

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

**ХМЕЛЬНИЦЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ЦЕНТР ПОРІВНЯЛЬНОЇ ПРОФЕСІЙНОЇ ПЕДАГОГІКИ**



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METHODICAL PRINCIPLES OF A BACHELOR'S DEGREE IN INTERNATIONAL RELATIONS AT UK UNIVERSITIES

ABSTRACT

The article deals with the methodical principles of a bachelor's degree in international relations at UK universities. It shows that the educational process in the UK system of university education has long adjusted to intensive-fundamental learning, rather than extensive one. It has led to the selection of productive forms and methods of implementing new content of a bachelor's degrees in international relations, as well as restructuring the interaction between university teachers and students. Thus, university teachers now act as organizers of cognitive activities and students as active participants in scientific-creative cognitive activities. A theoretical analysis of relevant scientific, analytical sources and pedagogical practices shows that Ukrainian and foreign scholars have presented some valuable findings on specialist training in the UK. At the same time, the issue in question has not been fully scientifically revealed yet. The article justifies that in the UK, professional training of future bachelors in international relations adheres to methodological approaches and principles, which ensure a) the continuity of education and self-education, b) free access to a bachelor's degree, c) the consideration of students' needs and experience, d) the introduction of innovative approaches in the content of degree programmes and curricula to make them professionally oriented, flexible and mobile, e) the efficiency of learning and practical activities, f) the development of professional and creative skills. Finally, the article concludes that a rational combination of innovative forms, methods, and learning technologies contributes to developing professional competence in future bachelors in international relations. High-tech resources (online learning, library resources, free access to the world's Internet resources) will enable high-quality educational services.

Keywords: *a bachelor's degree, international relations, the UK, university, professional training, methodical principles.*

АНОТАЦІЯ

Стаття присвячена методичним засадам професійної підготовки бакалаврів міжнародних відносин в університетах Великої Британії. Зазначено, що педагогічний процес у системі університетської освіти Великої Британії уже давно перейшов на інтенсивно-фундаментальне навчання замість екстенсивно-інформаційного, що зумовило відбір продуктивних форм і методів реалізації нового



змісту магістерської підготовки міжнародників, перебудову відносин між викладачем і студентом, докорінну зміну їх ролі в педагогічному процесі: перетворення викладача на організатора пізнавальної діяльності, а студента – на активного суб'єкта науково-творчої пізнавальної діяльності. Аналіз наукових, аналітично-інформаційних джерел, педагогічного досвіду показав, що українськими та зарубіжними науковцями накопичено значний досвід вивчення професійної підготовки фахівців у Великій Британії. Водночас, системне вивчення досліджуваної проблеми не стало предметом окремого наукового пошуку. Обґрунтовано, що професійна підготовка бакалаврів міжнародних відносин в університетах Великої Британії будується на основі методологічних підходів та принципів, реалізація яких сприяє забезпеченню неперервності у навчанні і самонавчанні; вільному доступу до отримання бакалаврської освіти; врахуванню індивідуальних особливостей, потреб і досвіду; впровадженню інноваційних підходів у розробку змісту освітніх програм і планів для забезпечення їхньої професійної спрямованості, гнучкості та мобільності; підвищенню ефективності навчальної і практичної діяльності бакалаврів та її результативності; розвитку професійних умінь і творчих здібностей тощо. Підсумовано, що раціональне поєднання інноваційних форм, методів та технологій навчання сприяє формуванню фахової компетентності бакалаврів міжнародних відносин. Високотехнологічні ресурси (онлайн-навчання, бібліотечні ресурси, вільний доступ до світових інтернет-ресурсів) забезпечують надання високоякісних освітніх послуг.

Ключові слова: перший бакалаврський рівень, міжнародні відносини, Велика Британія, університет, професійна підготовка, методичні засади.

INTRODUCTION

Educational activities within a bachelor's degree in international relations form a systemic unity of instructional-theoretical, instructional-practical, and independent activities. It must be noted that the educational process in the UK system of university education has long adjusted to intensive-fundamental learning, rather than extensive one. It has led to the selection of productive forms and methods of implementing new content of bachelor's degrees in international relations, as well as restructuring the interaction between university teachers and students. Thus, university teachers now act as organizers of cognitive activities and students as active participants in scientific-creative cognitive activities.

The effectiveness of learning, practice and research activities largely depends on the use of innovative pedagogical forms, methods, tools, and technologies that constitute the structural and didactic core of professional training for bachelors in international relations. Involving students in these activities allows them to acquire the most in-demand professional qualities, knowledge, skills, competencies. The most important are the following: focusing on teamwork; implementing corporate communication in companies; ensuring interpersonal interaction; being tolerant during professional and joint activities; being able to change social roles while working in a team; trusting in oneself and others when performing professional tasks; striving for cooperation.

THE AIM OF THE STUDY

Thus, the article aims to analyze the methodical principles of a bachelor's degree in international relations at UK universities.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

A theoretical analysis of relevant scientific, analytical sources and pedagogical practices shows that Ukrainian and foreign scholars have presented some valuable findings



on specialist training in the UK. In particular, the UK education system has been justified by such Ukrainian research N. Avshenyuk, N. Bidyuk, T. Byts, I. Brandybura, T. Desiatov, O. Hohua, L. Holub, K. Istomina, Y. Kyshchenko, N. Mukan, O. Pichkar, L. Pukhovska, V. Tretko et al. One should also pay particular attention to the studies of foreign scholars on theoretical and practical aspects of professional training for specialists in international relations. These are as follows: methods and forms of professional training (C. Archer, M. Miller, V. Asal, J. Kratoville); the content of professional training (J. Bean, G. Gibbs, C. Justice, J. Rice, W. Warry); the use of ICTs in professional training of specialists in international relations (L. Golich, M. Boyer, P. Franko, A. Lee, M. Pettigrove, M. Fuller, M. Healey, F. Jordan, B. Pell, C. Short); approaches, principles, and methods of assessment (P. Bromley, C. Gormley-Heenan, S. Lightfoot). At the same time, the issue in question has not been fully scientifically revealed yet.

Given the scope of the paper, research methods include analysis, synthesis, generalization, and systematization.

RESULTS

In the UK, professional training of future bachelors in international relations adheres to methodological approaches and principles, which ensure a) the continuity of education and self-education, b) free access to a bachelor's degree, c) the consideration of students' needs and experience, d) the introduction of innovative approaches in the content of degree programmes and curricula to make them professionally oriented, flexible and mobile, e) the efficiency of learning and practical activities, f) the development of professional and creative skills.

Importantly, learning forms at UK universities assume an optimal combination of different teaching components. These are the following: lectures, seminars, tutorials (classes conducted with the help of active learning methods, aimed at mastering certain material, and monitoring the acquired knowledge, skills, and abilities); classes in large and small groups, as well as individual classes; student and teacher conferences; teacher-student interactions (face-to-face communication, using information technology and, in some cases, specially designed teaching materials). Such methods, forms and approaches promote the development of professionally important skills and abilities in future bachelors in international relations. They include the ability to outline the main aspects of the topic, as well as concentration, memorization, and content filtering skills. Using the method of specific situations in seminars teaches future specialists to apply theoretical knowledge in practice. At the same time, independent and group work, nonlinear thinking skills allow them to develop personal qualities which are crucial to professional success. Professional training of future specialists in international relations involves scheduled meetings of university teachers and students (as already mentioned, in lectures, seminars or individual tutorials). It must be noted that future bachelors are entitled to design their schedules independently.

A detailed study of British pedagogical literature allows one to identify several scientific-educational trends associated with different visions on the concept of "teaching method": *theoretical-methodological* (Gibbs, 2009) – a general concept of teaching methods and ways of their classification that justifies classification-related indicators and features to differentiate teaching methods); *psycho-pedagogical* (Healey, Jordan, Pell, & Short, 2010) – a method is shown through flexible concepts, such as educational action, task, interaction, as well as methods of the psycho-pedagogical process (developing



students' thinking and observation skills; *individualization-related* (Justice, Rice, & Warry, 2007) – actualizing an individual experience of innovative teachers.

One can observe a rather peculiar pattern in the use of teaching methods in the UK higher education system: the more thorough the knowledge of any science represented by a course, the more specific the used teaching methods. Accordingly, British pedagogical science operates with general teaching methods. On the one hand, there is an optimal combination of diverse and non-standard teaching methods and on the other hand, of traditionalism and stability. In the UK, productive forms, and methods of introducing new aspects of a bachelor's degree in international relations are viewed as structured ways of interaction in the educational process. In certain conditions, they can actualize some personality traits, which are later generalized into stable quality states. This interpretation proves the general concept of professional training, namely, a set of pedagogical systems that create a holistic educational process and are congruent with the structure of a harmonious personality.

The introduction of innovative pedagogical technologies plays a significant role in modelling the effective professional training of bachelors in international relations. As noted by Lee, Pettigrove, & Fuller (2010), the quality of teaching directly depends on the scientific-creative use of effective methods and technologies, which should shift towards active, individual, independent, dia(poly)logical, inclusive, and remote ones, taking into account the specifics of academic courses, age-related and psychological characteristics of students. At the same time, future specialists should be able to cooperate and interact in small groups, analyze, and comprehend their actions, trust themselves and others when performing professional tasks, change social roles.

In the UK, the most common forms of learning are lectures, seminars, practical classes, laboratory classes, conferences, scientific-theoretical readings, educational trips, tutorials, workshops, placements, formative and summative assessment, consultations, didactic games, independent work, individual research tasks, reports on the study of educational and scientific literary sources. A bachelor's degree in international relations mostly covers the use of such methods as heuristic discussions, problem-based lectures, press-conference lectures, presentations, reports, debates, writing analytical essays, simulations, role-playing games, studies, statistical analysis exercises, student-led working groups. These methods are effective in mastering theoretical aspects of international relations, while the applied provisions of international relations require a different teaching methodology based on the principles of empirical learning. Most UK universities also offer teaching methods that involve gaining professional experience through real-world research projects, internships, community research, meetings with political science practitioners. It must be noted that empirical teaching methods in bachelor's programmes on international relations improve the quality of training, as well as helps one solve the issues related to citizenship, employment, and personal development.

Archer, & Miller (2011) claim that professional training in the field of international relations acts as a favourable environment for using active pedagogical technologies. Active learning is an effective tool for consolidating high-level academic skills of international relations students, such as critical thinking (Archer & Miller, 2011). Besides, it aims to improve students' ability to apply complex theories and concepts in specific international situations, potentially providing a better understanding of theoretical material. Active learning also provides university teachers with tools to update disciplinary



knowledge since students can join current political and international processes and learn about current trends in international relations. A variety of active learning methods can meet the needs of students with different learning styles, ages, and backgrounds. The most effective methods of active learning within a bachelor's degree in international relations are simulations, role-playing games, debates, problem-based methods, and case studies.

Indeed, the simulation method recreates a crisis-ridden international political situation in which students take full responsibility for the unfolding events and the settlement of the conflict. Each participant is given a role that involves communication, negotiation and problem-solving in collaboration with other students. Relevant scientific sources contain numerous examples of using simulations in the field of international relations. They cover such topics as election campaigns, legislative processes, foreign policy activities; the Council of Europe, etc. Participants are involved in negotiations, alliances, trade, diplomacy, and the use of military force, given the limitations imposed by agreements between states, economic factors, and cultural norms (Asal, & Kratoville, 2013). Such simulations can be based on fictional international systems, current or historical events. Simulations often last for several weeks, go beyond the audience and require one to prepare a significant amount of material. This makes them an interesting form of learning with effective results in terms of learning outcomes. Still, they are time-consuming and rather inflexible.

Role-playing games serve as an alternative to simulations, given that they are also based on a political scenario and involve students performing certain roles. They are a more flexible option and can be used during lectures or seminars. It must be noted that role-playing games require clear instruction on student roles, policy scenarios, and goals. They help one gain personal experience in a safe and supportive environment (Gormley-Heenan, & Lightfoot, 2014).

Different types of debates can also be used within a bachelor's degree in international relations. Political debates focus the participants' attention on the elaboration of practical recommendations to implement certain provisions, ideas and are based on the presentation of practical and statistical evidence. Using debates, university teachers can acquaint students with a wide range of controversial political issues, demonstrate different views and approaches to their solution, thus promoting the development of cognitive (critical thinking), emotional (generating interest in the field) and activity-related (communication and teamwork skills) areas of an international relations student's personality. Students should write a reflective essay to show their own experience of participating in the debate. Those students who were not directly involved in the debate should prepare a report summarizing each party's position, giving the most convincing arguments, and stating why they agreed with each position.

Another effective method is problem-based learning which enables students to study a certain topic by solving a problem. It helps students develop flexible knowledge, collaboration and problem-solving skills via self-directed learning. Problem-based learning scenarios emphasize the importance of finding a solution to a problem, not just the solution itself. Working in groups, students determine what information they need to solve the problem. Also, problem-based learning provides tools for preparing students to analyze, interpret, or integrate new situations or information.

UK universities employ a certain model of implementing problem-based learning. This model consists of the following stages: defining basic terms; formulating a problem; brainstorming and later structuring the obtained results; setting objectives; working independently (students study theoretical material, search for additional sources, determine



ways to solve problems); discussing (students report on ways to solve the problem, compare results, and exchange views); conducting a reflective analysis.

A detailed analysis of modules and programme specifications on international relations at UK universities indicates that the case study method is actively used in the professional training of future specialists in international relations. Traditional cases in international relations contain detailed additional information, covering historical and statistical data, provisions of government policy, arguments of various national agencies (Archer, & Miller, 2011). The main objectives of the case study method are to teach students to distinguish basic information from secondary; to identify the problem and characterize its parameters; to discover ways to solve the problem; to formulate a strategy and action plan; to make effective decisions (Golich, Boyer, & Franko, 2000). The case study method helps international relations students to understand complex issues, explore interrelated processes, discuss decision-making in problem areas, and engage in critical thinking and analysis (Bean, 2011). Group work on cases improves interpersonal and teamwork skills (Bromley, 2013). Finally, this method promotes interdisciplinary thinking since solving a problem in the real world requires materials from different fields of knowledge (Archer, & Miller, 2011).

At the same time, many UK universities successfully use the latest technologies in the professional training of future specialists in international relations. These are e-learning, interactive surveys, blogging during placements, and podcasting.

Recently, the virtual learning environment (VLE) has been used as a way to support the learning of bachelors in political science. Evidence suggests that it helps improve the quality of educational services via the use of new technologies. Professional training of international relations students mostly focuses on the ability of the VLE to provide structured links to materials only available online (government publications, materials related to current events, general election statistics), as well as direct students to websites related to their degree. The VLE relieves the pressure on learning resources using electronic publications. It also allows university teachers to prepare tasks for formative assessment to identify problems in student learning, as well as to address issues such as plagiarism and citation skills.

Independent work is considered as a purposeful activity (individual or collective) and a form of the educational process, which involves the planned learning and research activities of students under the guidance of the university teacher outside the classroom. It is an important and necessary component in the professional training of bachelors in international relations. Besides, independent work is aimed at acquiring additional knowledge and skills to analyze, synthesize, objectively and critically evaluate educational and scientific information, formulate views on international relations in writing (essay writing, reports). It enables the student to create his or her culture, erudition, and readiness for future professional activities.

Healey, Jordan, & Short (2010) pay considerable attention to this form of work. It is during independent work that helps one consolidate knowledge and skills acquired in the classroom, expand, and deepen theoretical material, develop skills and abilities to work with scientific sources and perform tasks of laboratory work and organize, plan and control activities, systematize information, strengthen professional competence, autonomy, and scientific-cognitive activity.

The main principles of independent work are complexity, systematicity and continuity, as well as correspondence of independent work tasks to sources of information. At the same time, university teachers should consider the following factors to organize



independent work of bachelors in international relations effectively: to ensure a rational combination of classroom and independent work; to provide relevant methodological material to make independent work a creative process; to monitor the success of students and provide them with proper assistance if needed.

CONCLUSIONS

Thus, a scientifically justified combination of optimal forms, rational methods and innovative learning technologies contributes to developing professional competence in future bachelors in international relations. The very process of development requires a balanced and consistent scientific-methodical approach to shaping each component during both classroom and independent learning. In turn, this will lead to high levels of professional performance in various areas. High-tech resources (online learning, library resources, free access to the world's Internet resources) will enable high-quality educational services.

Further research should deal with research training of future bachelors in international relation at UK universities.

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DIDACTIC ASPECTS OF PHARMACY STUDENTS' TRAINING AT UK UNIVERSITIES

ABSTRACT

The article discloses didactic aspects of pharmacy students' training at UK universities. To begin with, the article shows that one of the main objectives of medical education in the UK today is to prepare students for conscious participation in social life and health care via various forms of teaching and learning. Future pharmacists should be able to adapt to rapid social changes and practically assess the current situation to discover ways to improve it due to their area of expertise. Besides, the article indicates that the UK adheres to the internationally recognized global standards for medical education and aims to develop the professional elite of pharmacists. The following technologies are relevant for medical education in the UK and, especially, pharmacy students' training: problem-based learning, team-based learning, teaching with simulation, teaching with practicals and labs, teaching with technological tools. Importantly, the article proves that interactive learning eliminates the boundaries between instructors and students and, therefore, strengthens their educational partnership. In this regard, medical education is becoming a turning point in the ongoing transformation of future professionals as the focus is on interactive pedagogy. The article concludes that the transition from passive to active learning, which lies in the dialogization of knowledge transfer, is becoming a priority in the UK's medical education and, in particular, in the professional training of future pharmacists. Further research should attempt to find ways to improve the professional training of future pharmacists under the internationally recognized standards to strengthen the competitiveness of Ukrainian medical education, as well as optimize conditions for international mobility of medical students in both Ukrainian and international labour markets.

Keywords: *pharmacy student, didactic aspects, training, the UK, university, technology.*

АНОТАЦІЯ

Статтю присвячено дидактичним аспектам професійної підготовки майбутніх фармацевтів в університетах Великої Британії. Визначено, що сучасна вища медична освіта цієї країни спрямована те, щоб за допомогою різних форм навчання й виховання підготувати студента до плідної творчої участі у житті суспільства і діяльності в сфері охорони здоров'я. Сучасний фахівець-фармацевт



повинен уміти не лише адаптуватися до стрімких соціальних змін, але й практично оцінювати те, що відбувається і знаходити шляхи подальших перетворень у сфері діяльності й у своєму житті. З'ясовано, що у Великій Британії підготовка майбутніх фармацевтів здійснюється відповідно до світових стандартів і полягає у формуванні професійної еліти суспільства. Актуальними для вищої медичної освіти у Великій Британії є такі технології: технологія проблемного навчання, технологія командного навчання», технологія навчання за допомогою моделювання, технологія практичного навчання в лабораторіях, технологія навчання за допомогою технічного інструментарію / технічних засобів. Доведено, що під час інтерактивного навчання межі між викладачем та студентом стають менш визначеними. Крім того, медична освіта стає переломним етапом професійно-орієнтованої трансформації, оскільки основну увагу зосереджено на педагогіці інтерактивного навчання. Підсумовано, що пріоритетним в медичній освіті Великої Британії, зокрема професійній підготовці майбутніх фармацевтів, стає перехід від пасивного до активного навчання, що передбачає діалогізацію процесу передачі знань. Перспективи подальших наукових розвідок полягають у поліпшенні якості професійної підготовки майбутніх фармацевтів відповідно до світових і загальноєвропейських стандартів з метою посилення конкурентоспроможності вітчизняної вищої медичної освіти, оптимізації умов для міжнародної мобільності студентів-медиків на вітчизняному та міжнародному ринках праці, що зумовлені проголошенням Україною курсу на євроінтеграцію.

***Ключові слова:** студент-фармацевт, дидактичні аспекти, підготовка, Велика Британія, університет, технологія.*

INTRODUCTION

One of the main objectives of medical education today is to prepare students for conscious participation in social life and health care via various forms of teaching and learning. Future pharmacists should be able to adapt to rapid social changes and practically assess the current situation to discover ways to improve it due to their area of expertise. In this regard, medical education should create conditions for developing open-minded professionals, who are competent and competitive in the labour market, have good communication and empathy skills and, most importantly, can understand the needs of their patients.

Given the specifics of the research problem, one should pay particular attention to the UK experience in this area. Indeed, the country adheres to the internationally recognized global standards for medical education and aims to develop the professional elite of pharmacists. Besides, the rankings of UK universities, as well as their popularity among applicants from both Western and Eastern Europe remains rather high.

THE AIM OF THE STUDY

The article aims to disclose didactic aspects of pharmacy students' training at UK universities.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

A theoretical analysis of relevant scientific sources shows that professional training of future pharmacists in the UK largely relies on the technologies that introduce the fragments of professional activities into the educational process (Albanese, & Dast, 2014; Austin, 2004; Barrows, 1986; 1996; Brown, 2003; Cassidy, 2004; Cassidy, Ziv, Mehta, & Feeney, 2003; Catto, 2000; Cook, 2014; Curry, 1991; Cooper, & Taqueti, 2008; Dolmans,



Wolfhagen, Grave, Willem, & Vleuten, 2005; Gaba, 2004; Merrill, 2002; Nicholas, 2014; Parmelee, & Al-Kadi, 2014; Romero, Eriksen, & Haworth, 2004; Vaughn, & Baker, 2001; Webb, Vetter, & Brasel, 2014; Ziv, Wolpe, Small, & Glick, 2003).

