road transport (Kankovsky, 2015).

After receiving a certificate of training, students can continue studying to be an engineer at any university of applied sciences.

CONCLUSIONS

Thus, the process of formation of technical competence of future specialists in automotive industry at technical colleges of Poland, Great Britain, the USA and Finland has been considered in the study. The results of the research make it possible to identify common and distinctive features in the formation of technical competence of future professionals in automotive industry at technical colleges.

Common features are:

1) qualitative provision of educational institutions with training and methodological support (workshops equipped with appropriate teaching aids, tools and devices, as well as vehicles for mastering practical skills in repair and maintenance), which is updated depending on market requirements;

2) a large number of programs and courses on professional and practical training of automotive industry specialists;



3) involvement of potential employers (automotive services, establishments and organizations working in automotive industry), which increases the opportunities for practical training of qualified professionals;

4) opportunity to enter and study at higher education institutions on simplified terms;

5) flexibility of training programs due to tracking the development of the automotive industry;

6) a wide range of internship programs.

Distinctive features are:

1) Poland, unlike the United Kingdom, the United States and Finland, has a shortage of qualified teachers who can effectively explain problems related to personal and social competences, state-of-the-art technologies and solutions related to motor vehicles and their repair;

2) different duration of study: from 9 months in the USA, to 5 years in Poland.

The study does not cover all aspects of the formation of technical competence of future professionals in automotive industry at technical colleges around the world. Further development of this topic involves finding ways to adopt positive experience in the formation of technical competence of future professionals in automotive industry at educational institutions of leading countries into the learning process of prevocational training in Ukraine.

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UNIVERSITIES IN THE CONTINUING EDUCATION SYSTEM IN GERMANY

ABSTRACT

The article reviews the institutional structures for consolidating and ensuring continuing education in German universities. It proves that continuing education as an objective of higher education institutions has acquired added significance in recent decades, and the offers in the field of continuing education have expanded. However, the article shows that this area of activity within universities is still facing many implementation problems. It analyzes the content and didactic features of activities of German universities and justifies their role in affirming the idea of academic continuing education. Besides, the article presents the author's interpretation of the concept of academic continuing education and specifies its content-related, procedural and legislative contexts. It covers the forms, formats and target groups of academic continuing education and reflects on the ways of continuing education institutionalization. Importantly, the article analyzes the attempts to link continuing education with the model of a three-tier (bachelor's / master's / postgraduate (doctoral)) system initiated by the Bologna reforms higher education institutions. It clarifies the main prospects and requirements for the study and elaboration of the outlined sphere of social activity, as well as for the consolidation of the role and status of universities in the system of continuing education in Germany. Finally, the article finds that different universities are striving to enhance the prestige of academic continuing education through the institutional linkage of research and teaching. Traditionally, individual departments in higher education institutions research academic continuing education on a one-time basis. However, it is still imperative to study the issue of whether and how to more actively promote research in the central organizational units of continuing education provided by universities.

Keywords: *university, higher education institution, lifelong learning, adult education, continuing education, academic continuing education.*

АНОТАЦІЯ

У статті представлено актуальний огляд інституційних структур закріплення і забезпечення безперервної освіти в університетах Німеччини. Доведено, що безперервна освіта як завдання закладів вищої освіти набула в останні десятиліття програмного значення, а пропозиції в сфері безперервної освіти значно розширилися. Проте констатовано, що ця сфера діяльності в межах університетського навчання досі характеризується численними проблемами реалізації. Розкрито зміст і дидактичні особливості діяльності німецьких університетів, обґрунтовано їх роль в утвердженні ідеї академічної безперервної освіти. Надано інтерпретацію поняття академічної безперервної освіти, конкретизовано його змістовий, процесуальний та законодавчий контексти. Висвітлено форми, формати, цільові групи академічної безперервної освіти. Викладено міркування щодо шляхів інституціоналізації безперервної освіти.