After all, the involvement of pharmacy students in such activities at all stages of professional clinical practice acquaints them with the main aspects of medical training to deal with different professional tasks. At the same time, it is essential to reinforce this training with cognitive and simulation-modelling activities, as well as enough hours allocated for real practice.

In the UK, professional training of future pharmacists also incorporates interactive technologies, which ensure the subject-subject interaction during the educational process. In particular, interactive learning involves using didactic and role-playing games; modelling professional tasks; creating, solving and analyzing problematic situations; writing clinical scenarios; using clinical cases. The main principle of interaction lies in the constant cooperation and communication between students, while university teachers only organize and coordinate this interaction.

As noted by Catto (2000), it is vital to maintain the connections between health care, professional education, and regional development (p. 636). One can understand how medical schools respond to different challenges if there is an agreement between the opportunities and dangers modern medical education is facing nowadays (Catto, 2000, p. 634).

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

RESULTS

To begin with, *problem-based learning (PBL)* is indeed relevant for medical education in the UK. PBL was first used at McMaster University almost 40 years ago to replace a traditional lecture-based instructional approach in many medical schools. It can be described as a technology that uses a patient's problems as a context for students to apply practical knowledge about basic and clinical sciences. PBL is realized in small groups, in which the instructor acts as a facilitator. The role of the facilitator lies in building PBL around the required professional knowledge. Some medical schools apply two curricula, namely, one for a traditional lecture and the other for a PBL lecture. Also, there has been a trend towards a comprehensive "hybrid" curriculum. In this regard, the scientific literature offers various ways of PBL implementation.

Even though PBL varies from school to school, Dolmans et al. (2005) identify the three main characteristics of such learning: problems as an incentive to learn; instructors as facilitators; group work as an incentive to interact. They describe the organization of PBL as follows: outlining the general problem; introducing an interdisciplinary approach; solving the instructor's problem; specifying current objectives when solving the problem; maintaining sufficient complexity that agrees with the level of students' previous knowledge; summarizing discussions on the problem to promote learner autonomy, develop students' clinical thinking and structure their knowledge in useful contexts. According to Novak, Shah, Wilson, Lawson, & Salzman (2006), the only problem with PBL may be multiple solutions and multiple sources available to students. Regarding healthcare education, Wood (2003) believes that once clinical material has been presented as the stimulus for learning, students will "understand the relevance of underlying scientific knowledge and principles in clinical practice" (p. 328).



Regarding *team-based learning (TBL)*, it is based on student collaboration in large groups. TBL can be defined as a strategy of pedagogical support to students by an expert, or as an interactive and analytical strategy. Such learning involves group activities with one or more experts, after which students are divided into small groups to solve certain analytical problems during classroom hours. It must be noted that TBL requires student preparation out of class and application of the acquired knowledge in class. There are the following three stages of TBL that can cover one or more classes: 1) preparing students for TBL; 2) boosting their motivation towards it; 3) implementing TBL. An important aspect of this technology is team building. It considers the level of students' preparedness, practical experience and organization skills so that the levels of teams can be approximately identical. Besides, the instructor should consider which knowledge base will be best distributed in the teams. Given an increasing amount of research being done in this area, TBL is seen as rather effective.

In the UK, medical schools also actively implement *teaching with simulation*. This technology is used in all areas of medical education, including medical training programmes and scholarship programmes. After all, the integration of professional knowledge in pedagogy, medical education and medical modelling is important for both non-medical and medical educational institutions. Modelling creates a favourable educational environment for students, as well as improves their critical thinking, problem-solving and decision-making skills. In turn, it makes it possible to combine basic and clinical sciences and apply such knowledge in realistic, low-risk situations.

Teaching with simulation also involves the use of medical simulators or devices that represent a simulated patient and allow the instructor to supervise students' actions (Gaba, 2004, p. 2). Cooper, & Taqueti (2008) summarize the following simulation characteristics identified by Gaba (2004):

- verbal (role-playing); standardized patients (actors);
- part-task trainers (physical; virtual reality);
- computer patient (computer screen; screen-based "virtual world");
- electronic patient (replica of the clinical site; mannequin based; full virtual reality), p. 11.

Even though medical modelling accumulates different technologies, the term "simulator" is commonly used to refer to the technologies used to imitate tasks. Simulators allow students to practice procedures as often as needed to achieve knowledge without harm to the patient (Ziv, Wolpe, Small, & Glick, 2003, p. 784).

Nowadays, medical simulators are mostly used to acquaint students with therapeutic and diagnostic procedures, as well as improve their understanding of medical concepts and medical decision-making. Besides, special mannequins, as more complex simulators, can be used to teach students to provide medical consultation. Such simulation often involves 3D computed tomography or magnetic resonance imaging (MRI) to scan patient data to ensure the reality of the situation. Active models that attempt to reproduce living anatomy or physiology are the latest developments in medical pedagogy. The famous Harvey mannequin, developed by Dr Michal Gordon of the University of Miami Medical School, can display various physical findings. These include blood pressure by auscultation, bilateral jugular venous pulse wave forms and arterial pulses, precordial impulses, and auscultatory events in the four classic areas (Cooper, & Taqueti, 2008, p. 13).

Unfortunately, over the past 50 years, there has been an increase in the amount of time allocated to lecture-based learning and a considerable reduction in laboratory training. As noted by Webb, Vetter, & Brasel (2014), *teaching with practicals and labs* is one of the



forms of active learning that involves students in the actual medical activities and subsequently motivate them to reflect on the gained experience. The scholars claim that “laboratory teaching requires a change from teacher-focused lecturing to student-focused learning” (Webb, Vetter, & Brasel, 2014, p. 91). In turn, it increases students' interest, attention and helps strengthen their knowledge and skills.

Even though no technology of medical education can replace an experienced teacher, the UK experts actively promote *teaching with technological tools*. They develop effective teaching methods and projects based on education computerization (Cook, 2014). Teaching with technological tools includes computer-assisted learning (CAL), just-in-time learning, presentation software and multimedia (graphics, animation, audio, video).

Merrill (2002) determines some prescriptive principles common to various theories of instruction in the context of medical training. They are the following:

1. Learning is promoted when learners are engaged in solving real-world problems.
2. Learning is promoted when existing knowledge is activated as a foundation for new knowledge.
3. Learning is promoted when new knowledge is demonstrated to the learner.
4. Learning is promoted when new knowledge is applied by the learner.
5. Learning is promoted when new knowledge is integrated into the learner's world (Merrill, 2002).

Thus, one can see that the use of different interactive technologies in medical training increases students' engagement, attention, and motivation during classes. Interactive learning eliminates the boundaries between instructors and students and, therefore, strengthens their educational partnership. In this regard, medical education is becoming a turning point in the ongoing transformation of future professionals as the focus is on interactive pedagogy. Besides, an interactive model of learning involves active use of online resources and applications which allows students to learn asynchronously at a pace that meets their individual needs. Such flexibility makes it possible to segment a constantly growing amount of knowledge and explain the basic concepts engagingly and interactively.

CONCLUSIONS

Thus, one can see the transition from passive to active learning which is becoming the priority in medical education. The UK, as well as other developed countries, has globalized knowledge and “scientific” industry. The use of interactive educational technologies (problem-based learning, team-based learning, teaching with simulation, teaching with practicals and labs, teaching with technological tools) has helped to break down barriers in space and time, create new forms of pharmacy students' training, change teaching methods and, in particular, give preference to interactive methods. It proves that professional training of future pharmacists in the country is aimed at ensuring the subject-subject interaction during the educational process with the help of didactic and role-playing games, modelling professional tasks; creating, solving and analyzing problematic situations; using clinical cases. The main principle of interaction lies in the constant cooperation and communication between students, while university teachers only organize and coordinate this interaction.

Further research should attempt to find ways to improve the professional training of future pharmacists under the internationally recognized standards to strengthen the competitiveness of Ukrainian medical education, as well as optimize conditions for international mobility of medical students in both Ukrainian and international labour markets.



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INTERACTIVE METHODS OF PATRIOTIC EDUCATION FOR FUTURE NAVAL CADETS: INTERNATIONAL DIMENSIONS

ABSTRACT

The article deals with the scientific issue of using interactive methods in the system of patriotic education for future naval specialists in the context of foreign scholars' views. It shows that given today's historical and socio-economic conditions, it is vital to abandon excessive ideology and ideological monopoly, schematism and formalism in the educational process, implement more effective educational technologies and, most importantly, create a new system of forming patriots using interactive methods. The article proves that since interactive methods enhance pedagogical interaction, communication, exchange of activities and their diversity, they manage to improve the behaviour and activities of naval cadets towards patriotic education. It also indicates that the introduction of interactive and communicative forms of personality-oriented education in patriotic education of naval cadets mostly depends on the invariants of personality-oriented approach to the educational process. It is because naval students choose moral norms, values, lifestyles and thus acquire positive personal experience through their participation in such forms of learning. A prerequisite for fulfilling the goals of patriotic education is appropriate methodical training of university teachers. However, there are no original methods characteristic of especially patriotic education of students. One cannot develop students' patriotic feelings, patriotic identity, spirituality, culture, independence, initiative, and sociality socialize with traditional methods only. In this regard, some scholars believe that interactive methods have proved to be most effective concerning patriotic education as interactivity enables interpersonal cognitive communication and interaction between all education stakeholders.

Keywords: *patriotic education, navy, future naval specialist, interactivity, form, method, international dimensions.*

АНОТАЦІЯ

Стаття розглядає наукову проблему використання інтерактивних методів у системі національного-патріотичного виховання майбутніх фахівців морської галузі у контексті поглядів зарубіжних науковців. З'ясовано, що у сучасних історичних та соціально-економічних умовах, відмовившись від зайвої ідеологізації та світоглядного монополізму, схематизму і формалізму в педагогічному процесі, а також взявши на озброєння більш ефективні освітні технології, національна освіта створює нову систему формування патріотів своєї держави засобами навчально-виховної діяльності. Встановлено, що оскільки інтерактивні методи характеризуються посиленою педагогічною взаємодією, інтенсивністю комунікації, обміном діяльностями, зміною і різноманітністю її видів, форм і прийомів, цілеспрямованою рефлексією учасників, то освітнім результатом їх реалізації



виступає зміна та вдосконалення моделей поведінки і діяльності курсантів у напрямку національно-патріотичної вихованості. Зазначено, що впровадження інтерактивних та комунікативних форм особистісно орієнтованого виховання курсантів морського коледжу найбільш повно реалізують інваріанти особистісно орієнтованого підходу до вищезазначеного освітнього процесу, оскільки під час активної участі в них вихованці знаходяться в ситуації вибору моральних норм, цінностей, стилю поведінки тобто набувають позитивного особистісного життєвого досвіду. Важливою умовою реалізації цілей національно-патріотичного виховання є підготовка педагога в змістовному і методичному планах. Сьогодні ще не склалися оригінальні методики, притаманні саме національно-патріотичному вихованню студентів. Однак, цілком зрозуміло одне – розвиток у студентів патріотичних почуттів, патріотичної самосвідомості, духовності і культури, самостійності, ініціативності, здатності до успішної соціалізації в сучасному інформаційному суспільстві на основі традиційних методів практично недосяжно. Фахівці вважають, що найбільш ефективно в національно-патріотичному вихованні студентів проявили себе інтерактивні методи, оскільки при інтерактивній взаємодії відбувається міжособистісне пізнавальне спілкування та взаємовплив усіх його суб'єктів.

Ключові слова: національно-патріотичне виховання, військово-морські сили, майбутній фахівець морської галузі, інтерактивність, форма, метод, міжнародні виміри.

INTRODUCTION

The issue of patriotic education of the younger generation is of particular importance today. Lately, Ukraine has been striving to revive the system of patriotic education, lost due to socio-economic, political, and educational reforms in the 20th century. Given ongoing reforms in Ukrainian education, it is possible by updating and introducing new interactive technologies and forms for organizing the educational process, humanizing education, and changing teachers' attitude to the use of pedagogical innovations. Professional education should prioritize patriotic education as part of professional training, especially of naval cadets since they should be able to feel responsibility for Ukraine's independence, preserve its material and spiritual values and respect other nations and peoples.

It must be noted that many Ukrainian and foreign scholars have devoted their studies to various aspects of patriotic education. However, there is still no research on peculiar aspects of this issue, in particular, interactive forms of patriotic education for future naval cadets in the international context. Therefore, this article is indeed relevant can be of use to those engaged in related research.

THE AIM OF THE STUDY

The article aims to analyze the use of interactive methods of patriotic education for future naval cadets based on the views of foreign researchers.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

As noted by Peters (2010), "citizenship culture is more diffuse today, especially for Western countries outside the US and the young grow up with internationalist and cosmopolitan sentiment" (p. ix). Besides, the EU grows "through the combined processes of enlargement and integration", which means that "the issue of citizenship both constitutionally and legally becomes more layered and more complex, and the basis for



patriotism becomes more diffuse” (Peters, 2010, p. x). Curren, & Dorn (2018) also state that “the promotion of patriotism has figured prominently in the history of public schooling in the United States, always with the idea that patriotism is both inherently admirable attribute and essential motivational basis for good citizenship” (p. ix). Fairbrother (2013) studied China’s legislative documents on patriotic education and concluded that patriotic education is to fulfil several functions: 1) to ensure territorial integrity and national unity; 2) to raise awareness of international relations among the population; 3) to assure state legitimacy; 4) to promote development and modernisation (p. 158). At the same time, Rapoport (2018) indicates that “public schools have become a locus of two citizenship discourses: the discourse of national citizenship, which for a long time has served as the ultimate purpose of public education, and the discourse of global citizenship, which is forcefully and continuously seeking a proper place in school curricula despite the lack of curricula heritage” (p. 4).

Thus, one can conclude that patriotic education implies systematic and purposeful activities of education stakeholders to form patriotic consciousness based on loyalty to the homeland and readiness to fulfil civic duty and constitutional responsibilities to protect its interests.

Regarding the latest technologies of patriotic education, quite noteworthy are active methods of personality-oriented education, which allow future specialists, especially future naval specialists, to gain valuable personal experience, realize universal human values, teach them to show initiative, creativity and autonomy and encourage them towards self-expression and self-realization. A theoretical analysis of the issue in question shows that the following interactive forms of naval cadets’ patriotic education are especially productive: creative projects, workshops, asphalt art, historical quests, patriotic flash mobs, volunteer actions, real or virtual trips, memorial evenings for heroes, debates on the history of the navy (Lundvall, 2010; Buehl, 2013; Jia, 2012; Cunningham, & Hubbard, 2012; Blommaert, 2004; Creme, 2003; Huang, Jeng, & Huang, 2009; Rogers, 1995; Virvou, Katsionis, & Manos, 2005). They help one to optimize the learning activities of naval students, develop their corporate culture and teach them to establish tolerant relations. Since interactive methods enhance pedagogical interaction, communication, exchange of activities and their diversity, they manage to improve behaviour and activities of naval cadets towards patriotic education. Further elaboration of this issue is provided in the Results section.

Given the specifics of the discussed above, research methods are mostly theoretical and include the following: analysis and synthesis of philosophical and pedagogical literary sources, generalization, and systematization of the obtained results.

RESULTS

The introduction of interactive and communicative forms of personality-oriented education in patriotic education of naval cadets mostly depends on the invariants of a personality-oriented approach to the educational process. It is because naval students choose moral norms, values, lifestyles and thus acquire positive personal experience through their participation in such forms of learning. A prerequisite for fulfilling the goals of patriotic education is appropriate methodical training of university teachers. However, there are no original methods characteristic of especially patriotic education of students. One cannot develop students’ patriotic feelings, patriotic identity, spirituality, culture, independence, initiative, and sociality socialize with traditional methods only. In this regard, some scholars believe that interactive methods have proved to be most effective



concerning patriotic education as interactivity enables interpersonal cognitive communication and interaction between all education stakeholders (Blommaert, 2004; Buehl, 2013; Cunningham, & Hubbold, 2012; Jia, 2012; Merrill, & Merrill, 2020).

Debates, as a technology of group activity, have the great educational potential to implement patriotic education of naval cadets. They develop logic, critical thinking, systemic vision and teach students to recognize multiple approaches to solving educational and other problems. Importantly, debates should focus on a topic that 1) does not give preference to either party; 2) addresses significant issues; 3) is relevant and thought-provoking; 4) is in the form of an affirmative sentence; 4) is accorded with the curriculum (Davies, 2017). It must be noted that debates allow teachers to realize educational tasks to increase naval cadets' motivation towards patriotic actions since the opposing teams, which usually consist of three people, make arguments that confirm or refute the stated topic.

Osborn's (2012) brainstorming method can be used to identify as many different ideas as possible to solve a particular problem. In particular, the group chooses a facilitator to manage the discussion of the problem and a secretary to record the ideas. The basic rule of brainstorming is to forbid criticism of any idea, no matter how unusual it may seem. At the first stage, the group needs to generate ideas quickly. At the second stage, the group analyzes the ideas, considering them critically, although the rule is not to rush to reject and find the opportunity to apply any of the proposals. The third stage lies in presenting the results under the following principle: the most optimal solution, or two or three most successful proposals, or merely a practical and unusual proposal. There may be a fourth stage during which the group presents all the ideas, even remotely effective, that can be used to solve the problem (Osborn, 2012).

Below are methodical guidelines for using the brainstorming method:

1. One should formulate a problem in basic terms and determine its focal point.
2. One should not declare untrue ideas or stop researching any idea.
3. One should respect an idea of any kind, even if its relevance now seems questionable.
4. One should provide the support and encouragement necessary to help participants feel more relaxed.
5. One should evaluate and select ideas only after the meeting with the help of a group of experts participating in the discussion (Osborn, 2012).

The recommended number of participants ranges from 4 to 15 people, and the time from 15 minutes to 1 hour. The group of experts analyzes the statements of the participants and selects first the ideas that can be implemented and then those that seem the most original and optimal (Osborn, 2012).

Many scholars consider the method of projects as a pedagogical technology of the 21st century as it ensures multifunctional activities of participants, encourages them to show intellectual abilities, moral and communicative qualities, as well as develops their goal-setting, self-education, and self-organization skills (Alford, 2019).

It is also essential to consider the advantages of implementing the method of projects in patriotic education of naval cadets:

1. Students learn how to acquire and use knowledge independently and, consequently, solve new cognitive and practical problems.
2. Students improve their communication skills, i.e., the ability to work in different groups and perform different social roles (leader, performer, facilitator).
3. Students can get acquainted with different cultures and worldviews.



4. Students learn how to use research methods, namely, to collect the necessary information, facts, analyze them from different points of view, make hypotheses, draw conclusions (Alford, 2019).

The basic requirements for using the method of projects are as follows:

- 1) the presence of a relevant research problem/task, which requires integrated knowledge;
- 2) practical, theoretical, and cognitive significance of the expected results;
- 3) independent (individual, pair, group) activities;
- 4) the structurization of the project's content (including stage-by-stage results);
- 5) the use of research methods that involve a certain sequence of actions, described below.

As part of the method of projects, research methods require one

- 1) to identify the problem and related research tasks (using the brainstorming method and round table discussions during joint research);
- 2) to hypothesize their solutions;
- 3) to discuss research methods (statistical, experimental);
- 4) to discuss ways to design the final results (presentations, creative projects, reviews);
- 5) to collect, systematize and analyze the obtained data;
- 6) to formulate conclusions and identify prospects for further research (Bake, 2006).

Thus, one can conclude that the method of projects makes it possible to shape a cognitive component of patriotic education for naval cadets. Consequently, it allows one to expand their knowledge on the history of Ukraine, folk traditions, customs, and national culture due to independent research.

CONCLUSIONS

Given today's historical and socio-economic conditions, it is vital to abandon excessive ideology and ideological monopoly, schematism and formalism in the educational process, implement more effective educational technologies and, most importantly, create a new system of forming patriots using interactive methods.

The introduction of interactive methods helps solve important tasks of professional education for future naval specialists, including those of patriotic education. Indeed, interactive methods of patriotic education for future naval cadets ensure:

- 1) their socialization, disclosure of creative potential, development of inner freedom;
- 2) the formation of civic worldview;
- 3) the cultivation of patriotic qualities;
- 4) the preparation for future professional activities under the conditions of establishment and development of a democratic state governed by law.

We believe that the use of interactive methods in patriotic education of naval cadets will boost their positive motivation to consciously fulfil the social role of the citizen, develop their patriotic consciousness, activate their life position, and promote social responsibility.

Further research should aim to study the use of interactive methods in patriotic education of naval cadets in the experience of the developed countries (the UK, Germany, France, the USA).



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**THE MEANING OF WORK FOR THE ELDERLY
IN THE PERSPECTIVE OF SOCIAL CHANGES
IN THE EMPLOYMENT MARKET: POLISH DIMENSIONS**

ABSTRACT

In the 21st century, a time of dynamic civilisational, economic, technological and other changes, the approach to professional work, opportunities of employment as well as personal development and professional career is also changing. The transformation, the dynamic civilisation development, the globalisation and the so-called consumer revolution have significantly influenced the change in views on work and professional career. In this dynamics of transformations, older people, being retired, perceive both the changes and work in a slightly different way than young people entering the labour and employment market. This is due to their inclinations and features characteristic for their age and health condition. Besides, the functioning of seniors in the labour market is not easy in modern times. From the perspective of work in the 'volatile' employment market, it can be observed that, on the one hand, the duration of employment is getting shorter and shorter but in this short period of time, within a certain number of working hours, an employee has to 'deliver' as much as possible: ideas, initiatives and activities contributing to the development of the employing institution in order not to lose the already short period of employment and the possibility of adding new skills or achievements to the portfolio. Engaging older people in professional work, maintaining their activity in the labour market is possible with properly implemented social, economic, and educational policies with regard to older people. This paper focuses on the essence of work, its value and meaning for older people from the perspective of work activity and retirement experiences. It shows how work has shaped and continues to shape contemporary seniors and how they perceive themselves on the labour market and their own development opportunities.

Keywords: *older person, sense of meaning in life, values, work, professional growth, labour market, employment.*

АНОТАЦІЯ

У XXI столітті, в час динамічних цивілізаційних, економічних, технологічних та інших змін, змінюється також підхід до професійної діяльності, можливості працевлаштування, а також особистісного розвитку та професійного зростання. Трансформації, динамічний розвиток цивілізації, глобалізація та так звана споживча революція істотно вплинули на зміну поглядів на працю та професійну кар'єру. За таких динамічних трансформацій літні люди, перебуваючи на пенсії, сприймають зміни та працю децю інакше, ніж молодь, яка виходить на ринок праці. Це пояснюється їх нахилами та особливостями, характерними для їх віку та стану здоров'я. Крім того, діяльність людей похилого віку на ринку праці в наш час непростя. З точки зору зайнятості на «мінливому» ринку праці можна помітити,



що, з одного боку, тривалість зайнятості стає все коротшою, але за цей короткий проміжок часу, протягом сталої кількості робочих годин, працівник повинен «реалізувати» якомога більше ідей, ініціатив та заходів, що сприяють розвитку компанії (закладу) роботодавця, щоб не втратити і без того нетривале працевлаштування та можливість додати до портфоліо нові навички чи досягнення. Залучення літніх людей до професійної діяльності, збереження їхньої активності на ринку праці можливе при належній реалізації соціальної, економічної та освітньої політики щодо літніх людей. У статті зосереджено увагу на сутності праці, її цінності та сенсі для людей похилого віку з точки зору трудової діяльності та досвіду виходу на пенсію. Охарактеризовано процес формування людей похилого віку під впливом праці (в минулому і у сучасних умовах) та сприйняття ними самих себе на ринку праці й власних можливостей розвитку.

***Ключові слова:** літня людина, сутність сенсу життя, цінності, праця, професійне зростання, ринок праці, працевлаштування.*

INTRODUCTION

Work is an important component of human life. Through occupational activity a person improves their personality, increases their social competences and develops in various areas of social functioning. Through occupational activity an individual satisfies their basic needs as well as those of a higher order. Work accompanies man for a considerable part of his life. However, its changing nature as a result of global civilisational transformations means that most people in the course of their working life will have to change employment multiple times moving from work to training and further training or voluntary and compulsory breaks in employment (Pikuła, 2014; 2015).

With regard to the conditions of social change, it can be noted that the way work is perceived has been changing over recent years. This is mainly influenced by the intertwining of complex change processes associated with the ubiquitous scientific and technological progress and globalisation. Considering the effects of the omnipresent social and civilisational progress, one can see that its consequences have their repercussions in relation to work. As Stefan M. Kwiatkowski (2001) notes, their impact on ‘the structure of employment as well as the nature of human work and the work environment’, is visible: ‘some jobs are completely eliminated, resulting in the need to change qualifications’ (p. 22). This means that the transformations of the modern world generate the appearance of new professions, jobs, new forms of employment, expectations from employees and new types of careers. More and more often, only people who are flexible and have a rich, constantly supplemented range of qualifications, competencies and professional skills, guaranteeing participation in many professional projects, in different teams, carrying out specific tasks in a set time, have a chance to get a job while people of retirement age or already retired have an increasingly rare chance to continue work (Pikuła, 2018).

THE AIM OF THE STUDY

This paper focuses on the importance of work in the perspective of the meaning of life among elderly people of retirement age in relation to the dynamics of social change and the resulting changes in the labour and employment market, which is the main academic purpose of the content presented herein.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Modern labour market and the meaning of work

Work ‘may simply be a source of sustenance, but it may also be the most essential part of a person’s life, or it may be experienced as penance, as an unavoidable duty, or as a



development of universal human nature" (Mills, 1969, p. 359). As Mills (1969) notes, understanding work can be equivalent to accepting it as an external compulsion and is not a precondition for achieving full development; or it can be equivalent to a sense of satisfaction, or to accepting it as fulfilment, demonstrating the individual meaning of work. Work can thus be both a value considered higher than the other values, or its negation, something worthless due to uncertainty, low pay, and the risk of losing it at any time without explanation. It acquires particular importance for older people who are economically inactive, i.e. retired (Pikuła, 2017; 2018). As a matter of fact, work and the performing thereof is an important area of an individual's life activity. Both the everyday work that is not directly related to professional work and the work that retirees can undertake to satisfy their basic needs (including affiliation, usefulness, making life meaningful or economic security). Thus, work, especially in the eyes of older people, gives life a specific meaning and defines life's personal goals. Therefore, it constitutes, regardless of age, an extremely important element of the 'self-identification of the individual and the determination of their social position by others' (Szukalski, 2014, p. 11). By taking up paid work, an older person therefore experiences recognition resulting from the pursuit of their own interests, professional development, friendly interpersonal contacts or appropriately organised tasks to be performed. This, in turn, contributes to the achievement of satisfaction, the experience of the sense of hardship undertaken and fulfilment, and at the same time strengthens commitment to work (Łukasik, & Koćwin, 2013).

However, the functioning of seniors in the labour market is not easy in modern times. The transformation, the dynamic civilisation development, the globalisation and the so-called consumer revolution have significantly influenced the change in views on work and professional career, as well as the development of the 'poles of wealth and poverty' (Krzyszowski, 2010, p. 7). The adaptive model of work (stability of employment, one occupation at one place from starting work until retirement) along with the career associated with it has changed dramatically (Pikuła, 2017). This means that due to age and previous workplace experiences, an older person is oriented towards stability and adaptation, and finds it a little more difficult to take action for change, may not find their place in the labour market and consequently have a feeling of being useless and unnecessary. Unfortunately, modern times are characterised by the devaluation of the notion of "work" and "working time". These concepts "have been 'purged' of connotations and meanings that are antithetical relative to the discipline of capitalist labour. In the process of industrialisation, the cycles of work and rest that previously accompanied the nature and rhythms associated with their respective tasks achieve their own steady dynamics and gradually become indifferent to traditional contexts of meaning and importance" (Adam, 2009, p. 497). From the perspective of work in the 'volatile' employment market, it can be observed that, on the one hand, the duration of employment is getting shorter and shorter but in this short period of time, within a certain number of working hours, an employee has to 'deliver' as much as possible: ideas, initiatives and activities contributing to the development of the employing institution in order not to lose the already short period of employment and the possibility of adding new skills or achievements to the portfolio. One can talk about a certain paradox of work. On the one hand, the possibility of working, being employed in a particular place gives a person many opportunities for development, promotion and gaining new experiences; on the other hand, however, it deprives them of experiencing universal human values (trust, responsibility, dedication and the essence of work) and needs (of belonging, unconditional acceptance, full



development and freedom) (Pikuła, 2014; 2015). Hence, it is so difficult for older people to remain in the dynamically changing labour market and continue working beyond retirement age. This, in turn, translates into making life meaningful for older people through the prism of life achievements, especially professional work. In fact, making sense of life, reflecting on it, interpreting it, recalling one's own successes, achievements and failures, the balance of life is particularly characteristic of the period of old age and 'stems from one's system of personal meanings created around accepted values, goals and completed individual tasks' (Oleś, 2000, p. 228).

Old age is the stage of life when practically everyone asks themselves questions about the meaning of human existence. It is particularly often associated with the moment of retirement. Then a person begins a new stage of life, often a difficult period because it is equivalent to blocking the pursuit of the meaning of life. The difficulties that arise in finding a new role or a new activity commonly lead to a breakdown in the meaning of life. This is due to the fact that, as V. Frankl (1976, p. 76) emphasises, 'Man does not want to exist at all costs but what he really wants is to live with a meaning. What is important and decisive for existence is not its duration, but the fullness of its meaning'. This is why personal factors are so important in the experience of old age, including the sense of meaning in life, attitude towards old age and passing, experiences and health (Zych, 2009) manifested in various types of activity, especially professional.

The meaning of life can be pursued in many ways. For example, 'by perceiving cause and effect relations, existential experience, activity directed at meaning and value, subjective involvement in values, personal religious life, experiencing beauty, experiencing goodness, adopting a dignified, personal attitude and similar ways of subjective participation in life' (Popielski, 2007, p. 25). On many occasions, the loss of meaning or hope appears at the moment when an elderly person retires and ends the previous life activity. It is then that they most often experience abandonment and loneliness, lose the purpose of life which gives meaning to life. As Popielski (1993) notes, the problem with the meaning of life appears when 'there are no valuable goals, when they turned out to be unreliable, false, improperly set and groundlessly absolutised, when they become insufficient and lose their power of orientation, reference and attraction, and when they cease to motivate (pp. 189–190). And this happens when the older person loses contact with the workplace, the people in it and the tasks in which they used to engage. The lack of purpose and involvement in what keeps a person alive and makes their everyday life more meaningful, routine and repetitive busywork (Łukasik, 2014), can lead to a loss of meaning in life, mental disorders, etc. Therefore, it is so important to keep an elderly person active, wherein it is especially important to maintain activity relating to work.

Piotr Błędowski (2013) believes that despite numerous changes in the labour and employment market, it is possible to 'exploit the potential of seniors as active participants in economic life and maintain their presence in the labour market', which requires the accomplishment of several objectives:

- 1) 'preventing economic, digital and technological exclusion;
- 2) creating incentives for older people to remain in the labour market;
- 3) creating conditions for using the potential of older people as active participants in economic life and the labour market;
- 4) promoting the principles of corporate social responsibility and age management among employers;



5) promoting awareness of the principles of the silver economy among commercial and non-commercial actors' (p. 60).

Thus, engaging older people in professional work, maintaining their activity in the labour market is possible with properly implemented social, economic, and educational policies with regard to older people. The following part of the paper presents data from research confirming the value of work and the meaning it gives to older people as well as the possibilities of using the potential of older people in the labour market today, in the dynamically changing world.

Methodological assumptions of the study

This chapter presents excerpts from my research on older people's professional work in the perspective of the meaning and sense of work itself, as well as the development made possible through it. The research was conducted in a mixed quantitative-qualitative paradigm between 2016 and 2020. A total of 180 seniors living in Southern Poland participated in the study. The main methods of data collection used to conduct the study were survey and author's own tool in the form of a survey questionnaire and qualitative in-depth interview (Babbie, 2006). The main research question to which an answer was sought for the purpose of this paper was, 'What value and meaning do seniors give to their work?' Non-probabilistic (non-random) sampling was used in the research (ibid., p. 625). When selecting the group, the age classification proposed by the World Health Organization (WHO) was followed, and seniors aged 60 and over were invited to participate in the study.

RESULTS

Older people in relation to work and employment in the light of own research results

The description focuses on showing the general tendencies characteristic of the entire group of respondents with regard to the research question and the attempt to answer it.

Work as a value occupies a paramount place in the lives of older people (Pikuła, 2018). Thanks to work, the subjects satisfied and still satisfy not only the basic needs (material considerations), but they also could and still can satisfy educational, self-realisation, allocentric, pro-social and other needs.

Work during professional activity gave the seniors surveyed a guarantee of employment, stability of work and economic resources. It is defined by the respondents as a passion, mission, love of life, opportunity to achieve satisfaction and security. Performed with commitment, it provided opportunities for education, development, and establishing and maintaining friendship until the present moment. It helped shape personalities, traits and attitudes, including self-confidence, patience, meticulousness, independence and self-respect. If work evoked negative memories, these were due to the fact that it was a necessity, a burden, a duty, a cause of loss of health or neglect of the family (Pikuła, 2018).

Work in addition to retirement benefits has a different dimension for seniors; they define its value and meaning a little differently. Work is all activities – useful to society and family, undertaken also for the good functioning of the home, the family and themselves. They work to make life meaningful, to feel useful, meaningful and valuable. Work gives them pleasure, satisfaction, enables them to be active; thanks to involvement, they are motivated to live and life becomes meaningful (Pikuła, 2018). Work allows them to take care of themselves, serve others and act for their benefit (volunteering and social activities) and develop themselves. Thanks to work before reaching retirement age, respondents have guaranteed retirement benefits, a fixed income, and therefore often undertake unpaid activities/work. Some recall their professional activity with fondness and would gladly



return to it if it were not for the loss of health and age of life (Pikuła, 2017). The respondents who work from a pensioner's perspective do not focus on the educational and social aspects of work. The survey shows that the elderly perceive work as something that dignifies a person's life, gives it meaning and allows to satisfy the basic needs of themselves and their loved ones.

From the perspective of the meaning of life, the developmental aspect that was and is provided by work is extremely important for the seniors in the survey (Pikuła, 2018) despite the fact that due to the natural aging process, they are not able to follow all the novelties, trends in work and in the employment market. Nevertheless, the developmental aspect is significant, especially for personal fulfilment as well as making life more meaningful.

The study shows that older people whose working lives began in the post-war years believe that the first stage of their professional development was education at general secondary school or vocational school as well as their own skills development in non-formal education. The possibility of rapid social advancement and the acquisition of good financial resources motivated the respondents to develop. Along with the desire for development and change of economic status, the respondents were also motivated to develop by the prospect of attaining high positions, including managerial positions in the workplace. Factors which, according to the respondents, determined their development and success were: good health and support from their own family and family of origin, as well as forbearance of the spouse and lack of family or personal problems. Difficulties that appeared on the way of their professional development were mainly due to poor economic situation, to negative attitudes and personal characteristics of the managers at the workplaces and lack of support from the family and lack of forbearance of the husband – this was especially true for women who devoted more time to their own family than to professional development, especially in the first years of work (Pikuła, 2017; 2018).

In the final assessment, seniors in the survey are satisfied with their professional development and feel satisfaction and fulfilment in their professional and personal lives; they confirm that work gives meaning to life. In their opinion, commitment, intrinsic motivation, willingness to achieve a good material status and stability and guarantee of employment were important for their professional development (no short-term contracts, change of place of employment as a choice, not a necessity; respondents usually worked in one company during their whole professional life). They also observe that their work experience is quite different from what is characteristic of the contemporary labour market and employment. They would not necessarily know how to find their place in it. However, this does not change the fact that work is of value to them, and the possibility of working part-time or on commission gives them a sense of usefulness and of sharing their experience with the younger generation. Seniors who are not active in professional work maintain their experience by being involved in activities of daily living, as well as helping to raise grandchildren. Thus, work gives meaning to the lives of older people, and work experience still allows them to take on new challenges even though they do not necessarily follow the challenges of the changing modern world and the labour and employment market because of developmental reasons (late adulthood) and age- and health-specific opportunities. Their involvement in professional work allows them to be active in their retirement and to undertake activities according to their needs and abilities.



CONCLUSIONS

Work, regardless of the meaning we attach to it, touches on an extremely important area of human activity. This includes physical activity as well as cognitive, emotional and social activity, etc., which in effect gives a person's life a specific meaning and sets goals in this area for a number of decades. In relation to older people, it is of particular value in making life meaningful. It is not about prestige aspirations inherent in professional activity being the priority for older people as these 'gradually lose their significance in favour of an increased need for acceptance from the environment' (Trafiałek, 2003, p. 106). What is important is the feeling of being a useful, valuable person whose experience and life wisdom in relation to professional activities is as important as modern technological solutions.

Further research should aim to specify the importance of work in the perspective of the meaning of life among elderly people in the pan-European dimensions.

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JOINT PHD PROGRAMS AS AN EFFECTIVE TOOL FOR THE INTERNATIONALIZATION OF HIGHER EDUCATION IN GERMANY

ABSTRACT

The paper focuses on the process of internationalization of higher education in Germany as one of the factors that ensures international cooperation in education and science, strengthens competition in the global educational market, improves the quality of future professionals' training. The study considers the specific features of joint degree programs for training Ph.D. students in German universities and reviews three main types of these programs, namely: a research project within a pre-defined research topic; previously developed schemes of academic cooperation; the program of obtaining a joint Ph.D. degree in universities of the doctoral student's choice (which do not yet have a formal cooperation agreement). It was found that joint degree programs provide the prospective Doctors of Philosophy with the opportunity to conduct their doctoral studies in two universities. The training plan is developed jointly by two or more higher education or research institutions, so that doctoral students are enabled to conduct research based on several universities or research institutions, while receiving simultaneous scientific consulting from several experienced scientists. It was determined that these programs stimulate mobility and intercultural exchange, significantly increase the competitiveness of their graduates, promote greater transparency and alignment of curricula through mutual recognition of scientific degrees, as well as the establishment of close inter-academic contacts. Key institutions promoting and coordinating the development of the internationalization of higher education in Germany include the Federal Ministry of Education and Research (BMBWF), the German Research Foundation (DFG), the German Rectors' Conference (HRK), the German Academic Exchange Service (DAAD), Alexander von Humboldt Foundation (AvH), and others.

Keywords: *internationalization, higher education, universities, international mobility, joint Ph.D. programs, dual Ph.D. programs, Doctor of Philosophy, Germany.*



АНОТАЦІЯ

Стаття присвячена вивченню процесу інтернаціоналізації вищої освіти в Німеччині як одному з чинників, що забезпечує міжнародне співробітництво в галузі освіти та науки, посилює конкуренцію на світовому освітньому ринку, підвищує якість підготовки майбутніх фахівців. У розвідці розглянуто особливості спільних ступеневих програм підготовки докторів філософії в німецьких університетах та їх три основні типи, а саме: дослідницький проєкт у межах попередньо визначеної дослідницької теми; попередньо створені схеми академічної співпраці; програма отримання спільного ступеня доктора філософії в університетах за вибором докторанта, які ще не мають офіційної угоди. З'ясовано, що спільні ступеневі програми дають майбутнім докторам філософії можливість розподілити навчання в докторантурі між двома університетами. План підготовки фахівців розробляється спільно двома або більшою кількістю закладів вищої освіти або дослідницьких установ, завдяки чому докторанти мають змогу проводити дослідження на базі декількох університетів чи дослідницьких закладів, отримувати наукову консультаційну підтримку одночасно у декількох досвідчених науковців. Визначено, що зазначені програми стимулюють мобільність і міжкультурний обмін, значно підвищують конкурентоспроможність випускників, сприяють більшій прозорості та узгодженню навчальних програм між собою шляхом взаємного визнання наукових ступенів, а також встановленню тісних міжакадемічних контактів. До ключових інституцій, що сприяють і координують розвиток інтернаціоналізації вищої освіти Німеччини, належать Федеральне міністерство освіти і досліджень (BMBWF), Німецьке науково-дослідне товариство (DFG), Конференція ректорів закладів вищої освіти Німеччини (HRK), Німецька служба академічних обмінів (DAAD), Фонд імені Александра фон Гумбольдта (AvH) та ін.

Ключові слова: *інтернаціоналізація, вища освіта, університети, міжнародна мобільність, спільні ступеневі програми підготовки докторів філософії, доктор філософії, дуальні програми підготовки докторів філософії, Німеччина.*

INTRODUCTION

The extraordinary dynamism of the modern world, the strengthening of the interdependence of national economies, varied intercultural interaction have all led to a large-scale process of internationalization and comprehensive integration of countries into the knowledge and innovation exchange. In the last few decades, internationalization has defined the vectors of higher education development around the world. Communiqué of 2009 World Conference on Higher Education: *The New Dynamics of Higher Education and Research for Societal Change and Development* emphasizes the need to develop international cooperation in higher education on the basis of solidarity and mutual respect by facilitating the transfer of knowledge between countries. The utmost goal for higher education is seen in strengthening partnerships at international levels to assure the quality and sustainability of higher education globally.

The internationalization of higher education is one of the factors that ensures international cooperation in the field of education, facilitates competition in the global education services market, improves the quality of training of future professionals. In most countries of the world, internationalization strategies are being developed at the national level, which, in addition to solving a substantial number of problems in the field of economics, culture and politics, should contribute to further development of university



education. One of the EU countries that pays considerable attention to this issue is Germany. In our opinion, studying the best experience of this country will promote a better understanding of the essence, potential, as well as the impact of internationalization on the development of higher education system in Ukraine.