Проаналізовано спроби пов'язати безперервну освіту з моделлю триступеневої системи бакалаврату / магістратури / аспірантури (докторантури), ініційованої Болонським процесом реформування діяльності закладів вищої освіти. Викладено основні перспективи та вимоги щодо вивчення і розвитку окресленої сфери соціальної активності, закріплення ролі, місця і статусу університетів у системі безперервної освіти Німеччини. З'ясовано, що різні університети активізують свої зусилля щодо підвищення престижу безперервної академічної освіти шляхом інституційної ув'язки наукових досліджень і викладання. Традиційно в закладах вищої освіти окремими кафедрами, як правило, на разовій основі, проводяться дослідження безперервної академічної освіти. Однак питання про те, чи можна і яким чином більш активно сприяти проведенню досліджень в центральних організаційних підрозділах безперервної освіти, забезпечуваної університетами, залишається відкритим та потребує подальшого вивчення.

Ключові слова: університет, заклад вищої освіти, навчання протягом усього життя, освіта дорослих, безперервна освіта, академічна безперервна освіта.

INTRODUCTION

Continuing education as an objective of higher education institutions (HEIs) has acquired added significance over the last four decades, as reflected in the Hochschulrahmengesetz HRG (The Framework Act for Higher Education (HRG)). According to it, HEIs aim to cultivate and develop sciences and arts through research, teaching, learning and *continuing education* in a free, democratic and social state governed by the rule of law (§ 1, HRG, 1999). Despite the many problems, the changes in continuing education and higher education are becoming increasingly important.

After all, the educational and socio-political mission of universities includes elaborating the concepts of public and socially significant science; opening higher education to all interested parties through the recognition of learning processes, competencies and qualifications related to previous practical or professional employment; taking institutional measures and mechanisms of the changed organization of access to education.

The history of academic continuing education vividly illustrates these changes. In 1897, professors at Humboldt University of Berlin inspired by the movement to expand the scope of universities in England suggested introducing adult courses within the university, the Senate rejected the idea, arguing that under §1 of its charter the university was "limited to preparing young people for higher government and church positions" (Schäfer, 1988, p. 22). This brief historical overview shows the extent to which the rationale for continuing education stems from changes in social structures. The former elite institutions were replaced by mass universities. This was facilitated by the globalization of the knowledge society, rapid changes in the labour market and employment due to scientific and technological progress, as well as the need for lifelong learning.

THE AIM OF THE STUDY

The article aims to reveal the content and didactic features of activities of German universities and justify their role in affirming the idea of academic continuing education.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

There is a broad programme-related consensus among higher education policymakers, and legal provisions provide higher education institutions with greater opportunities for action. Nevertheless, the issues of continuing education in the university environment have always been the subject of critical analysis (Kuhlenkamp, 2005; Vogt,



2012). The basic problem is considered as “a constant priority of bachelor’s degrees in the consciousness of the actors in the educational process” (Faulstich, & Oswald, 2012, p. 377). In turn, Franz, & Feld (2014) single out organizational, substantive and personality-oriented areas of argumentation. The latter being related to the organization understands a university as a system weakly associated with high autonomy of faculties, which complicates the creation of a higher-level strategy. The object-related argumentation also includes the differentiation problems referred to by Wilkesmann (2010), namely, continuing education as a public and private good, and methods of managing an independent academic structure. This personality-oriented argument highlights the subject-oriented management and the importance of university leadership. This analysis shows how management problems are structurally entrenched. Kahl, & Lengler (2014) believe that “recognition and sustainable participation of the actors in the educational process of universities are crucial for the introduction of continuing education” (p. 73). Seitter, Schemmann, & Vossebein (2015) represent a different point of view on the effective development of proposals in the field of continuing education. They distinguish between four target groups: individual and institutional participants in the educational process (external factors), as well as university leaders and scholars, researchers, university teachers (internal factors). One should pay particular attention to an analytical report on the conditions and problems of continuing education in German universities by Jütte, & Bade-Becker (2018).