THE AIM OF THE STUDY

The aim of the study presented is to characterize the main features of joint Ph.D. programs in universities and research institutions of Germany as one of the effective tools for the internationalization of higher education, as well as to consider the activities of the key institutions that coordinate and promote this process.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The issues of internationalization of education ‘as a multifaceted and multidimensional phenomenon of modernity, which determines the level of development of each state in national and global contexts’ (Soloshchenko, 2011) have been covered by numerous scientific studies conducted by both Ukrainian and foreign researchers. The theoretical basis of our study is constituted by the scientific works of N. Avshenyuk (2010, 2013, 2015, 2017), M. Debych (2019), O. Ohienko (2012), L. Otroshchenko (2011), O. Patsukevych (2018), A. Shakirova (2018), V. Soloshchenko (2011, 2017), etc. To achieve the set aim, the authors of the paper used a set of theoretical methods, such as the analysis of Ukrainian and foreign scientific sources as well as Internet resources on the research problem; systematization of the results of the theoretical analysis; generalization of the received information in the form of theoretical considerations concerning the specific features of internationalization of higher education in Germany.

RESULTS

Nowadays, Germany maintains a leading position in the world market of higher education services – universities of this country have high reputation not only in Europe but also worldwide; German higher education system, characterized by the harmonious combination of old university traditions and innovative methods of educational management, fundamental theoretical education and research activities, is fairly considered a generally accepted standard of training.

For a considerable time, Germany has been one of the world's favorite countries to study and pursue research activities. According to the 2021 study by the German Academic Exchange Service (German: Deutscher Akademischer Austauschdienst – DAAD) and the German Center for Higher Education Research and Science Studies (German: Deutsches Zentrum für Hochschul- und Wissenschaftsforschung – DZHW), in the winter semester of 2019/2020 the number of foreign students studying at German universities came up to 319,902 people. The number of foreign students who were obtaining a doctoral degree during the same period was 27,869, which is 8.7 % of the total number of foreign students, thus making the country one of the most favored research destinations.

The predominant number of international students come to Germany from China, India, Russia, Austria, Italy, France, Cameroon, Ukraine, Turkey and Bulgaria. Austria, the Netherlands, Switzerland, the United Kingdom, the United States, France, China, Sweden, Denmark, and Hungary are among the most popular countries in the world where German students pursue higher education (Debych, 2019).

Such a high level of demand for Germany among international students indicates the strengthening of the position of the country's universities in the international market and a purposeful and comprehensive process of internationalization of higher education, which has been the object and subject of federal policy in the recent decades.



The directives of the Federal Ministry of Education and Research of Germany (German: Bundesministerium für Bildung und Forschung – BMBF), which were presented at the conference of rectors of higher educational institutions in Germany in 2008, covered three types of strategies for internationalization of higher education in the country: traditional (type A), casuistic (type B) and strategic or perspective (Type C). The strategic directions of internationalization of university education were also defined on this basis, namely: internationalization of university education within the Humboldtian model of university (any changes and innovations are denied, world processes of globalization, internationalization is completely ignored); internationalization of university education in the context of requirements of the Bologna process; internationalization of university education within its own innovative projects (Soloshchenko, 2017; Ohienko, 2012).

According to the defined strategies of internationalization in the development of German higher education, researchers identify the following trends: orientation of the structure and content of curricula and programs on international perspectives; growth of initiative to support international projects; increasing number of students and young researchers mobility through study, internships and conducting research activities abroad; increasing opportunities for learning foreign languages; introduction of a national qualification framework (Otroschenko, 2011).

One of the effective tools for internationalization and cooperation within the European Educational Area is joint Ph.D. programs (jointly supervised or jointly awarded Ph.D./doctorate, gemeinsame Promotion, binationales Promotionsverfahren, Cotutelle de thèse). An annual increase in the number of German universities offering joint Ph.D. programs is currently observed.

Joint Ph.D. is an innovative integrated program that offers unique opportunities for the best guidance of Ph.D. students in a pan-European context. The proposed programs provide the candidates with the opportunity to distribute doctoral studies between two prestigious universities. Such programs stimulate mobility and intercultural exchange, as well as increase the international competitiveness of Ph.Ds. Another objective of developing such programs is to promote greater transparency and align European curricula through mutual recognition of degrees.

In the frameworks of a joint Ph.D. program, the curriculum and research activities plan are developed jointly by two or more universities. This enables doctoral students to conduct research using the facilities and resources of several universities or research institutions and receive scientific consulting from several experienced scientists working in the compatible fields. As a result, such studies become interdisciplinary and stimulate the development of allied sciences, and in some cases even contribute to the formation of fundamentally new research directions.

It is also essential to note that in the case of a joint Ph.D., the degree of Doctor of Philosophy is awarded by two institutions simultaneously. Namely, this type of training does not mean that the doctoral student is merely supervised by one research advisor at one university and provided with informal consultations from another researcher at another university but assumes that a Ph.D. student is fully registered at two universities, has to comply with admission requirements and assessment rules in both institutions, and that this will lead to either two doctoral degrees (double Ph.D.) or one jointly obtained doctorate (one diploma with the logos of two universities – joint Ph.D.) (Avshenyuk, 2013). The reason why universities offer double degrees rather than joint degrees is often practical if, for instance, the law of one country does not allow awarding joint degrees. The very



concept of obtaining a double Ph.D. degree, which is of French origin, provides for joint academic consulting or co-tutelle. This approach ensures the acquisition of an integrated educational and research experience that, from the outset, requires that the doctoral student be supervised by two experts and have access to both research environments for the benefit of the research itself.

There are three main types of joint Ph.D. programs that take different amount of time and effort to implement:

- Research projects within a pre-defined research topic (which is already being worked out jointly by the two universities);
- Pre-established schemes of academic cooperation (between 2 or more institutions) - co-tutelle agreements;
- Joint or double Ph.D. programs to be implemented by two universities that do not yet have a formal agreement.

Most frequently, joint Ph.D. programs are seen as a means of enhancing research collaboration between two universities, which often employ leading research experts in a particular field.

It should be stated that joint Ph.D. degrees, being the result of universities' cooperation, are considered prestigious because doctoral students have access to communication with leading researchers in their field of their interest, which provides them with fantastic opportunities and distinguishes them from other researchers, making more competitive. Other obvious advantages are the following:

- access to additional research facilities and resources of different countries;
- gaining experience in using two culturally different approaches to conducting research;
- experience of participation in international academic mobility;
- formation of social skills and competencies, such as negotiation skills, usage of video conferencing, adaptability etc.;
- the possibility of creating additional international networking opportunities for future research prospects.

Although obtaining a joint Ph.D. is a very specialized type of research activity, such programs are undoubtedly beneficial in the case of comparative research, research projects that require the use of equipment or resources available at foreign universities, and when it is required to involve local industrial or public sector of a foreign country.

University administrations look for cooperation with other institutions, which are equal or expert, to teach and conduct research jointly, so they are willing to enter formal agreements. It is, however, regrettable that such joint programs are not always supported with centralized budgetary sources. Currently, within Germany, joint Ph.D. programs are funded by the German Research Foundation (German: Deutsche Forschungsgemeinschaft – DFG) and the German Academic Exchange Service (German: Deutscher Akademischer Austauschdienst – DAAD).

The DAAD brings together all German higher education institutions and promotes international cooperation through the exchange of researchers. The main functions of this organization include: attracting foreign young scientific elite to study and conducting research in Germany; organizing advanced training for German young researchers; providing assistance for growing economies and Eastern European reformer countries in building structures at the third level of higher education, as well as supporting research in



the field of the German language, literature and regional studies in higher education institutions of other countries (Shakirova, 2018).

The German Research Foundation (DFG) supports and coordinates research programs of German research institutions, promotes international cooperation of scientists, internationalization of German higher education institutions, as well as consults parliaments and non-governmental organizations on science and research activities (Satzung der Deutschen Forschungsgemeinschaft, 2019).

In addition to the above-mentioned organizations, the process of internationalization of higher education in Germany is financially supported by the Federal Ministry of Education and Research (German: Bundesministerium für Bildung und Forschung – BMBF), the German Rectors' Conference (German: Hochschulrektorenkonferenz – HRK) and the Alexander von Humboldt Foundation (German: Alexander von Humboldt-Stiftung – AvH).

Thus, the Federal Ministry of Education and Research of Germany promotes the internationalization of higher education through exchange programs for students, young researchers ("studieren weltweit - ERLEBE ES!", "Programm zur Steigerung der Mobilität von deutschen Studierenden" (PROMOS), ERASMUS-Programm, Fulbright-Kommission, etc.), bilateral initiatives that fund mobility programs, as well as doctoral and research programs. Accordingly, within the framework of intergovernmental agreements, the Franco-German University (German: Deutsch-Französische Hochschule – DFH) was established, whose activities are aimed at strengthening cooperation between France and Germany in the field of higher education and research. Today, the German Federal Government also funds 22 projects for German universities abroad, including the German University in Cairo (GUC), the German Jordanian University (GJU) and others (Internationalisierung der Hochschulen, 2021).

The German Rectors' Conference (HRK) serves as a platform for the process of forming general policies of universities and methods of their implementation. As part of the *HRK-EXPERTISE Internationalisierung* project, which is aimed at support of German universities in creating the necessary conditions for successful internationalization, HRK helps universities to work out and further develop internationalization strategies, to identify and disseminate best practices, exchange knowledge and experiences, and to cooperate within the entire university system (Hochschulrektorenkonferenz. Aufgaben und Struktur, 2021).

The purpose of the Alexander von Humboldt Foundation (AvH) is to promote science and research, build intercultural understanding by awarding scientific scholarships and grants to highly qualified foreign researchers for conducting research in Germany, and take other measures to enhance international scientific cooperation and encourage scientific contacts and support (Stiftungssatzung der Alexander von Humboldt-Stiftung, 2017). For instance, *Humboldt Research Fellowship (Humboldt-Forschungsstipendium)* allows young foreign researchers to conduct long-term research (6-24 months) in Germany. A prerequisite for receiving such a scholarship is the availability of academic publications (Patsukevich, 2018, p. 167).

The foundations mentioned are the largest funding groups, while there are many other groups and organizations that support individual researchers and research projects, including: Fraunhofer Gesellschaft, The Helmholtz Association, The Leibniz Association, The Max Planck Society, StipendiumPlus, Academies of Sciences and Humanities, Robert Bosch Stiftung, The Volkswagen Foundation, The Deutsche Bundesstiftung Umwelt, The Klaus Tschira Stiftung, The German Foundation for Peace Research, The German Federation of Industrial Research Associations (AiF) and many others. In addition, with the



financial support from the Federal Ministry of Education and Research, the Consortium for International Marketing Research (CIMaR) was established to serve as global informal networking community of scholars working in the field of international marketing.

Another central marketing instrument, comprised in the Federal Government's internationalization strategy to promote Germany as favorable research and innovation hub, is the *Research in Germany* initiative that is aimed at sustainable introduction and maintenance of a positive, innovation-oriented image of Germany that is to be seen internationally as a destination for conducting research with different focal points and target groups. The *Research in Germany* initiative is supported by means of the German Academic Exchange Service (DAAD), the German Research Foundation (DFG), the Fraunhofer-Gesellschaft (FhG), the international campaigns of the Federal Ministry of Education and Research (BMBF) and the services offered by the German Centres for Research and Innovation (German: die Deutschen Wissenschafts- und Innovationshäuser – DWIH).

The *Research in Germany* web portal was also set up as a central platform for providing English-language information on research in Germany. The website is edited by the German Academic Exchange Service (DAAD) and provides regular information on the latest research options, career opportunities for researchers, funding programs and changes in the German research policy.

Besides, there are several programs in the European Union that offer scholarships for joint research, such as joint doctoral programs Erasmus Mundus, U21 Joint Ph.Ds. But it should be considered that most doctoral students who intend to undertake the joint Ph.D. program will have to compete with applicants for a “normal” degree, which is seen as more traditional and understandable by the vast majority of potential research advisers.

CONCLUSIONS

That way, the study presented in the paper makes it possible to conclude that due to the successful process of internationalization of higher education, which is given great attention to in Germany, the country maintains the leading position in the global education market. Germany is working hard to strengthen its position as a world center for higher education and research.

An important and effective tool for internationalization and cooperation within the European Educational Area in the field of training Doctors of Philosophy is joint Ph.D. programs (jointly-awarded Ph.D., Cotutelle de thèse), which provide candidates with the opportunity to distribute doctoral studies between two or more universities, thus allowing to conduct research using the resources and facilities of several universities or research institutions, receive scientific consulting support simultaneously from several experienced scientists. In addition, depending on the legal basis, graduates are awarded either one Ph.D. diploma, certified by two universities, or two separate diplomas from each university.

These programs stimulate mobility and intercultural exchange, significantly increase the competitiveness of their graduates, promote greater transparency and alignment of European curricula through mutual recognition of academic degrees, as well as the establishment of closer inter-academic contacts. The key sources of funding and advisory services for joint Ph.D. programs are the Federal Ministry of Education and Research (BMBF), the German Research Foundation (DFG), the German Rectors' Conference (HRK), the German Academic Exchange Service (DAAD), Alexander von Humboldt Foundation (AvH) and others. Advisory services and opportunities provided by these organizations require further considerations and are the focus of our further research.



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BORDER GUARDS' FOREIGN LANGUAGE TRAINING IN THE EUROPEAN UNION COUNTRIES AND UKRAINE: COMPARATIVE STUDY

ABSTRACT

The article reveals the results of the comparative study of the foreign language training of border guards in the European Union countries and Ukraine. It has been established that the Basic training program at the Main Training Center of the Personnel of the State Border Guard Service of Ukraine is to a great extent harmonized with the Common Core Curriculum for basic training of European border guards and is in line with the Sectoral Qualifications Framework for border guarding in European Union countries. A comparative analysis of compliance of foreign language training subjects in the system of training of personnel of the European Union border guard agencies revealed certain professionally-oriented topics, that are missing from the Ukrainian basic training program for border guards. Absence of the mentioned subjects can be explained by their peculiar features characteristic for European Union border guard' functions, including different border guard services structure, key European border security related documents. Some of the absent subjects are partially covered in the Ukrainian training program, such as "Cross-border crime" which envisages types of crimes, criminals, smuggled goods, weapons and is studied within the topic "Border checks", the subject "Apprehension, detention and return" is partially covered in the topics "Conflict resolution" and "Border checks". Also, there are subjects almost completely absent from the national training program, such as: "Fundamental rights", "Providing first-aid", "Public service", although the national training program includes basic principles, case studies and role-plays on these subjects. Thus, the prospects for further scientific research encompass studying the possibility of practical implementation of the European experience of border guards' foreign language training into the system of personnel professional training of the State Border Guard Service of Ukraine.

Keywords: professional foreign language training, border guards, common educational standards, European Union countries.

АНОТАЦІЯ

У статті розкрито результати порівняльного дослідження інішомовної підготовки прикордонників у країнах Європейського Союзу та Україні. Встановлено, що Базова програма підготовки українських прикордонників у Головному центрі підготовки персоналу Державної прикордонної служби України значною мірою узгоджена із Уніфікованою програмою базової підготовки європейських прикордонників та відповідає Галузевій рамці кваліфікації сфери охорони кордону країн Європейського Союзу. Проведений порівняльний аналіз відповідності тематики інішомовної професійної підготовки системи спільної професійної підготовки персоналу в країнах Європейського Союзу виявив окремі професійно-орієнтовані теми,



які відсутні у вітчизняних програмах підготовки прикордонників базового рівня. Відсутність згаданих тем пояснюється характерними особливостями європейських прикордонних відомств, такими як: структура європейських прикордонних служб, основні нормативно-правові документи Європейського Союзу пов'язані зі сферою охорони кордону. Деякі відсутні теми в українській програмі підготовки прикордонників висвітлено частково, такі як: «Транскордонна злочинність», яка вивчається в рамках теми «Прикордонні перевірки»; тема «Затримання, утримання та повернення» частково висвітлена у темах «Вирішення конфліктів» та «Прикордонні перевірки». Також є теми, які майже повністю відсутні в національній програмі підготовки: «Основоположні права людини», «Надання першої медичної допомоги», «Публічні функції», хоча основні принципи, кейси та рольові ігри за цією тематикою національна програма підготовки охоплює. Перспективами подальших наукових досліджень є питання практичного впровадження європейського досвіду іншомовної професійної підготовки прикордонників у практику освітнього процесу українських прикордонних закладів освіти.

Ключові слова: професійна іншомовна підготовка, прикордонники, спільні освітні стандарти, країни Європейського Союзу.

INTRODUCTION

Today, the State Border Guard Service of Ukraine (SBGSU) actively participates in the international cooperation projects, in particular, in the field of border guards training with different counterparts across the globe. Participation of Ukrainian border guards in such initiatives, especially with the European Union (EU) countries provides the opportunity to develop and improve the national border guard authority, using the best state-of-the-art tools and practices of European law enforcement agencies; get acquainted with the latest technologies in the field of the state border protection; utilize modern personnel training methods in order to improve professional training of Ukrainian border guards and enhance the image of the SBGSU among law enforcement agencies in the European and world arena (Balendr et al., 2019).

Nowadays, in the sphere of border protection the importance of improvement of the quality of the personnel training involved in border control on the EU external borders, along with increasing pressure of illegal immigration and threat to border security of the EU member states, the requirements to border guards' professionalism and ability to operate in a multinational environment are tightened (Zalitis et al., 2016).

In the view of the modern world challenges, the EU countries came up with an idea not to replace national systems of training, but to adapt their training frameworks to allow border guards from different countries to perform their service duties together, according to the principles of interoperability and Integrated Border Management Concept, which requires border guard activities to be compatible. It becomes important during joint operations at the EU external borders, when personnel from different agencies can use the same methods, standards and terminology. Therefore, the SBGSU Administration decided to participate in joint educational projects of the EU Member States in order to continue adaptation of the system of Ukrainian border guards' training according to European and world standards. Ukraine is now among the countries, which have signed the working agreements with Frontex and the share of SBGSU participation is increasing each year

Thus, the problem of border guards' foreign language training in Ukraine requires adaptation and harmonization with the all-European educational standards in order to



ensure the preparation of border guards with a high level of professional competence, interoperable, the “new face at the border”, those who are well-socialized, mobile, ready to perform service duties in challenging and multicultural environment.

THE AIM OF THE STUDY

The aim of the article is to perform a comparative analysis of the border guards’ foreign language training in the EU border guard agencies and Ukraine in the context of the border guards’ common training standards. Besides, the study aims to shed the light on the implementation of best European experience of foreign language training in the border guard educational institutions of Ukraine.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The common training of European border guards is conducted under the auspices of Frontex Agency – an organization which provides border security of the EU external borders. The agency actively promotes the development of the European Integrated Border Management Concept, which involves the use of best practices in education and training of border guards, ranging from basic operating level to tactical and strategic management, developing of a common border guard culture and common practices in the EU in order to ensure interoperability and efficient cooperation of the personnel of the EU border guard authorities (Balendr, 2018).

The modern requirements for border guards’ interoperability in EU puts forward the issue of enhancing professional training on the basis of common educational standards, in particular what concerns foreign language training. The peculiarities of specialists’ foreign language training in international educational space have been studied by both Ukrainian and foreign scholars: the problems of implementation of European educational standards in Ukraine (Bidiuk et al., 2018); the survey of the in-service training course on basic English professional terminology implemented in the State Border Guard College of the Republic of Latvia (Zukova et al., 2016); development of the Sectoral Qualifications Framework for Border Guarding (Peres et al. 2017). The peculiarities of border guards’ professional training are considered in such key EU documents as: Declaration of the European Ministers of Vocational Education and Training (“Copenhagen Declaration”); European Qualifications Framework for lifelong learning; Council Recommendation on the validation of non-formal and informal learning; Bordeaux Communiqué on enhanced European cooperation in Vocational Education and Training.

In the sphere of border protection, the key documents, which were developed and implemented by all EU countries is Sectoral Qualifications Framework for border guarding (Sectoral Qualifications Framework for Border Guarding, 2013), Common Core Curriculum (CCC) for border guards’ basic training (Common Core Curriculum for Border and Coast Guard Basic training, 2017) in EU. Accomplishing the tasks of the article necessitated using the following research methods: critical and logical analysis of pedagogical literature; comparative study of the concepts, trends in the law-enforcement foreign language training; pedagogical observation, collection and generalization of data, analysis of EU legislation and policies in the sphere of border guards’ professional training.

RESULTS

Border guards’ ability to communicate effectively with foreigners, conducting interviews, giving thorough instructions is one of the key requirements for effective border control both at the EU external and internal borders. Knowing a foreign language makes the border guards-travelers’ interaction and the border check procedure more productive and less stressful for both of the parties (Zukova et al., 2018).



The foreign language competence of the European border guards is stressed upon in some of the key EU documents. The EU Regulation 2016/399 (Schengen Borders Code), Article 16 states that "...member states, with the support of the Frontex, shall encourage border guards to learn the languages necessary for the carrying-out of their tasks" (Regulation of the European Parliament 399, 2016). According to Article 62 of the EU Regulation 2019/1896 of the European Parliament and of the Council of 13 November 2019 on the European Border and Coast Guard "The Agency should further develop Common Core Curricula and adequate training tools for border management and return, including specific training on the protection of vulnerable persons, including children. The Agency should provide the members of the standing corps with specialized training relevant to their tasks and powers. The Agency should be authorized to organize training activities in cooperation with Member States and third countries on their territories" (Regulation of the European Parliament 1896, 2019). Common Core Curriculum for European border guard basic training includes minimum standards for basic level border guards training highlighting that "...apart from performing their tasks and duties in their national language, border and coast guards must also prove their proficiency in English, the EU official language, in order to be able to serve all the persons involved in regular or irregular border crossing and also to cooperate with their foreign counterparts in joint operations" (Common Core Curriculum for Border and Coast Guard Basic training, 2017).

The State Border Guard Service of Ukraine has become an active participant of all-European initiatives in border guards' professional training. The cadets of the Main Training Center of the personnel of the SBGS of Ukraine and Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine actively participate at the professionally-oriented training courses both online and in contact. Regarding the English Language training, Ukrainian cadets on a regular basis participate at the "English for Border Guards" online training course, which is based on the web-platform Virtual Aula. This platform has become the focal point of cooperation for all European (and Frontex partner countries) border guard agencies, a means for obtaining operational information, implementing projects; distribution of all necessary resources: articles, multimedia materials, cases, teaching aids for professionally-oriented training courses; a forum for communicating of the specialists in the border guard sphere.

Also, National Academy of the State Border Guard Service of Ukraine in 2019 received an associate partnership in the Border Guard Academies Partnership Network. This network aims at promoting excellence in border and coast guard education and training all over the EU. Since 2005, the network has grown from 10 to 43 partners, which is a clear sign of growing common interest in the future of border security in its supra-national, European dimension, in line with the European Integrated Border Management Concept (Soroka et al., 2019). Through the organization of training courses, workshops, exchange programs and research projects in cooperation with law-enforcement agencies, the partnership academies network can make a significant contribution to improving border guards' education, both locally and at the European level. All of these activities are conducted in English and all participants from different countries are requested to communicate in English on a Level B1 or B2 (Common European Framework of Reference for Languages).

Training of border guards described in the CCC at a basic level includes modules divided into parts, chapters and subjects. Each subject includes a description of learning outcomes in terms of knowledge, skill and competence. Regarding professional English language, the subject "Professional English language training" requires all border guards to



communicate effectively in English in accordance with national policy commensurate with routine, noncomplex border guarding activities and encompasses such subjects as (Common Core Curriculum for Border and Coast Guard Basic training, 2017):

Information about oneself (using the English vocabulary related to personal and professional presentation, which includes: name; date and place of birth; marital status; education; citizenship and nationality; address; profession; rank; position; tasks and responsibilities at work);

Organizational structure, tasks, competence and equipment (names of different units, departments and sectors in the national border guard organization; names for different categories of border guard equipment; national border guard organization; border guards' duties);

General definitions and specific border guard terms (the Schengen Borders Code; the Schengen Handbook; the Schengen Convention; the VISA Information System);

Fundamental rights (using the English vocabulary related to fundamental rights: names of European and international agencies and organizations that protect and promote fundamental rights; fundamental rights to be respected in border guard-related activities; categories of persons that benefit from the enforcement of fundamental rights legislation in border guard-related activities);

Border checks (border checks; entry conditions for third-country nationals based on the Schengen Borders code; types of means of transport, different vehicle parts; different containers used for transporting goods; types of goods transported; legal basis for imposing penalties; person's purpose of visit; informing the person about the reasons and further procedures to follow, including the right of appeal, in case of refusal of entry; describing wanted or missing people, stolen or seized objects; polite requests in order to initiate the inspection of the vehicle, luggage);

Cross-border crime (the types and instances of crimes; types of criminals; types of smuggled goods; types of weapons; phrases related to committing crimes; reporting cases of cross-border crime);

International protection procedures (English terms related to international protection procedures; identifying a request for international protection; border guards' role in preliminary international protection procedures in English);

Apprehension, detention and return (informing persons on the legal basis and their rights when they are apprehended; informing persons that they are the subject of a criminal investigation and need to follow defined procedures; requests and orders in situations of apprehending, taking into custody and removing a person; procedures for apprehending and removing of persons);

Public service (the types of information that can be given in public service situations related to border control);

Emergency, crisis and force-related situations (emergency, crisis and force-related situations: bomb threat; fire alarm; terrorist threat; terrorist attack; medical situations (including epidemic, pandemic diseases, death); giving orders in emergency, crisis or force-related situations in border guards' activities);

Document examination (the terms related to document examination in border guards' activities; asking questions to verify the authenticity of data in a document during border control activities; consulting a foreign colleague on suspicious documents);

Providing first-aid (external and internal parts of the human body; injuries and diseases related to border guards' activities; asking and answering questions to victims and witnesses in order to identify what help is needed; explaining actions with regard to a defined first-aid related situation).



Speaking about the foreign language training of the State border guard service of Ukraine at a basic level, it is conducted according to the Basic training program of the Main Training Center of the personnel of the SBGS of Ukraine in Orshanets, Cherkasy region. In the framework of our research we have compared two training programs and provided explanation for the revealed similarities and differences (Table 1).

Table 1

**Comparative analysis of the foreign language training components
of the Basic training program of the SBGSU personnel
and Common Core Curriculum for basic training of border guards in EU**

CCC for basic training of border guards in EU	Basic training program of the Main Training Center	Explanation
Information about oneself	Family. Profession. (greetings and politeness formulas; forms of introduction and recommendation; conversational patterns and clichés; culture of border guards' behavior)	The Ukrainian Main Training Center conducts English language classes on a similar topic. Cadets at the end of the topic are able to use professional language vocabulary regarding information about themselves (both for formal and informal situations)
Organizational structure, tasks, competence and equipment		The lessons at the basic level on this topic are not held. The basic terms regarding the organizational structure, operational and service tasks, job competencies and equipment of border guards are studied by the cadets within other, more specific topics
General definitions and specific border guard terms		There is no topic in the Basic Training Program that provides cadets with a general definitions and specific border guard terms in English. Gradually, students learn the vocabulary needed for cross-border interviews as they study the subject
Fundamental rights		There are no lessons on this topic.
Border checks	Border checks procedures during border control at the BCPs across the state border (of all types: automobile, air, railroad)	The Basic training program includes topics that teach cadets necessary terms and expressions for professional use that must be used during border checks, inspection of vehicles at various Border Crossing Points (BCP)
Cross-border crime		
Apprehension, detention and return		There are no lessons on this topics
International protection procedures	Preparation of necessary procedural documents	The Basic training program covers vocabulary necessary for preparing required procedural documents for the cases of international protection
Public service		There are no lessons on this topic.
Emergency, crisis and force-related situations	Giving orders. Conflict resolution	The Basic training program includes a similar topic where border guards learn to provide information when working with individuals in case of an emergency, using of force, or conflict resolution
Document examination	Passport documents and their translation	The Basic training program has a similar topic at the end of which cadets are able to translate the content of passport documents and ask questions about clarifying the data in a passport
Providing first-aid		There are no lessons on this topic



CONCLUSIONS

The conducted comparative study of the foreign language training programs in the EU countries and Ukraine showed that the Basic training program at the Main Training Center of the personnel of the SBGSU is to a great extent harmonized with the CCC for basic training of border guards in EU, which means it covers basics of EU border guard agencies functions, professional duties of the personnel and it is in line with the common standards of border guards' professional education and training in EU countries.

Although, in comparison with the CCC for European border guards the Basic training program of Ukrainian border guards lacks such subjects as: "Organizational structure, tasks, competence and equipment"; "General definitions and specific border guard terms"; "Fundamental rights"; "Cross-border crime"; "Apprehension, detention and return"; "Public service"; "Providing first-aid". Absence of the mentioned subjects can be explained by their peculiar features characteristic for EU border guard' functions (e.g. European border guard services structure; key EU border guard related documents (the Schengen Borders Code; the Schengen Handbook; the Schengen Convention; the VISA Information System).

Some of the subjects are partially present in the Ukrainian training program (e.g. the topic "Cross-border crime" which envisages types of crimes, criminals, smuggled goods, weapons is studied within the broad topic "Border checks"; the subject "Apprehension, detention and return" is partially covered in the topics "Conflict resolution" and "Border checks"). Also, there are subjects almost completely uncovered by national training program and thus have to be included in it (e.g. "Fundamental rights". "Providing first-aid", "Public service"), although the basic principles, case studies and role-plays on the mentioned subjects are covered by the national training program.

So, the comparative analysis conducted showed that the process of adaptation of the professional training system of the State Border Guard Service of Ukraine to the requirements of all-European educational standards is being successfully implemented, nevertheless, some of the topics required for the European border guards foreign language training need to be analyzed as for their applicability in Ukrainian realia and implemented in the educational process of the educational institutions of the SBGSU. Thus, the prospects for further scientific research encompass studying the possibility of practical implementation of the European experience of border guards' foreign language training into the system of Ukrainian SBGS personnel professional training.

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EXTRAPOLATION OF THE NORTHERN AMERICAN EXPERIENCE OF ADULT EDUCATION DEVELOPMENT IN NATIONAL EDUCATIONAL SPACE

ABSTRACT

Nowadays informal adult education is viewed as a means of adults educational needs fulfilment, their perfection and self-development and as a mechanism of democratic society formation, for it helps to form socially active citizens, who are mobile in professional and social contexts to rapid changes in social environment. Key concepts in American and Canadian state and society formation are «activity», «civil society», «democratic society». Movement for civil rights is the most vivid social phenomenon in Canadian and American history. The aim of the article is to work out recommendations concerning creative application of positive American and Canadian experience in reformation of national system of adult education. For fulfilment of the mentioned aim the following methods are applied: a system of general theoretical methods in particular analysis, synthesis, comparison, abstraction, concrete scientific methods in particular term analysis and historical genetic analysis. Analysis of peculiarities of adult education development in different historical periods in Ukraine is conducted. Adult education as an important element of civil society formation in the USA and Canada is viewed. Analysis of concepts «active citizenship» and «democratic citizenship» is conducted. Principles of informal adult education are systematized. Recommendations concerning creative application of positive ideas of American and Canadian experience in national adult education system are worked out. Results of the conducted research work give opportunity to state that American and Canadian experience in the field of adult education can help to create harmony between national traditions and world achievements on the basis of humanism and democracy; to give high quality educational service to adults, synchronize national system of adult education with world tendencies, provide conditions for adult education development and its influence on economic development of state.

Keywords: adult education, USA, Canada, Ukraine, civil society, democratic society.

АНОТАЦІЯ

Нині освіта дорослих розглядається як засіб задоволення освітніх потреб дорослих, їх самовдосконалення та саморозвитку, як механізм демократичних соціальних трансформацій, тому що сприяє підготовці соціально активних громадян, які є мобільними у професійному та соціальному контекстах та адекватно



реагують на зміни у соціальному середовищі. Ключовими концептами американського та канадського суспільств є «діяльність», «громадянське суспільство» та «демократичне суспільство». Рух за громадянські права є найбільш характерною рисою американського та канадського суспільств. Метою статті є розробка рекомендацій щодо творчого використання позитивного американського та канадського досвіду у реформуванні вітчизняної системи освіти дорослих. Для реалізації означеної мети використовуються теоретичні методи такі як аналіз, синтез, порівняння та конкретно наукові методи, а саме термінологічний та історико-генетичний аналіз. У статті визначаються можливості екстраполяції американського і канадського досвіду розвитку освіти дорослих у вітчизняний освітній простір. Розглянуто освіту дорослих як важливий інструмент формування громадянського суспільства у США та Канаді. Здійснено компаративний аналіз концептів «активне громадянство» та «демократичне громадянство». Систематизовано принципи неформальної освіти дорослих. Результати проведеного дослідження дають підстави стверджувати, що американський та канадський досвід у сфері освіти дорослих може бути використаний для гармонізації національних традицій та світових надбань на засадах гуманізму та демократії; для надання освітніх послуг високого рівня дорослим, гармонізації національної системи освіти дорослих зі світовими тенденціями, створення умов для розвитку освіти дорослих та її впливу на рівень економічного розвитку держави.

Ключові слова: освіта дорослих, громадянське суспільство, активне громадянство, демократичне громадянство, США, Канада, Україна.

INTRODUCTION

Globalization and integration have necessitated introduction of lifelong learning concept, according to which adult education is an important factor in social development and training of highly qualified professionals. The application of American and Canadian experience in the field of adult education is important for Ukrainian pedagogical science, as our country seeks to improve education system in accordance with international standards and is considered a democratic European country. Adult education is not only a tool for self-improvement and self-development, but also a means of forming civil society, as it contributes to the formation of active citizens.

THE AIM OF THE STUDY

The aim of the article is to outline the possibilities of progressive American and Canadian development of adult education in the context of reforming educational system of Ukraine usage.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Ukrainian comparativists such as N. Bidyuk, I. Litovchenko, L. Lukyanova, O. Ogienko, N. Terekhina and foreign researchers such as Avis J., Davis R. studied peculiarities of the American education system functioning. Peculiarities of the Canadian education system functioning have been the subject of research by such scientists as M. Borisova, V. Zhukovsky, N. Mukan, I. Rusnak and foreign scientists such as Baker H., Beatie E., Belanger C., Bloom M.

To achieve the goal, we used a number of general theoretical methods, namely analysis, synthesis, abstraction, comparison and generalization, which allow to clarify the state of problem development, to form the starting points and conclusions; specifically scientific methods, namely, terminological analysis, which allows to clarify the definition,



reveals the essence of basic concepts, historical and genetic analysis, which allow to trace the genesis of adult education, the method of scientific extrapolation, which allows to develop recommendations for creative usage of American and Canadian experience in Ukrainian education.

RESULTS

The development of adult education in the United States of America and Canada has vast traditions and heritage. In this context, special attention is paid to the issue of citizenship. In the United States of America, the concept of "active citizenship" is more spread, involving active participation of citizens, while in Canada, the concept of "democratic citizenship" is used, which focuses on the formation of democratic values. These concepts are similar and complementary in content and essence, because they focus attention on the importance of solidarity, mutual understanding of cultural differences, formation of a civil democratic society.

Education for democratic citizenship includes education, training, information, practical activities, and active actions aimed at providing learners with knowledge, skills, patterns of behavior and attitude, protection of democratic citizenship, rights and responsibilities of members of society, taking into account diversity and play an active role in democratic life to support and protect democracy and the value of law (Belanger, 1998).

Education for active citizenship and education for democratic citizenship demonstrate that education cannot be separated from social environment, so taking into account the specifics of economic, political, social spheres of civil society is an important factor for the formation of active citizens (Beatie, 1999).

Education for active citizenship involves providing citizens with the knowledge, skills and abilities that are necessary for participation in society; dialogue and conflict resolution, consensus building, communication and interaction, awareness of human rights and responsibilities, norms of behavior in society (Davis, 2009).

Education for active citizenship is an integral part of lifelong learning and learning society and aims at mastering civic competence, which is characterized by knowledge of social, civic and political structures. Non-formal adult education involves the development of an adult on the basis of democracy, the formation of social competencies, service to the state (Bloom, 2001).

Organization of non-formal education is a multifaceted process that involves planning, democratic decision-making and action, active participation of learners in the learning process. The key principles of non-formal adult education for active citizenship are the principles of voluntariness, initiative, mutual assistance, mutual understanding, readiness for collective action in the community (Avis, 1995).

Highlander public school is an example of using non-formal education opportunities for active citizenship in practice. This educational institution was founded in 1932 as a center for solving the problems of individuals and the problems of the community as a whole (Campbell, 2005).

According to M. Horton, the founder of this educational institution, the basis of educational activities should be a radical idea proposed by the subjects of the educational process. Educational reforms will not be characterized by a high level of efficiency if the subjects of the educational process are not involved in the development of reforms. The reform should be based on previous experience. The application of previous learning experience involves going beyond the programs and integrating individual experience into collective learning experience. Until 1942, educational activities were aimed at educating



leaders of popular movements, trade unions, and since 1952 - at overcoming interracial conflicts in society, at the beginning of the XXI century at - economic and environmental literacy, integration of economic and military policy, active citizenship (Davison, 2009).

The teaching methods used at the Highlander School are aimed at achieving the goal of self-organization of the community on the basis of interaction of its members, taking into account their life experience, but not on building society on the basis of a particular political or religious doctrine. The key principle of Highlander operation is the voluntary association and interaction of community members. Equally important are the principles of democracy, mutual support and integrated social activity. A distinctive feature of this educational institution is that the learning process takes place through activities based on the cooperation of teachers and students. The teaching staff is of the opinion that in order to build a civil society on the basis of democracy, its integration into everyday educational activities is necessary. The educational process is built in such a way that students constantly need to solve educational problems through teamwork. The activity of teachers is aimed at teaching students to make decisions independently and take responsibility for their lives (Day, 2000). Thus, Highlander public school can be called an institution of active citizenship, which works to build democratic society and educate active and responsible citizens of their own country.

There is a domestic experience of reforming adult education in our country. Thus, in the 19th and early 20th centuries, H. Alchevska formed didactic and methodological principles of adult education at Sunday schools. The researcher published a book "Adult Book", which explained the features of adult education at Sunday schools. This manual has been republished several times, as it has been used not only at Sunday schools, but also in Sunday evening classes for workers, libraries, but in reading rooms, and courses.

In the period before the Second World War, adult education was carried out through the movement for the elimination of illiteracy, which took place in clubs, groups, reading houses, libraries.

In the period after the Second World War, the number of schools for working and rural youth increased, which since 1958 have been transformed into secondary schools for adults. The most common form of adult education in the 1970s was a lecture given at postgraduate institutions such as institutes and faculties of advanced training and retraining.

The period of Ukraine independence is characterized by decrease in the number of public universities and evening schools. Its peculiar feature is decrease in the level of funding for adult education and the opening of private clubs and trainings. At the beginning of the XXI century, adult education services are provided by public educational institutions that work in the field of retraining and advanced training of employees. Non-formal adult education services are provided by non-profitable institutions that develop curricula in diversified educational projects, retrain trainers to conduct these curricula and publish scientific and methodological literature.

For example, the public organization "Knowledge" publishes literature and founded an open "University of Modern Knowledge"; "Prosvita" is an organization that publishes literature and receives a grant from the state; The Ukrainian Coordinating Bureau for Adult Education of Ukraine, which operates due to support of UNESCO and integrates public, private, cooperative and state organizations to assist low-income adults in educational activities, pays special attention to adults. Since 2000, Adult Education Weeks have been organized, during which the quality of adult education services is assessed and leading organizations and andragogs are awarded.



The problems of non-formal education of people of retirement age are solved in the universities of the third age, which were opened in Kyiv, Kovel, Dnipropetrovsk, Kremenchug and Yevpatoria.

In 2000, a group of scientists from the Institute of Pedagogical Education and Adult Education developed a draft conceptual framework for adult education in Ukraine. The framework reveals the essence of the concepts "adult education", "adulthood", "content of adult education", "adult student", "adult learning", "adult learning technology", "andragogue".

At the time of Ukraine independence and transition to a market economy, the development of skills and abilities to adapt to constantly changing and crisis situations has become relevant. Ukrainian system of adult education should be developed taking into account national cultural and historical features and specifics of national mentality and peculiarities of formation of the world system of adult education.

CONCLUSIONS

Thus, borrowing and creative application of the Canadian and American experience in adult education domestic system becomes relevant. The following recommendations will contribute to the improvement of the level of adult education domestic system functioning.

Development of a legal framework for the adult education system functioning: adopting legislative and regulatory acts, special laws or relevant parts of general laws on education, which will disclose the concepts, functions, objectives of adult education; status and categories of adult students; composition of adult education contingent; sources of adult education funding (government funding, grants, cooperation with business structures, employment services, other financial resources); rights and responsibilities of pedagogical process subjects; institutionalization of adult education as an independent sphere of educational development, as the lack of legal norms creates inconsistencies in research and lack of structural unity of the adult education system.

Increaseing the level of key theoretical, methodological, technological, scientific and methodological principles of lifelong learning developmet, taking into account psychological characteristics of adults, because a small amount of research and development of technological features of adult learning reduces pedagogical process effectiveness. Involvement of social movements in the formation of adult education ways organization. Formation of cooperation between adult education institutions and labor market, which will facilitate the consideration of customer requests. Formation of the concept of a flexible, multilevel diversified adult education system. Conducting research on adult education to collect statistics showing age, gender, family and social status, the level of functional literacy of adult students. Opening andragogy departments in pedagogical higher educational institutions and in-service training institutions, where teachers will provide training for consultants, tutors, social workers. Introduction of the specialty "andragogy" in the list of postgraduate professional education specialities. Conducting training, retraining and advanced training of andragogues in the master's program at special courses, through internships abroad.

Introduction of additional benefits, financial and social incentives for the formation of adaptation skills to complex and diversified living conditions. Formation of the organizational structure of adult education using educational institutions and structural units of various forms of ownership. Increaseing the level of efficiency of distance education for adults, that forms accessibility and continuity of vocational education.