Thus, research methods are the following: general scientific methods (analysis, synthesis, generalization, systematization of the collected material); searching and bibliographic methods (the study of archival sources and legislative acts, historical-genetic and chronological analysis); methods of definitive, theoretical-methodological, systemic-structural, structural-functional, structural-logical analysis. They have allowed one to trace the establishment and development of today’s continuing education in German universities.

RESULTS

University-based continuing education is generally called academic continuing education. The boundaries of this term are rather wide and therefore need to be interpreted. The Standing Conference of the Ministers of Education and Cultural Affairs (Kultusministerkonferenz KMK) offers a relatively broad definition of academic continuing education in higher education as “continuation or resumption of organized education after obtaining basic education and, mostly, after obtaining employment, whereupon the proposed continuing education corresponds to the subject-specific and didactic level of a higher education institution. Traditionally, academic continuing education is related to professional experience but does not always require a university degree” (KMK, 2001, pp. 2–3).

There is no clear understanding and interpretation of academic continuing education among the federal governments responsible for higher education. In most cases, the scientific basis of the proposed courses acts as a common feature. Besides, such education is associated with certain target groups. Accordingly, it focuses primarily on those who already have a first professional qualification (Hochschulrahmengesetz, 1976). In general, the reorganization of education within the Bologna Declaration has, for the first time, included continuing education in the structure of higher education, in particular in the field of social sciences and humanities. All master’s programmes which cannot be considered part of the so-called consistent model can be defined as continuing education.

Continuing academic education is institutionally associated with higher education institutions differently (Kreutz, Wanken, & Meyer, 2012; DGWF, 2015). At the university, there is a possibility of creating a central organization (central office) in the form of



academic institutions or central operational units, a responsible department, a staff unit, a decentralized organization (faculties, departments), as well as a combination of central and decentralized forms of organization. The internal university-based form of organization is traditionally closest to those forms of communication which characterize research activities in universities. Lately, academic continuing education has been organized outside the university mainly because of financial and administrative reasons. In such cases, associations, limited liability companies (partly in a non-profit version), academies (partly in the cooperative form of several higher education institutions) or joint-stock companies were used specifically to create new opportunities for continuing education in addition to adult education, institutionally enshrined in higher education institutions. Integrative forms (as part of faculties/departments or central institutions) were supplemented by organizational forms outside the university. The form of organization depends not only on the legal framework and the relevant profile of the higher education institution but also on the goals which can be achieved with appropriate options. The study on the reorganization of academic continuing education shows that currently there is “centralization of tasks and functions of strategic planning and monitoring of higher education development, in particular, a significant strengthening of higher education management” (Dollhausen, Ludwig, & Wolter, 2013, p. 10). Thus, one can conclude that profile-oriented, quantitative and qualitative offers of continuing education are provided by those universities which have centralized institutions.

Higher education institutions differ by teaching staff engaged in continuing education. One ensures the scientific nature of the offers by initial involvement of professors from among the staff members. Regarding management structures, most central institutions are headed by scientists and, in some cases, by managing directors, who perform other tasks (e.g., teaching) at the university.

There is no single right way to institutionalize continuing education, particularly in the field of humanities. Universities are striving to find specific ways to implement continuing education following the corresponding framework conditions. Endogenous factors significantly influence organizational development and profiles of continuing education (Jütte, & Weber, 2005). Appropriate local organizational conditions, as well as a favourable location, determine the development of continuing education in higher education institutions. This is evidenced by institutional case studies of the University of Bern, the University of Kaiserslautern and the University of the Danube Krems (Jütte, & Weber, 2005).