Perfection of the level of efficiency of educational activities aimed at increasing the level of culture and social activity of citizens. Recognition of adult education as a mandatory component of continuing education, expanding and improvement of the system of non-formal adult education in professional and leisure activities, as this type of educational services is a source of motivational development of the individual forming skills of self-improvement and spiritual development. Ensurance of validation and certification of previously acquired education, which is a factor in expanding the individual learning trajectory, that increases learning motivation, promotes professional development and training of highly qualified personnel, which is the key to the functioning of the knowledge-based economy. Development of a program that takes into account the characteristics of adults who do not speak the state language. Conducting activities aimed at promoting lifelong learning and continuous self-improvement. Development of a marketing system for counseling and information support for adult education. Ensurance of the implementation of the partnership strategy for adult education at the international level.

The results of the conducted research show that American and Canadian experience in adult education will harmonize national traditions and world heritage on the basis of humanism and democracy, provide high quality educational services for adults, synchronize domestic adult education system with global trends, provide effective education.

We consider conducting comparative and pedagogical research on the problem of recognizing the results of non-formal adult education in foreign countries as prospects for further research.

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ACADEMIC, SOCIAL, AND CULTURAL ADAPTION OF INTERNATIONAL STUDENTS IN CANADA

ABSTRACT

The study highlights three types of international students' adaptation: academic, social and cultural. The most typical challenges in each adaptation are identified and described. Academic challenges include lack of language proficiency, different education values, interaction with the university faculty, staff and mates. Social issues for international students are living on- or off-campus, initial difficulties, independence and loneliness, relationship with domestic students and involving them into university life. Culturally, international students face the following challenges: culture shock, the lack of culture wellness. Thus, as demonstrated in this study, having a better understanding of these students' challenges, university faculty and staff can recognize students' needs and effectively offer supportive services. The university needs to be prepared to meet students not only academically but also socially and culturally. This study also describes the priorities in Canadian international education strategy that makes Canada one of the world's top learning destinations. Federal and provincial governments Canada demonstrate their increasing interest in the global education market. It is reflected in the well-designed Canada's International Strategy for 2014–2019. According to it, there are three key objectives before Canadian educational system: to encourage Canadian students to gain new skills through using opportunities to study and work abroad in key global markets, especially Asia; to diversify the range of countries international students come from to Canada, as well as their fields, levels of study, and location of study within Canada; increase support for Canadian educational institutions to help grow their export services and explore new opportunities abroad.

Keywords: *international students' academic adaption, social adaption, cultural adaption, Canada.*



АНОТАЦІЯ

У статті висвітлено три типи адаптації іноземних студентів: академічну, соціальну та культурну. Виявлено та схарактеризовано найбільш типові проблеми кожного типу адаптації. Академічні проблеми охоплюють: відсутність володіння мовою, різні цінності освіти, взаємодію з викладачами університету, співробітниками та однокласниками. Соціальними проблемами для іноземних студентів є: проживання в університеті чи за його межами, початкові труднощі, незалежність та самотність, стосунки з вітчизняними студентами та залучення їх до університетського життя. У культурному плані іноземні студенти стикаються з такими проблемами: культурний шок, відсутність культурного самопочуття. Таким чином, як було показано в цьому дослідженні, краще розуміючи академічні проблеми цих студентів, викладачі та співробітники університету можуть визнати потреби студентів та запропонувати ефективні допоміжні послуги. Університет повинен бути готовим зустрічати студентів не лише в академічному, а й у соціальному та культурному плані. У цьому дослідженні також описуються пріоритети канадської міжнародної освітньої стратегії. Федеральні та провінційні уряди Канади демонструють зростаючий інтерес до світового ринку освіти. Це відображено в Міжнародній стратегії Канади на 2014–2019 роки. Згідно з нею, перед канадською освітньою системою постає три ключові цілі: заохотити канадських студентів здобувати нові навички, використовуючи можливості навчання та роботи за кордоном на ключових світових ринках, особливо в Азії; щоб урізноманітнити коло країн, з яких іноземні студенти приїжджають до Канади, а також їх галузі, рівні навчання та місце навчання в Канаді; збільшити підтримку канадських навчальних закладів, допомогти розширити свої експортні послуги та відкрити нові можливості за кордоном.

Ключові слова: академічна адаптація іноземних студентів, соціальна адаптація, культурна адаптація, Канада.

INTRODUCTION

Like other spheres of human activity, education is also increasingly becoming globalised. Canada is one of the countries that attracts international students as the place to get higher education. Every year educational institutions in Canada accept a great number of students from all over the world. It is proved by the results of the study held by Organization for Economic Cooperation and Development. OECD (2019) states that 21% of international higher school students in Canada are from other OECD countries, among them 32 % were from China, 16 % from India, 8 % from France, 4 % from the USA (OECD, 2019). The tendency of increasing a number of international higher school students is seen in other OECD countries, as well. Currently, international students are 11 % of all Bachelor Degree students, 16 % of Master Degree students and 33% of all PhD students. In OECD countries the share is 4 %, 13 % and 22 % accordingly. In contrast, only 3 % of Canadian higher school students were enrolled abroad. The share of higher school students from other countries (in the period of 2012–2017) increased by 5 % in Canada while in other OECD countries by only 1 % on average (Economic impact, 2017). Thus, the number of international students in Canadian colleges and universities is on the rise and the trend seems to continue according to annual statistics.

THE AIM OF THE STUDY

Considering the above-mentioned facts, international students, as a unique group on Canadian campuses, deserve our attention to investigate and understand their special



needs. In view of this, the purpose of the research is to explore international students' academic, social, and cultural adaption in Canada.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

International students are very important to higher education system in any country, thanks to academic prestige and financial benefits. A group of researchers from colleges of Texas & AM University investigated the reasons of their importance in detail (Wu et al., 2015). Their scientific findings can be easily applied to Canadian higher education system. Students from other countries bring various advantages to those educational institutions in Canada that enroll them. Firstly, they increase the level of academic excellence of the colleges and universities because they are academically well-prepared. Secondly, these students catalyze academic competition thanks to bringing new divergent ways of thinking. Diplomas of Canadian colleges and universities which they receive are highly ranked in their home countries. Thirdly, international students are an important source of diversity in educational process and in everyday students' life. They bring in the cultural diversity due to their home culture and ethnic peculiarities. As a result, they help both their groupmates, roommates and teachers enrich their cultural background and skills in working with people of different ethnic origin. On the whole, international students can provide opportunities for the academic community to experience different languages, cultures, and traditions (Wu, et al, 2015).

At the same time, international students face various challenges on their way to get higher education outside their home countries. A great number of researchers investigated these problems trying to find the ways to minimize the mentioned hardships. It was found out that they happen due to the changes in physical, biological, cultural, social relationship, psychological (behavior and mental health status) domains. These comprise difficulties in acquiring language skills, adjusting to a new academic culture. In addition, they are misunderstandings and difficulties in communication with faculty and peers. Stress, anxiety, feelings of isolation and loneliness, social experiences, culture shock are other complications, to name a few. Besides, some tangible issues like lack of appropriate accommodation or any financial hardships, and in general, any adaption in their daily life (Berry, et al, 1987, Constantine, et al, 2005; Ozturgut and Murphy, 2009).

Moreover, the researchers designed various transactional models for universities and colleges that accept students from other countries. Canadian universities and colleges introduce these models and recommendations into their activity to help international students successfully cope with the transitional difficulties.

RESULTS

Academic adaption of international students in Canada

The academic setting can create a lot of challenges for international students. The greatest problem is considered to be a lack of language proficiency that hinders a smooth adjustment of international students. This issue was highlighted in a number of scientific publications. For instance, Liu (2011) used her own experience of an international student in Canada as an example. Particularly, Liu considered that her lack of English proficiency became a barrier for her successful participation in host community. She could not understand what her teachers and classmates were talking about in classes. In addition, she had difficulties in solving everyday problems, for example in asking for help: taking a correct bus or even shopping.

Another problem connected with a lack of language proficiency is the isolation from mates and pedagogical staff. An interesting study was performed by Terui (2011) who



applied ethnographic methods to examine six international students' hardships in interacting with native speakers. Findings from this study showed that due to their limited language proficiency, international students had to pretend to understand the conversation with native English speakers or between them.

Zhou, Zhang (2014) defined another challenge that is related to academic adaptation of international students – different education values. Some respondents noted that to get adjusted to the new educational environment was a real challenge for them because they used to have quite a different educational setting in their motherlands. One Bangladesh participant remarked that Canadian universities are concentrated more on knowledge application while at home theoretical knowledge was focused on. Another participant reported that in Turkey they had never written so many essays, especially for science or engineering courses. Some participants considered that a lot of group work was used at Canadian universities. It could pose challenges to students from other countries. For example, a Chinese student mentioned that when working together on a group project some group members did not want to talk to an international student. Hence, the international student cannot learn much from the project activity.

Typically, Canadian universities have special staff to assist international students to adapt to a new educational setting and its requirements. They involve academic advisors who advise international students on academic options and other available services to facilitate their transition; program chairs, admissions specialists, service specialists, instructors and others. In addition, every Canadian university where international students study, has the so-called International Students' Center (ISC). Their general goal is language immersion, cross cultural awareness, curriculum development, historical archiving, curatorship, teachers training, networking, multimedia technology, collection and archiving of oral histories (First Nations, 2019). International students feel free to use their services, particularly orientation programs for newcomers.

Social adaption of international students in Canada

In addition to academic challenges, very important for students from other countries are sociocultural difficulties. When they arrive to a host country, they face a lot of hardships and complications in their daily life, for example: the need to find a place where to live, a bank to deposit or withdraw money, where to apply for credits cards, an adequate transport either to find a necessary bus or possibly to buy a car to move around. The first lesson they have to deal with is to survive in a new community. That is why, they need to have a support system for the newly arrived (Wu et al., 2015).

In this respect, the most significant for university students is the adaptation in the first-year of study. Especially because the experience of the first-year has rather a strong impact on students' perseverance in post-secondary studies. Besides, the first-year experience is very important for every international student because they have to get accustomed to the new culture of the host community.

Considering the above-mentioned, our attention was drawn to the research by Zhou and Zhang (2014). Its main goal was to analyze the experiences of the international first-year of study students at a Canadian university. Necessary data were collected through surveys and focus groups. The focus group discussed the results of the study and revealed the most crucial items of the social integration of these category of students. Interestingly, they were: residence, relationship with domestic students, challenges and suggestions for service improvement. Many university students from other countries have Canadian friends but in most cases, they only work together with them on class projects. At the same time, at



their leisure time, international students socialize with friends from their home country or other newcomers. It is because they all have the feeling of missing home and the same goal – to fit in the host community. English language proficiency may also be considered a significant social factor that influences international students' contact with Canadian home students and hence, their socialization (Zhou and Zhang, 2014).

Culture adaption international students in Canada

In addition to academic and social challenges, this category of students often faces the difficulty of transitioning to the culture of their host community. In general, when people encounter unfamiliar surroundings and conditions, they have the feeling of disorientation. This is termed with the word “culture shock”. On their arrival to Canada, students from other countries cannot escape the cultural shock. People may experience it in a number of different ways. They may be unique to their situation, but almost everyone is said to be affected by it in one way or another.

Canadian university authorities deal not only with the issues of social and academic adaptation, but also address cultural wellness of their international students proactively. For example, Lethbridge College provides special student support program. A student from other country than Canada can speak to a counsellor online or over the phone, or make a personal appointment to cope with a culture shock (International Services).

The more international students familiarize themselves with the culture of their host community, the more likely they begin to understand the traditions and practices of Canada. Canadians represent a diverse ethnic group. It is difficult to describe all Canadians, as there are a lot of ethnicities with their authentic customs. Still, there are some common customs and values that Canadians share. It is easy to find this information as well as other material on social issues, geography and history of the host country, in many ways: on the internet, by reading travel books, communicating with locals, etc. In addition, some Canadian universities work out a list of recommendations how culture shock of international students should be dealt with. Moreover, to show a cultural diversity, Canadian universities and colleges focus international students' attention on the common cultural values of the Canadian people. They present this important information on their web-sites.

CONCLUSIONS

This research aimed at investigating social, academic, and cultural adaption of university students from other countries in Canada. The findings showed that this category of students encounters a lot of transitional difficulties when they come to study at universities and colleges in Canada. On the other hand, hardships, pressures and complications these students face, become real drivers to them. They motivate students from other countries to develop necessary skills to solve various problems. As autonomous learners, they develop new learning strategies to deal with difficulties in studying.

This study only focused on three types of international students' adaptation: social, academic, and cultural. Hence, its findings should be carefully interpreted. It is planned to check the findings of the study through further empirical research. Due to the time and word limit, there were not reported other important factors of international students' integration in Canadian community such as motivation, cultural background, personality, and their attitude to living and studying in Canada. In future these variables will be considered closely.

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TEACHER CAREER DEVELOPMENT IN EUROPEAN COUNTRIES AND ITS CONSISTENCY WITH TEACHER COMPETENCE FRAMEWORK

ABSTRACT

The paper considers prospects of teacher career development in European countries, such as Poland, Italy, Spain, Slovenia, Greece, Hungary, Latvia, Lithuania, Sweden, Germany, Belgium and others. Main stages of career development and the role of teacher competence framework in this process have been characterized. Two types of teacher career development schemes in European countries – single (flat) and multi-level (hierarchical) – have been defined. It has been determined that teacher career promotion is only possible to stages that presuppose teaching. Requirements to teacher promotion to higher career stages are based on 6 criteria: positive evaluation; length of professional experience; demonstration of specific competences; specific professional development; research activities; running or designing professional development courses. The role of school administration and higher educational authorities (local and national) in decision making concerning teacher promotion in different European countries has been outlined. To get career promotion teachers can take on pedagogical or methodological responsibilities and roles outside classroom that can be diverse and related to subjects and curricula; student support; school life; teacher professional development; evaluation of teachers from other schools. It has been defined that in some countries, teachers are provided with career assistance that is the provision of information, coaching and counseling. Opportunities for teachers to extend their professional development and to get promotion to higher career steps have been analyzed. The key factor in decision making concerning teacher career promotion is teacher competence framework. It defines the fields of teacher competences. Some of these fields are common for all the frameworks but can be described in a different manner. As a rule, here belong psychological and pedagogical competences, subject knowledge and teaching approaches, organization of learning and assessment, innovative teaching approaches, communication with students, cooperation with colleagues, relations with parents and other stakeholders. Information in TCF is classified according to 4 categories: 1) initial teacher education; 2) introduction to the profession; 3) continuous professional development; 4) other.

Keywords: teacher competence framework, teacher career development, promotion, professional development, European countries, teacher evaluation/appraisal.

АНОТАЦІЯ

У статті розглядаються можливості кар'єрного зростання вчителів у країнах Європи, таких як Угорщина, Латвія, Швеція, Литва, Бельгія, Німеччина, Італія, Іспанія, Словенія, Польща, Румунія та інших. Охарактеризовано основні етапи просування вчителів кар'єрними сходинками та роль рамки компетентностей вчителів у цьому процесі. Визначено два типи кар'єрного зростання вчителів у



європейських країнах – пряме (єдине) та багаторівневе (ієрархічне). З'ясовано, що кар'єрне зростання вчителів можливе лише до тих сходинок, які передбачають викладацьку діяльність. Вимоги, що висувуються до вчителів, які претендують на кар'єрне зростання, базуються на шести критеріях: позитивні результати оцінювання діяльності вчителя; професійний стаж; володіння специфічними компетентностями; професійний розвиток; дослідницька діяльність; розробка або проведення курсів професійного розвитку. З'ясовано роль адміністрації шкіл та вищих освітніх органів (місцевих та національних) у прийнятті рішення щодо кар'єрного зростання вчителів у різних країнах Європи. Визначено, що додаткові педагогічні та методичні обов'язки вчителів, які сприяють їх кар'єрному зростанню, зазвичай пов'язані з їх участю у розробці навчальних планів та змісту дисциплін; підтримкою учнів; участю у житті школи; у професійному розвитку інших учителів; в оцінюванні вчителів інших шкіл. Виявлено, що у деяких країнах Європи вчителям надається кар'єрна підтримка у формі забезпечення інформацією, наставництвом та консультуванням. Досліджено можливості для вчителів щодо розширення професійного досвіду та окреслено кроки, які можуть допомогти їм у просуванні кар'єрними сходинками. З'ясовано, що ключовим фактором при прийнятті рішення про кар'єрне зростання є рамка компетентностей вчителів, яка децю відрізняється у різних країнах Європи, але зазвичай включає психологічні, педагогічні, предметні компетентності, а також ті, які пов'язані з підходами до викладання, організацією навчання та оцінювання, комунікацією з учнями, співпрацею з колегами, батьками та іншими стейкхолдерами. Інформація у рамках компетентностей класифікуються за чотирма категоріями: початкова освіта вчителів; вступ у професію; безперервний професійний розвиток; інше.

Ключові слова: рамка компетентностей вчителів, кар'єрне зростання вчителів, професійний розвиток, європейські країни, оцінювання вчителів.

INTRODUCTION

Teacher career development is the process of promotion through different stages of career hierarchy and advancement in terms of experience that is attained by means of acquiring additional responsibilities and roles (European Commission, 2017). Having good career prospects can be an important factor that helps teachers stay motivated throughout entire career. It encourages teachers to develop skills they need to keep up with ever changing educational environment and continue to ensure high quality teaching to students.

Teaching quality is a key factor in ensuring positive learning achievements of students. Thus, teachers should be encouraged to continue their development and improve skills throughout teaching career and what is more important stay motivated to teaching. In this respect, the following elements are of utmost importance: continuous professional development; reasonable evaluation/appraisal and feedback system; cooperation among teachers; good career prospects. Besides, teacher development must correspond to competences presented in teacher competence framework (TCF).

THE AIM OF THE STUDY

The paper is aimed at studying and summarizing current researches of teacher career development and its consistency with teacher competence framework in different European countries to determine positive aspects that should be taken into account and experience that should be borrowed into educational environment of other developing countries.



THEORETICAL FRAMEWORK AND RESEARCH METHODS

The issue of teacher career development has been considerably studied by S. Bamford, M. Chrappan (2020), E. Kopp (2020), S. Lynch, J. Worth (2016). Teacher evaluation and appraisal is the issue of concern to D. Nusche (2014), P. Santiago (2012), C. Shewbridge (2011). Studies of teacher competence framework and its role in teacher career development are presented in scientific works of N. Bilbao (2021), F. Caena (2014), U. Garay, A. Romero (2021). Substantial research in different aspects of teacher career development and its relation to teacher competence framework has been conducted by European Commission Euridyce (2014–2021).

In our research 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 has been used. Our research is qualitative (descriptive) and includes observation and narrative inquiry.

RESULTS

Career development is defined as a recognized promotion within some definite profession. In terms of teaching career there are two types of career development schemes in European countries:

1. Multi-stage or hierarchical development scheme. According to it, each stage of career development is defined as a set of competences and responsibilities. Different career stages are characterized by increase of complexity and extent of responsibilities. Salary can depend on career development but it is not the defining factor.

2. Single-stage or flat development scheme. Here the salary, as a rule, is related to the duration of teaching experience and kinds of activities performed. Such development scheme allows teachers to expand their experience and take on additional responsibilities and roles (European Commission/EACEA/Eurydice, 2015).

A number of European countries have promotion system that is based on multi-stage development scheme and some countries have flat development scheme where teachers have no opportunities to be promoted to higher stages of career path. Germany is the only country where two types of teacher career development exist but multi-stage career development is limited to teachers who are qualified to teach at upper secondary level. In European countries with multi-stage career development there is a specific promotion scale. For instance, in Latvia career development is based on five quality levels. Teachers can choose the quality level they want to be evaluated at. What is more, they can apply to higher quality level even if before that they were not evaluated for lower levels (Shewbridge et al., 2011).

Romania has 4 stages of teacher career development depending on the length of teaching experience:

1. Beginner teacher who has completed initial education and passed one of the two exams necessary to be fully qualified.

2. Teacher.

3. Teacher of the second teaching level.

4. Teacher of the first teaching level.

Teacher competence framework outlines competences for two higher teaching levels (European Commission, 2017).

In Montenegro career stages reflect the evolution of teachers' roles:

1. Trainee teacher that has no full qualification.

2. Teacher.



3. Mentor teacher.
4. Advisor teacher.
5. Senior advisor teacher (European Commission, 2013).

The highest stage is researcher teacher but one can acquire this stage without gradual promotion – it can be obtained if a teacher corresponds to all the required criteria for this stage.

Promotion to higher stage of career development is related to increase in salary in the majority of countries with multi-stage career development scheme. In Latvia, Ireland and France promoted teachers don't receive increase in salary but they get a special allowance in addition to salary depending on the level of promotion (but it concerns only higher career stages). For instance, in Latvia the salary is higher in case of promotion to quality stages 3 and higher. In Sweden, promotion usually presupposes considerable increase in salary. Requirements to promotion to higher career stages are based on 6 criteria: a) positive evaluation; b) length of professional experience; c) specific professional development; d) demonstration of specific competences; e) running or designing professional development courses; f) research activities (European Commission/EACEA/Eurydice, 2018).

The first three criteria are applied in the majority of European countries with multi-stage career development scheme. Evaluation/appraisal can be performed as a planned evaluation procedure or organized specially for promotion. It should be stressed that the decision is seldom made by the evaluator, except European countries where heads of schools are entitled to make decisions concerning both promotion and evaluation. The majority of countries in Europe take into account the length of teaching experience to promote teachers to higher stages but it is not the key factor. Sweden is the only country where the required length of teaching experience is necessary for candidates to be promoted by the higher education authority. Teachers are supposed to have at least 4 years of experience in the profession. Nevertheless, school heads have right to set additional criteria for promotion and can promote only a limited number of teachers. Specific competences can be required such as experience of an expert teacher or teacher trainer. They can be demonstrated differently – via certification, test evaluation etc. (Santiago et al., 2012).

The fourth criterion is specific professional development and it is required in more than a half of European countries with multi-stage career development scheme. This requirement can be limited to annual participation in professional development events.

In 10 European countries with multi-stage career development scheme all these four criteria are necessary for promotion (namely in Poland, Romania, Croatia, France, Slovenia, Hungary, Serbia, Lithuania, Montenegro, and Latvia). Montenegro and Serbia also require participation in research projects or/and publishing of scientific papers to be promoted to higher career stages. Besides, in Serbia running or designing professional development courses is also a requirement for promotion to higher career stages (European Commission, 2013).

School administration plays an important role in promotion of teachers to higher career stages in 16 European countries with multi-stage career development scheme. In Lithuania, Slovakia, Bulgaria, England, Wales, the Netherlands, and Sweden, school administration is the only decision maker in teachers' promotion to higher career stages. The highest educational authorities take part in teachers' promotion to higher career stages directly or by means of other central bodies in 12 European countries with multi-stage career development scheme. In 6 European countries the highest educational authorities



make this decision by themselves – Estonia, Romania, Hungary, Cyprus, Malta, Germany (for teachers qualified to teach at upper secondary level). In 4 countries the decision is made by the highest educational authority in cooperation with school administration. Thus, in Ireland, the Department of Education and Skills appoints posts for promotion in schools and School Management Board holds the competition and appoints teachers to the posts. In Croatia, as a part of promotion procedure, the candidate to the post of a mentor teacher or advisor teacher is evaluated by the school head and a pedagogical expert from Teacher Training and Education Agency – the central body that ensures quality of general school system (European Commission/EACEA/Eurydice, 2015).

In Slovenia, the head of the school nominates the candidate for the promotion to the Ministry of Education after the candidate's evaluation at the school level. Teachers can also apply directly to the Ministry. In this case they are evaluated by the head of the school and assembly of school teachers. In Montenegro, the head of the school usually recommends candidates for promotion to the commission created by the Ministry of Education. Teachers can also apply directly to the commission.

In three European countries local educational authorities and school administration are involved. Thus, in Poland the level of educational authority involved in the promotion depends on the stage of teacher's promotion. School teachers are promoted to "contract teachers" by the head of the school. They are promoted to "appointed teacher" by school management body. Regional bodies responsible for pedagogical supervision can approve promotion to "chartered teacher" (Nusche et al., 2014).

In Scotland, the decision concerning promotion is made by the interview panel that is made up of the school head and representatives of local educational authorities. If the decision is made about higher posts, parents are also involved.

In Albania, the school head can promote a teacher to higher career stage after approval of the local educational authority. The higher teacher promotion is in Poland, Serbia or Latvia, the more decision makers from more centralized bodies are involved.

Besides teaching, teachers can take on additional roles and responsibilities to expand their experience and increase motivation. It concerns all European countries except Turkey. Possibilities for extending teachers' roles are available both in multi-stage career development scheme and in single-stage development scheme. In the majority of European countries, teachers can become mentors for beginner teachers. It can be done within induction programs that are regulated by the highest educational bodies or within those designed at the school level. In most European countries, teachers can take on pedagogical or methodological responsibilities and roles outside classroom. These roles are diverse and can be related to:

- subjects and curricula (subject/curriculum coordinator; teacher researcher, ICT coordinator, school advisor, program coordinator, pedagogical coordinator, coordinator of working groups/committees);
- student support (special education coordinator, learning coach, remedial education coordinator etc.);
- school life: class teacher/tutor, project coordinator etc.;
- teacher professional development: coordinator, teacher trainer;
- evaluation: examination coordinator, advisor/inspector for other schools (European Commission, 2017).

In more than a half of all European countries, teachers can take on some administrative functions while still teaching, such as the head of the school or the deputy.



In European countries with multi-stage career development scheme some additional responsibilities are related to specific career stages. For example, in Bulgaria and Romania only teachers on the highest stage – chief teacher or teacher at teaching stage 1 – can become mentors. To become a mentor in Slovenia one has to be either advisor or counsellor (highest teaching stages) or to occupy career stage “Mentor” for at least 5 years. In Serbia, the teacher has to be promoted to one of the highest career stages – Higher Pedagogical Advisor or Senior Pedagogical Advisor – to conduct educational research at local, regional or national levels. In Hungary, a teacher with PhD can apply to five-year status of a researcher teacher. During this period, the minimum salary will be higher than the salary of Master Teacher, which is the highest stage of career development that does not require PhD (Lynch et al., 2016).

In a number of European countries with single-stage career development scheme some additional responsibilities can presuppose financial incentive, namely in Norway, Iceland, Italy, Latvia, Czech Republic, Austria, Northern Ireland and German speaking community of Belgium.

Besides, in some European countries, teachers are ensured with career assistance, which is the provision of information, coaching and counseling for career promotion, for supporting teachers in planning and performing their advancement in teaching profession. In countries with a single-stage career development scheme, career assistance can be offered when teachers are involved in acquiring wider roles and responsibilities, in obtaining higher qualification level or advancing their official teacher status. Nevertheless, career assistance is rarely provided in European countries officially. Only three countries made it a legal requirement specially for teachers in service. They are France, Hungary and Austria. Thus, in France there are career mobility counsellors that provide assistance to teachers by means of individual meetings or online consulting and leaflets; teacher unions also provide information about teacher career – legal aspects, latest news, recommendations etc. In Hungary, there are Pedagogical Educational Centers that are regional branches of the highest education authority responsible for career assistance. Every January they survey teachers about the support they require and allocate counsellors who provide them with help in filling in their portfolios for promotion. Counsellors are Master Teachers specializing in teacher support and they spend a part of their working day providing teacher professional development and career assistance. In Austria, career assistance is provided by counselling services organized by local educational authorities. It is also a mission of teacher training colleges to organize career assistance programs (Lynch et al., 2016).

Nevertheless, the key element of teachers’ career promotion is teacher competence framework (TCF). In 2014, the European Council encouraged European countries to develop and implement comprehensive TCFs, which are to be designed by the highest education authorities. The framework provides cooperation, helps to advance the quality of teaching profession increasing its transparency and helping teachers to apply for promotion and develop their professional competences.

TCF is a set of statements about what a teacher as a professional must know, understand and be able to do. The framework can be used for different purposes such as defining individual needs in development, improving teaching skills etc. The majority of European countries have frameworks developed by the highest education authorities. Only 9 countries don’t have and express no intention to introduce TCF. They are Bulgaria, Lichtenstein, Malta, Iceland, German speaking community of Belgium, Finland, Cyprus, Croatia, and Greece (Bilbao et al., 2021).



All the existing TCFs define the fields of competences. Some of these fields are common for all the TCFs but can be described in a different manner. As a rule here belong psychological and pedagogical competences, subject knowledge and teaching approaches, organization of learning and assessment, innovative teaching approaches, communication with students, cooperation with colleagues, relationships with parents and other stakeholders.

In different countries, the description of competences can be more or less detailed. In 7 countries TCFs contain fields of competences but without detailed description of what they suggest, namely in Switzerland, Slovakia, Austria, Italy, Spain, Hungary and French speaking community of Belgium. In the latter, TCF contains 13 fields of competences without detailed description. Among them are efficient partnerships with educational establishments, colleagues, parents; mastering subject related teaching approaches; teamwork within the school; critical and independent evaluation of the past and future scientific knowledge; reflective approach to one's own professional activity and organization of one's own professional development (Caena, 2014).

Some countries have TCFs with detailed analysis of specific skills. Thus, in the Netherlands competences are classified into 7 different fields. For each there is a formulated aim, necessary skills and knowledge. For instance, the aim of subject-related competences and teaching approaches competences is to enable the teacher to create powerful educational environment using modern professional and organizational means so that every child could acquire cultural knowledge expected in the society. One of the specific skills mentioned for these competences is that teachers should have definite understanding of the extent to which children must master subject content and the ways they will cope with their work. One of the 9 elements of knowledge and understanding for this field is to know how the control of the language and mastering a language influence studying and how to take it into account in practice (Worth, 2017).

In 4 countries the TCFs have competences described for different stages of teacher career. In Estonia, TCF outlines necessary competences for "teacher", and additional competences for higher stages of career development. Thus, "senior teacher" has to support the development of other teachers and contribute to the development of teaching methodologies in his/her own school. "Master teacher" has to take part in the development of creative activities in his/her own school and beyond and work in fruitful cooperation with higher educational institutions (Caena, 2014).

In Latvia, TCF is directly related to the Procedure for Assessing the Quality of Teachers' Professional Activity, and defines competences necessary for each of the 5 quality levels. For instance, teachers in level 4, in addition to competences of the first three levels, also have to be actively involved in implementation of municipal plan of school development and in sharing their methodological experience. In level 5, teachers also have to be actively involved in national strategy of education development and share their experience.

TCF can be developed specifically for some purpose, e.g. accreditation of educational programs for beginner teachers; they can also have wider application as a reference tool for all stakeholders – education decision-makers, initial teacher training institutions, professional development providers, mentors and evaluators as well as future teachers and teachers in service. TCFs can also be used as reference tool for different stages of teacher career development (Chrappán et al., 2020).

Information in TCFs is classified according to 4 categories:



1. Initial teacher education – defining learning outcomes that have to be achieved at the end of the initial teacher education.
2. Introduction to the profession: defining criteria for accreditation/licensing of teachers, selection of teachers for some post; evaluation of teacher competences at the end of induction program.
3. Continuous professional development: designing professional development programs, preparation of individual teacher professional development plans.
4. Other: criteria of teacher evaluation and appraisal; teacher promotion; disciplinary procedures; cases of serious misconduct (Bilbao et al., 2021).

More than a third of all European countries have TCFs and use them throughout the entire teacher career either in the process of initial teacher education or professional development (Belgium (Flemish community), Germany, Estonia, France, Italy, Lithuania, Austria, Romania, the United Kingdom, and Turkey).

Approximately a half of the European countries that have TCFs use them throughout teacher career for initial education rather than for their professional development (Belgium (French community), The Czech Republic, Denmark, Ireland, Spain, Luxembourg, Hungary, the Netherlands, Poland, Portugal, Slovenia, Slovakia, Sweden, Switzerland, and Norway) (Chrappán et al., 2020).

In 3 countries TCFs are used throughout teacher career only for their professional development (Montenegro, Serbia, and Macedonia).

TCFs can also be used for advancement of teachers' careers, for appraisal and disciplinary measures. Thus, in Estonia TCF, which is called Professional Standards for Teachers, is used to promote teachers to higher career stages. In France, appraisal of teachers is conducted in conformity with TCF. In Scotland, if a teacher is involved in a disciplinary procedure or is suspected of serious disciplinary misconduct, he/she is evaluated on standards outlined in General Teaching Council for Scotland Code of Professionalism and Conduct.

CONCLUSIONS

Teacher career development is the promotion to higher stages of career path that is carried out strictly in accordance with a definite career development scheme that presupposes a set of responsibilities and roles for each stage of teacher development. The conducted research testifies about advantages of multi-level career development that offers much more opportunities for teacher promotion than a single-level career development.

In most European countries, the promotion is only possible if the TCF is taken into account in terms of teachers' consistency with competences, aims, skills and knowledge outlined for each competence. In the result of the thorough study we have made a conclusion that TCF should have a detailed description of competences which makes the promotion transparent and fair. Besides, as information in TCFs concerns not only career promotion but also initial teacher education, introduction to the profession, continuous professional development, criteria of teacher evaluation and appraisal, they can have multi-faceted application.

It has been defined that decision concerning teacher promotion should be made in cooperation of school administration and higher educational authority. Of utmost importance is the experience of some European countries related to ensuring career assistance to teachers in terms of information provision, coaching and counseling.

In our further research, we consider it necessary to study in detail the TCFs of European countries that have detailed description of competences, such as the Netherlands, Estonia, and Latvia.



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**CONTENT AND ORGANIZATIONAL FEATURES OF THE PROGRAM
OF PROFESSIONAL TRAINING OF BACHELORS OF ARTS
FOR TEACHING ENGLISH IN PRIMARY SCHOOLS OF SINGAPORE**

ABSTRACT

The article deals with the structural, content features and organizational peculiarities of the educational process under the Programme of professional training of Bachelors of Education (English) for primary schools in Singapore. According to Singapore's language policy, English is the official language of the country, the language of instruction. It is compulsory for learning beginning with the primary school. It is established that the Programme of professional training of Bachelors of Education (English) for primary schools, which is introduced in the only institution of higher pedagogical education in Singapore - the National Institute of Education, lasts 4 years, has full-time form of study and is implemented under the Graduand Teacher Competencies Framework. In addition to mastering the necessary professional knowledge and skills, it is important to form a value base in the worldview of future teachers, which will allow them to educate successful Singaporeans in the 21st century. The training of English teachers for primary schools under the bachelor's degree programme takes place within the general training track, that involves specialization in two subjects: English and mathematics or natural or social sciences. It is defined that the main content areas of the programme of professional training of Bachelors of Education (English) at the primary level of education are the study of pedagogical, subject, curriculum disciplines, improvement of English competence, acquaintance with academic (theoretical) aspects of English, pedagogical practice, study of the essential course, which reveals peculiarities of successful functioning in a multicultural environment, as well as elective courses aimed at expanding the general knowledge horizons of students. In order to develop students' personal qualities necessary for an effective 21st century educator and their ability to impart the basic moral and ethical values to the future generation, students of the National Institute of Education of Singapore study online course of ethics and morality and participate in the Meranti project, which is a part of Singaporean civic education. The author also analyzes the wide range of opportunities for international practice for students of the National Institute of Education of Singapore.

Keywords: a teacher of foreign language, the English language, primary school, bachelor, professional education, professional competency of a teacher, pedagogical practice, civic education.

АНОТАЦІЯ

У статті досліджено структурні, змістовні складові та організаційні особливості навчального процесу підготовки учителів – бакалаврів (англійська мова) для початкових шкіл Сінгапуру. З'ясовано, що у відповідності до мовної політики



Сінгапуру, англійська мова є офіційною мовою країни, мовою навчального процесу і обов'язковою для вивчення, починаючи з початкової школи. Встановлено, що програма професійної підготовки бакалаврів освіти (англійська мова) для початкових шкіл, яка запроваджена у єдиному в Сінгапурі закладі вищої педагогічної освіти – Національному інституті освіти, триває 4 роки, має денну форму навчання і імплементується в рамках Моделі компетенцій педагога – випускника. Крім опанування необхідних професійних знань і вмінь, в процесі підготовки важливістю набуває формування ціннісної бази в світогляді майбутніх учителів, яка дозволить їм навчати і виховувати успішних сінгапурців XXI століття. З'ясовано, що підготовка учителів англійської мови для початкових шкіл за бакалаврською програмою підготовки відбувається в межах загального треку підготовки, який передбачає спеціалізацію на двох предметах: англійській мові та математиці або природничих або соціальних дисциплінах. Основними структурними напрямками професійної підготовки учителів – бакалаврів (англійська мова) на початковому рівні освіти є вивчення педагогічних, предметних, програмних дисциплін, вдосконалення англомовної компетенції, знайомство із академічними (теоретичними) аспектами функціонування англійської мови, педагогічна практика, вивчення загальноосвітнього курсу, який передбачає дослідження передумов успішного функціонування в мультикультурному середовищі, а також факультативних курсів, спрямованих на розширення загальноосвітнього кругозору студентів. З метою формування необхідних для педагога XXI століття особистісних якостей і вмінь прищеплювати майбутньому поколінню основні моральні та етичні цінності, обов'язковими для студентів Національного інституту освіти Сінгапуру є вивчення курсу моральної етики та участь у проекті Меранті, який є частиною громадянської освіти сінгапурців. В статті проаналізовано також широкі можливості здійснення міжнародної практики або стажування для студентів Національного інституту освіти Сінгапуру.

Ключові слова: учитель іноземної мови, англійська мова, початкова школа, бакалавр, професійна освіта, професійна компетентність учителя, педагогічна практика, громадянська освіта.

INTRODUCTION

The spreading of the English language as a means of international communication, recognizing it to be the modern lingua franca has led to increasing the number of English language programs in the educational space of many countries and updating requirements for the quality of the learning process. At present, many leading and developed countries are reforming and improving English-language education in order to ensure the success and competitiveness of their citizens in the future. In addition to updating material, technical and methodological bases, much attention is paid to the quality of teachers professional training and development. Education is a key factor and teachers play a critical role in shaping the nation's future (Lin, 2016). Studying the experience of countries with world top educational systems and high-quality professional training of teachers is useful in terms of reforming the domestic system of teacher training.

THE AIM OF THE STUDY

The aim of the study is to investigate the main content and organizational features of the program of professional training of bachelors of education (English) for primary schools in Singapore in terms of forming their professional competency.



THEORETICAL FRAMEWORK AND RESEARCH METHODS

Issues of the professional training of teachers, principles and prerequisites for forming their professional competency attracted the attention of many researchers (I. Bahaieva, I. Vasyliev, A. Derkach, I. Ziaziun, A. Markova, N. Nychkalo, V. Slastyonin, N. Huziy, T Komarnytska, T. Oshchepkova and others). In the Conception of pedagogical competency proposed by Banashko L., Sevastianova O. et al, professional competency is determined by the level of professionalism of the individual, and can be achieved through acquiring the necessary competencies, which are the purposes of professional training. (Banashko L., Sevastianova O. et al, 2021). There is no unified model of professional competency of a teacher in acmeology. Researchers propose various models which differ from each other in structure and components. However, a common feature of all existing models of teacher professionalism (competency) is the integration of activity and personality aspects of pedagogical activity.

Modern professional training of Singapore teachers is conducted within the Graduand Teacher Competencies Framework, which is based on the V3SK (Values3, Skills, Knowledge) model and MOE's (Minister of Education of Singapore) competencies framework for beginning teachers. The Graduand Teacher Competencies Framework involves three performance dimensions of competencies: professional practice, leadership and management, and personal effectiveness. According to V3SK model, in addition to mastering the necessary knowledge and skills, modern professional training of teachers should involve value learning, on the basis of which teachers' future professional activities will be built. The values that a 21st century Singaporean teacher should possess are divided into three paradigms: 1) learner-centric values; 2) a strong sense of teacher identity or pride; 3) service to the profession and community. Among core pedagogical approaches to the process of teacher professional training in Singapore the following ones can be indicated: didactics demonstration modelling, inquiry, reflection, experiential practicum, self-directed and collaborative approaches (A Teacher Education Model ..., 2009).

Theoretical research methods such as analysis, synthesis, interpretation, classification, generalization, as well as empirical methods that involve the study and analysis of pedagogical and normative documents are used to achieve the goal of the study.

RESULTS

The Republic of Singapore is a young, actively developing country that gained its independence from Britain in 1965. After gaining his freedom, Singapore began to build systems of general education and teacher training. One of the first steps taken by the Singaporean government in this direction was the solution of the language issue in a multinational country. The Republic of Singapore Independence Act of 1965 gave Malay, Mandarin, Tamil, and English official language status. Of the four official languages, three (Mandarin, Malay, and Tamil) are seen as "mother tongues" of the Chinese, Malay, and Indian communities, respectively. English was chosen as an official language in Singapore and the only language of instruction. Bilingual education is an important element of Singaporean language policy. Bilingualism became compulsory in Singaporean schools in 1966 and was defined by the government as "proficiency in English and one other official language" (Siemund, 2020).

Singapore's education system has constantly been evolved and updated. The current phase of the reforming of Singapore's educational system is called "Learning for Life: Remaking pathways" and involves the introduction of the competency-based approach to learning process in all its directions, including teacher professional training. The



competency-based approach, in contrast to the traditional approach, involves not only acquiring knowledge, skills and abilities, but also forming and developing students' ability to adapt and act independently in standard and non-standard situations, quickly solve problems of varying complexity on the basis of acquired knowledge (Kharkivska, 2020).

The National Institute of Education is the only centralized institution of higher pedagogical education in Singapore that provides training for primary, secondary schools, junior colleges and institutions of higher education and reports to the Ministry of Education of Singapore. At present, for applicants who wish to become English teachers in primary schools, the National Institute of Education of Singapore offers two options of training programs depending on previous educational achievements. For entrants who have completed higher secondary education and have a General Certificate of Education "A" (advanced) level or a diploma of the Polytechnic University, a training program of Bachelors of Education (B\Ed) is offered for a 4-year full-time study. For entrants who have graduated from other institutions of higher education and have a bachelor's or master's degree, there is a 16-month postgraduate training program for English language teachers at the primary level of education. The form of training under this training program is also full-time.