Presently, external target groups of academic continuing education are quite broadly defined. The citizens of the university-relevant region interested in academic continuing education are considered to be both a target group and a narrow group of participants with specific admission requirements. Thus, the target groups of potential students range from “all stakeholders” to socially defined target groups (women, elderly people and the so-called “eliminated applicants”) and professional target groups (at enterprises and associations; in the civil service) to a narrower circle of graduates of certain higher education institutions. The target group focus is reflected in the profile of academic continuing education. Universities meet political and social demands, particularly when they interact with special groups of the population, such as people with family responsibilities, people returning to work and unemployed scientists. The offers for the elderly are especially pronounced and constantly growing. There are such offers as “Education for Senior Citizens”, “Learning after the Age of 50” or “The University of the Third Age” which successfully operate in more than 60 universities (Hörr, 2012). Continuing education for the elderly takes place both in the form of open events and special offers.



The access to continuing education in higher education institutions is open mainly to those applicants who have received higher education, as well as to those who have acquired the necessary abilities and skills to participate in employment or any other form of social activity. Numerous reforms have been launched to further facilitate access to higher education for skilled professionals, particularly those who have not previously had the opportunity to study but are seeking a bachelor's degree. In the lands, such opportunities exist in different ways, for example, in the form of direct access to higher education for people with special professional qualifications, access to higher education through an entrance exam and a trial course, an exam for the gifted.

In Germany, the forms of continuing education in universities differ from each other. These can be master's courses, continuing education, additional education and postgraduate studies (doctoral studies). The formats of continuing education in higher education institutions are diverse or poorly standardized (Christmann, 2012; Cendon, Grassl, & Pellert, 2013). General programmes, which do not have any specific structure or degrees, complement training aimed at obtaining certificates up to degrees leading to professional qualifications. A wide range of educational services is offered. They include programmes focused on natural sciences and technology; coordination centres in the field of humanities and social sciences; programmes based on thematic, multidisciplinary or interdisciplinary approaches. The thematic focus of continuing education mainly corresponds to the scientific mission of the university.

The offers in the field of university-based continuing education are often aimed at distance learning, i.e., working students. On the one hand, it puts forward special demands on the flexibility of courses and infrastructural framework conditions, as well as on innovative learning mechanisms. Besides, they tend to be characterized by a special relationship between academic focus, practical relevance and problematic focus, which becomes relevant in terms of content and didactics (Heufers, & El-Mafaalani, 2011). As a rule, the central characteristic of continuing education in universities is its scientific nature. Continuing education is "about the prospects and meanings which should manifest themselves in scientific discourse" (Wittpoth, 2005, p. 17). It is the awareness of its "scientificity" that forms the unique idea of obtaining continuing education in universities. In addition to problem-oriented scientific and practical relevance, there is also a need for interdisciplinarity. This creates the necessary "adjustment" of offers to work and everyday life of students.

Until now, academic continuing education has hardly been considered in the didactic perspective of higher education. Due to its growing importance, however, the issues of didactics are being discussed. An important objective of reforms in university education is the transformation of the structure of bachelor's (BA) and master's (MA) degrees as a result of the Bologna Declaration. The aim is to link continuing education with the three-tier undergraduate/graduate / postgraduate model. The General Structural Recommendations of the Lands for the Accreditation of Bachelor's and Master's Programmes (Ländergemeinsamen Strukturvorgaben für die Akkreditierung von Bachelor- und Masterstudiengängen) explains the definitive approach to this issue (KMK, 2010). A bachelor's degree is considered the first professional qualification and a master's degree as an additional professional qualification. It must be noted that BA / MA training courses are consecutive in terms of content. Regarding further education, practical professional experience, as a rule, not less than one year is required for continuing education under the master's degree. The content of the master's course should take into account and relate to



professional experience. Higher education institutions need to demonstrate the relationship between professional qualifications and the course offered when designing a master's course that will provide further (continuing) education. Master's courses that provide further (continuing) education meet the requirements of consecutive master's courses and lead to the same level of qualification and have the same rights (KMK, 2010).

Nowadays, it is essential to establish a balance between consecutive courses and postgraduate courses. A clear division between these degrees (levels) is largely achieved through the pattern under which consecutive training programmes are free or subject to relevant land regulations on possible tuition fees, while training programmes are implemented (or should be implemented) to cover costs. The question remains as to whether undergraduate programmes will also offer further education. However, about 5% of undergraduate programmes are already offered on a part-time basis, mainly in private universities (Minks, Netz, & Völk, 2011; Hanft, & Maschwitz, 2012).

In general, the Bologna system is designed for institutional permeability and transparency of university education, including the continuity between vocational and higher education and the openness to non-traditional target groups. In this regard, universities are dealing with the issue of their contribution to continuing education and the quality of the educational process for adult students.

CONCLUSIONS

Continuing education in German universities covers a wide range of activities. On the other hand, it is also subject to changes in political and social assessments given that it is currently defined as important, in need of regulation, of a great market value or worthy of support. Therefore, the role of universities in the market of continuing education is certainly relevant, quite controversial and complex at the same time. Importantly, academic continuing education is still much less often the subject of research than other areas of education. The study of continuing education barely keeps up with its growing importance, so there is a lack of comprehensive and constantly updated statistics that would take into account the diversity of proposals in the field of academic continuing education.

Nowadays, new scientific research is emerging on the verge of studies on higher education and continuing education, which rather expands systematic observations. Various empirical studies show a more accurate picture of academic continuing education. In 2006, a comprehensive analysis of continuing education in Finland, France, the UK, Austria, the USA and Germany was conducted within an international comparative study of the structure and organization of continuing education at universities. It is important to note that it was funded by the Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung BMBF). Noteworthy is the competition, titled "Promotion through Education: Open Universities", also organized by BMBF. The two phases of funding (from 2011 to 2017; 2014 to 2020) were aimed at supporting universities in the development and implementation of proposals to promote continuity and lifelong learning. These projects focus on higher education as an open space for adult education / continuing education, enjoy scientific support and publish research findings.

The higher profile of academic continuing education as a field of research also depends on the development of the professional community. Thus a few years ago, the research working group "AG Forschung", as part of the activities of the German Society for Scientific Further Education and Distance Learning (Deutsche Gesellschaft für wissenschaftliche Weiterbildung und Fernstudium DGWF), was established as a forum for the collegial exchange of knowledge and experience on current qualifications and research



on academic continuing education. Different universities are striving to enhance the prestige of academic continuing education through the institutional linkage of research and teaching. Traditionally, individual departments in higher education institutions research academic continuing education on a one-time basis. However, it is still imperative to study the issue of whether and how to more actively promote research in the central organizational units of continuing education provided by universities.

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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 травня/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 – 60 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. Winser, 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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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. Данілавичюте, 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 посилаєтесь 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

Прізвище¹, Ініціали¹, Прізвище², Ініціали², Прізвище³, Ініціали³, Прізвище⁴, Ініціали⁴, Прізвище⁵, Ініціали⁵, Прізвище⁶, Ініціали⁶, & Прізвище⁷, Ініціали⁷. (Рік). *Назва книги: Підназва* (номер видання). Місце видання: Видавництво.

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Hubbard, R. G., Koehn, M. F., Omstein, S. I., Audenrode, M. V., & Royer, J. (2010). *The mutual fund industry: Competition and investor welfare*. New York, NY: Columbia University Press.

2. Книга: 8 і більше авторів

Прізвище¹, Ініціали¹, Прізвище², Ініціали², Прізвище³, Ініціали³, Прізвище⁴, Ініціали⁴, Прізвище⁵, Ініціали⁵, Прізвище⁶, Ініціали⁶ ... Прізвище останнього автора, Ініціали. (Рік). *Назва книги: Підназва* (номер видання). Місце видання: Видавництво.

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3. Книга за редакцією

Прізвище редактора, Ініціали. (Ред.). (Рік). *Назва книги: Підназва* (номер видання). Місце видання: Видавництво.

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4. Книга: автор-організація

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