Professional training programs for Bachelors of Education at the National Institute of Education have two areas of study: Bachelors of Arts (BA(Ed)) or Bachelors of Science (BS(Ed)). The award of BA(Ed) or BSc(Ed) is dependent on the choice of Academic Subject(s) taken. In the case of a BA(Ed) (Primary), the choice of the first Academic Subject must be an Arts subject, while in the case of a BSc(Ed) (Primary), the Academic Subject must be a Science subject (Nurturing Tomorrow's Educators, 2014). The training of English teachers for primary schools is conducted according to the program of Bachelors of Arts and provides specialization in two disciplines: English plus one of the proposed subjects (Mathematics, Science or Social studies). The curriculum of these programmes is broad-based, with a strong emphasis on inquiry in the form of research in the academic and education subjects. The curriculum is also individualised to the students's professional interests and aspirations (Bachelor of Arts (Ed.)/ Bachelor of Science (Ed.), 2019). All disciplines of the Bachelor's degree program for English language teachers in primary schools in Singapore are divided into two types: compulsory and elective (Table 1).

Table 1

Bachelor of Arts (Ed) (English) training program for primary school teaching

Year of study	Subject area	Title of subject	Academic units (credits)
1	<i>Education studies</i>	– Educational psychology; Theories and applications for learning and teaching; – Group endeavours in service learning ; – professional practice and inquiry I; – The social context of education in Singapore	2 1 0 2
	<i>Academic subjects (1 subject area)*</i>	Any 4 disciplines of one subject area from the list of the offered subjects	12
	<i>Subject knowledge (aligned with curriculum studies subjects)</i>	– The English language: Grammar; – The second subject according to specialization (Mathematics, Science or Social studies)	2 8–9
	<i>LEADS**</i>	– Academic discourse skills; – Communication skills for teachers	3 2
	<i>Practicum</i>	– School experience	0

1) All freshmen are required to take an online ethics and morals course.***
2) All freshmen must attend English Language Certificate courses.****



Continued

2	Education studies	– Teaching and Managing Learners at the Primary Level; – Educational Psychology II: Theories and Applications for Learning and Teaching; – Technologies for Meaningful Learning; – Assessing Learning and Performance – Digital Literacy Discipline (optional) *****	2 1 2 1 3
	Academic subjects (1 subject area)*	– Any 5 disciplines of one subject area from the list of the offered subjects – Research methods	15 3
	Curriculum studies	– The English language: Teaching reading and writing in a multilingual context (Lower primary) – The second subject according to specialization (Mathematics, Science or Social studies).	3 3
	Subject knowledge (aligned with curriculum studies subjects)	– The English language: Exploring language in Texts	2
	Essential course	– Multicultural studies: Appreciating & valuing differences	3
	Practicum	– Teaching assistantship	3
1) All second year students are required to take an online ethics and morals course.			
3	Education studies	– Supporting diversity at the primary level; – Pedagogical practices; – Educational research; – Research project	1 1 3 3
	Academic subject*	-One subject from the list of Arts subjects*	9
	Curriculum studies (further studies in selected curriculum studies subjects in Year 2)	– The English language: Teaching reading and writing in a multilingual context (Upper primary) – The second subject according to specialization (Mathematics, Science or Social studies).	3 3
	General electives*****	Two disciplines of the student's choice from the list of the offered electives	6
	Practicum	Teaching practice 1	5
4	Education studies	-Professional practice and inquiry II	1
	Academic subject*	Any 4 disciplines of one subject area from the list of the offered subjects	12
	Curriculum studies (further studies in selected curriculum studies subjects in Year 2)	<u>The English language:</u> – Teaching speaking and listening in a multilingual context (Lower and Upper primary) – Approaches to teaching English in a multilingual context – The second subject according to specialization (Mathematics, Science or Social studies).	3 3 6
	Subject knowledge (further studies in selected subject knowledge areas)	<u>The English language:</u> – Current trends in English language – Education in the primary school – The second subject according to specialization (Math or Science)	2 2-3
	Practicum	Teaching practice 2	10

*Select 1 from the following list of Arts subjects: Art, Drama, the English Language, the English Literature, Geography, History, Music.

**LEADS – Language enhancement and academic discourse skills.



***All students of the National Institute of Education study the online course of ethics and morality. The purpose of the course is to analyze and evaluate the core moral and ethical values in a multinational Singaporean society (30).

***In addition to the core courses and the required number of prescribed electives, student teachers are required by Ministry of Education to undertake a compulsory Certificate in English Language Studies (CELS).

****Students choose for studying one of the following disciplines: Digital and media literacy / Computer literacy through coding and applications / Digital literacy for Net generation.

Source: Bachelor of Arts (Ed.). Bachelor of Science (Ed.), 2020.

Table 1 demonstrates that the programme of professional training of BA (Ed) (English) in primary schools consists of eight areas of study: 1) Education studies; 2) Curriculum studies; 3) Subject knowledge; 4) Essential course; 5) Practicum; 6) LEADS; 7) Academic subjects; 8) General electives.

Education studies involves acquaintance with the key provisions and principles of the educational process in terms of ensuring its effectiveness. *Curriculum studies* introduce the methodology and techniques of teaching English in primary schools and teach future teachers to integrate different types of English-language activities in the learning process. *Subject knowledge* is aimed at deepening and improving students' subject knowledge. Future English teachers (primary level), as a rule, choose courses related to various aspects of the functioning of the English language and literature (Bachelor of Arts (Ed.). Bachelor of Science (Ed.), 2020).

The essential course "Multicultural studies: appreciating and valuing differences" reveals the peculiarities of life in a multinational society, covers issues related to ethnicity, multicultural ethics and other social aspects of modern society (Bachelor of Arts (Ed.). Bachelor of Science (Ed.), 2019).

Practicum is an integral part of the BA (Ed) (English) programme and includes 4 types: 1) *School experience* (acquaintance with the organization of the educational process; 2) *Teaching assistantship* (observation of the work of experienced teachers and assistance); 3) *Teaching practice 1* (observation and independent planning of lessons, lasts 5 weeks); 4) *Teaching practice 2* (independent organization and conducting of classes, participation in the extracurricular activities, lasts 10 weeks).

Disciplines of the course *LEADS* provide the improvement of language and voice skills necessary for successful teaching and research work. In the case of a BA (Ed) (Primary) student teacher, the choice of the first *Academic subject* must be an Arts subject. For future teachers of English in primary schools, various training courses are offered depending on the course of study. They provide acquaintance with theoretical aspects of the functioning of the English language and literature and methods of their teaching, as well as students' conducting empirical and theoretical research under the guidance of experts. First-year students study such academic disciplines as: *Introduction to the study of language*, *Language in context core*, *Exploring the grammar of English core*, *Exploring the words and sounds of English*. These subjects are compulsory for the first year of study. Starting from the second year of study, students choose a certain number of academic disciplines from the list of proposed ones, for example, *The Social variation of language*, *Language acquisition and development*, *The role of language in education*, *Language and literacy*, *Pragmatics*, *Syntax*, *The structure of Singapore English*, *Topics in phonetics / Phonology*, *Topics in pragmatics*, *Lexicology and lexicography*, *Critical discourse analysis*, etc.



Electives are also accompanied by two compulsory courses – *Research Methods* (3 credits) and *Academic Exercise: English Language*, which involves project activities of students under the guidance of supervisors (Bachelor of Arts (Ed.). Bachelor of Science (Ed.), 2020).

Student teachers must also have 6 AUs of *General electives*. Subject areas of the offered electives are *Drama and performance*, *Early childhood education*, *Education studies*, *English language*, *Music*, *Special needs education*, *Youth work and guidance*, *Science of learning*. The aim of electives is to equip students with multiple skills and broader knowledge, beyond what their major disciplines may provide. As a rule, students choose elective subjects different from their specialization. (Bachelor of Arts (Ed.). Bachelor of Science (Ed.), 2020).

In addition to compulsory and elective disciplines, the BA (Ed) (English) training programme requires students to participate in a personal and professional development program called *Meranti Project*, specifically designed for future 21st century teachers and funded by the Ministry of Education of Singapore. This project involves communication with working teachers and primary school principals and students' active participation in preparing and conducting various educational activities in schools of Singapore. Taking part in this project, future teachers get acquainted with different strategies of pedagogical work, learn to work with different audiences, realize values and skills that should be developed in them (according to the V3SK Model) and imparted to the future generations. (The Meranti project, 2021). The project *Meranti* was named in honor of the Meranti tree, which is common in Singapore. The tree is very strong and high and has a wide crown, which gives shelter to many animals. This project is implemented within the framework of civic education, which plays one of the key roles in the educational system of Singapore. Singaporeans believe that civic education, like other aspects of civic and patriotic education, need to be taught, because young people do not become good citizens by accident (Sim, 2009).

National Institute of Education also provides many opportunities for overseas practice or study abroad for a significant period of time. Under the *Semester exchange GEM Explorer Programme*, students will have the opportunity to study one semester at a foreign university. All academic disciplines they will study abroad will be credited at the National Institute of Education. The minimum requirements for studying abroad are accumulated 69 credits. If the National Institute of Education has signed a memorandum of cooperation with a foreign institution of higher education in which a student plans to study under the GEM Explorer programme, training is free for him. The student pays only for travel, accommodation and insurance. (Bachelor of Arts (ed.) / Bachelor of Science (Ed.), 2019). *The International Practicum Programme* also allows future teachers to complete a 5-week foreign assistant and teaching internship, which will also be credited in the National Institute of Education of Singapore.

CONCLUSIONS

Singapore's educational system is highly efficient, which, in addition to the developed material, technical and methodological bases, is provided with quality teacher training. At present, teachers professional training in Singapore is conducted in accordance with the Graduate Teacher Competencies Framework. It is important for an effective teacher of the 21st century not only to acquire professional knowledge and skills, but to form moral qualities and values which will allow them to build an effective educational space and educate successful citizens. Bachelor of Arts (Ed.) (English) professional training program for primary schools at the National Institute of Education aims to develop various aspects of the professional competency of future teachers and provides them with full-fledged professional training. Education, academic, curriculum disciplines form professional knowledge of future specialists, pedagogical practice and overseas internships allow them



to apply the acquired knowledge in practice and develop professional skills. Courses for deepening English communicative skills are also proposed in the programme for improving English competence of future teachers. Elective, moral and ethical courses, the Meranti Project ensure personal development of students and their assimilation of moral and ethical values of Singaporean society, which will lie in the basis of their further professional activity.

We also consider it appropriate to study training programmes of English teachers for other levels of education (preschool, secondary, etc.) in Singapore with the purpose of determining the prerequisites and principles of effective training of foreign language teachers at different stages of the educational process.

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**BACHELOR'S PROGRAM IN "INTEGRATED DESIGN"
AND ITS IMPLEMENTATION IN INTERNATIONAL DESIGN SCHOOL
AT COLOGNE UNIVERSITY OF APPLIED SCIENCES**

ABSTRACT

The paper is aimed at thorough studying and analysis of Bachelor's program in "Integrated Design" in International School of Design (KISD) at Cologne University of Applied Sciences to outline positive features and aspects of the experience that can be borrowed for implementing similar programs in universities of developing countries. It has been defined that KISD Bachelor's program in "Integrated Design" relies on study that goes beyond the traditional framework of design and combines different designer approaches, practice and techniques. It presupposes students' work in at least ten out of twelve KISD branches of knowledge: Image and Motion, Identity and Design, Design for Manufacturing, Design Concepts, Design and Economy, Design Theory and Research, Gender and Design, Interface Design and Interaction Design, Ecology and Design, Production Technology, Service Design, Typography and Layout. Students' professional orientation in KISD is organized in four stages: Discoveries; Connections; International; Focus. Additional requirement is a program-related aptitude test due to which students can demonstrate their aptitude to the program. Bachelor's program in "Integrated Design" specialty offers 2 courses of study to students at the end of the first year of studying: "Integrated Studies in Design" and "European Studies in Design". Study at the program of "Integrated Design" is project-oriented and organized in modules. Successful completion of the study program is verified by module exams throughout the whole study program and Final Exam (Bachelor's thesis and Final Presentation). Exams can be of several types: oral, written, other (home assignments, a Study Journal (portfolio) etc.) and combined. The Defense takes place after the Presentation and is aimed at evaluating students' abilities to present the work orally, independently explain and be aware of the practical application of the results of the Bachelor's thesis; its subject-related and methodical aspects; interdisciplinary contexts; and interdisciplinary prospects. The procedure of calculating the final accumulative grade for the Bachelor's exam has been described in detail.

Keywords: design, bachelor's program, "Integrated Design", modules, International Design School, Cologne, module project, module exam, Bachelor's exam.

АНОТАЦІЯ

Стаття спрямована на вивчення та аналіз особливостей підготовки студентів за бакалаврською програмою «Інтегрований дизайн» в Міжнародній школі дизайну (KISD) при Кельнському університеті прикладних наук, щоб окреслити позитивні риси та аспекти досвіду, які можна запозичити для реалізації подібних програм в університетах країн, що розвиваються. KISD спирається на систему навчання, яка виходить за межі традиційних рамок дизайну та поєднує різні



дизайнерські підходи, практику та техніки. Бакалаврська програма з «Інтегрованого дизайну» передбачає роботу студентів щонайменше у десяти з дванадцяти галузей знань KISD: «Образ та рух», «Ідентичність та дизайн», «Дизайн для виробництва», «Концепції дизайну», «Дизайн та економіка», «Теорія та дослідження дизайну», «Гендер та дизайн», «Дизайн інтерфейсів та інтерактивний дизайн», «Екологія та дизайн», «Технологія виробництва», «Дизайн послуг», «Типографія та макет». Визначено, що професійна орієнтація студентів у KISD формується у чотири етапи: «Відкриття»; «Зв'язки»; «Міжнародний»; «Фокус». Додатковою вимогою є тест на придатність, який безпосередньо пов'язаний із програмою навчання, і за допомогою якого студенти можуть продемонструвати свою придатність до програми. Бакалаврська програма за спеціальністю «Інтегрований дизайн» пропонує студентам на вибір 2 курси навчання наприкінці першого навчального року: «Інтегровані дослідження в галузі дизайну» та «Європейські дослідження в галузі дизайну». Навчання за програмою «Інтегрований дизайн» організоване в модулі та орієнтоване на проекти. Успішне завершення навчальної програми підтверджується модульними іспитами протягом усієї програми навчання та підсумковим іспитом (бакалаврською роботою та заключною презентацією). Іспити можуть бути декількох видів: усні, письмові, інші (домашні завдання, портфоліо тощо) та комбіновані. Захист відбувається після презентації та спрямований на оцінку здатності студентів представляти роботу усно, самостійно пояснювати та усвідомлювати можливості практичного застосування результатів бакалаврської роботи, її предметно-методичні аспекти, міждисциплінарний контекст, міждисциплінарні перспективи. Детально описано процедуру розрахунку остаточної накопичувальної оцінки за бакалаврський іспит.

Ключові слова: дизайн, бакалаврська програма, «Інтегрований дизайн», модулі, Міжнародна школа дизайну, Кельн, модульний проект, модульний іспит, бакалаврський іспит.

INTRODUCTION

In today's labor market, qualified professionals are highly valued, especially designers who are demanded and well paid specialists. Being involved in designing is fashionable, prestigious and fascinating, and these are the main reasons of designer specialty popularity among secondary school graduates. Design is the art of layout, style and beauty. The field of design combines a number of areas and defines a multifaceted modern specialty. Professional training of future designers is concentrated on the study of design project activities in the fields of technology and construction of different types of technological goods from various materials. Professional designers can be employed in different branches of design application – industry, entrepreneurship, creative industry – and hold leading posts in public institutions of various levels, in international and non-governmental organizations, commercial structures and research institutions in the relevant spheres. These are the main reasons why “Design” specialty is a highly popular field of post-secondary education.

In modern educational environment “Design” specialty is gaining popularity in post-secondary institutions of the USA, France, Belgium, Germany, China, Canada, United Arab Emirates and others. Studying peculiarities of future designers' training in these institutions allows to implement positive aspects of their experience into developing countries where the first steps in this field are only being made.



THEORETICAL FRAMEWORK AND RESEARCH METHODS

Peculiarities of “Design” specialty and realization of its study program in leading universities of the world have not been thoroughly studied in scientific and research literature yet. General overview of design education study concept and peculiarities of its implementation has been presented by J. Bardzell (2019), C. Boucharenc (2006) and M. Ghajargar (2019). Design research in Germany was studied by Chao Yang (2019), R. Chow, R. Felicidad, J. Wolfgang (2015). Information on design programs, their realization and completion, curricula and syllabi can be found on official websites of leading universities worldwide. For our research, we have analyzed information and official documents (curricula, module catalogues, examination regulations etc.) for design speciality at a number of universities. Among them are: ENSCI Les Ateliers – Paris, France; University of Aveiro – Aveiro, Portugal; Aalto School of Art and Design – Helsinki, Finland; Glasgow School of Art – Glasgow, UK; Politecnico di Milano – Milan, Italy; Konstfack – Stockholm, Sweden (Study Arts & Design in Germany: 47 Universities with 94 English Study Programs, 2020). Thorough study of the training programs and curricula in leading universities with “Design” specialty allows to make a conclusion that special attention should be given to Cologne University of Applied Sciences which has a separate institution – Köln International School of Design (KISD) – established in 1991 and showing high level of future designers’ training.

While carrying out our 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 aim of our paper is to characterize peculiarities of “Integrated Design” Bachelor’s program in International School of Design at Cologne University of Applied Sciences to outline positive features and aspects of experience that can be borrowed for implementing similar programs in universities of developing countries.

RESULTS

Köln International School of Design (KISD) offers Bachelor’s program in “Integrated Design” providing an active and inspiring education that ensures great opportunities for students’ individual design due to interdisciplinary, project-oriented and international nature of education. Student-centered approach and research environment are aimed at strengthening students’ individual interests. Study combines diverse designer and scientific approaches in different branches of design and related subjects (Boucharenc, 2006). KISD relies on study that goes beyond the traditional framework of design and combines different designer approaches, practice and techniques. Bachelor’s program in “Integrated Design” presupposes students’ work in at least ten out of twelve KISD branches of knowledge:

Image and Motion	Gender and Design
Identity and Design	Interface Design and Interaction Design
Design for Manufacturing	Ecology and Design
Design Concepts	Production Technology
Design and Economy	Service Design
Design Theory and Research	Typography and Layout

(Modulhandbuch BA-Studiengang Integrated Design, 2016).

Besides, students acquire special designer analytical and conceptual knowledge in flexible structure of education during 7 semesters. Thus, they systematically learn to



understand and apply diversity of design solutions. Apart from their qualification, they also get intercultural experience and language competence. The program allows students to search for different designer solutions, perform projects flexibly and independently in social, cultural and international contexts. As a result, designer training is systematically integrated into a holistic understanding of theory and practice. Students study scientific and designer academic subjects. Doing projects, they discover design theory and methods and learn how to integrate them effectively in their work (Ghajargar et al., 2019). KISD offers numerous opportunities of collaboration with international and regional companies, institutions and associations. Many research and development projects are performed in close cooperation with business providing students with opportunities to get deeper understanding of doing business. KISD has an active strategy of international orientation. Numerous projects are carried out in collaboration with international universities and companies. Cross-cultural phenomena and processes are presented in projects with international partners every semester. What is more, due to a big number of international students KISD develops students' cross-cultural competences. That is why the majority of courses are taught in English. The study is project-oriented, presupposes cooperation of students during all the semesters and is organized in lectures, seminars, courses, work groups, tutorials, and extracurricular mentoring programs. The studying is partly linear (Chow et al., 2015). Every semester students choose elective courses starting with the first semester and this practice of individual learning path increases independence of students. Students' professional orientation in KISD is organized in four stages (Table 1):

Table 1

Stages of students' professional orientation in "Integrated Design" program

Discoveries (Semesters 1–2)	Students are concentrated on knowledge obtaining and understanding design as an area of thinking and action that intertwines with reality and requires specific designer way of thinking. Students learn to apply typical designer working methods and techniques, collaborate with other students and lecturers, get familiar with changing roles of a designer while performing their own designer project
Connections (Semesters 3–4)	Students study "Integrated Design" as a branch of theory, action and drafting which is dominated by connections with different branches of design, designing process itself and other sciences. They learn how to establish contacts with one another and draft their own pivotal practical orientations
International (Semester 5)	The semester is dedicated to international and cross-cultural experience. Due to studying in one of 45 partner institutions in Europe and beyond and due to international orientation of their study in Cologne, students get new insight into their personal and professional development
Focus (Semesters 6-7)	Selecting elective courses, project work and Bachelor's thesis, students set their own pivotal orientations and develop their profile. Due to this, students are ready to begin their career via relevant work offers

Bachelor's program is full-time, lasts for 7 semesters and contains 210 ECTS credits. The study presupposes internship lasting for 6 months. Additional requirement is a



program-related aptitude test through which students can demonstrate their aptitude to the program. The test is conducted by Applications Committee of KISD and includes 3 components:

1. Home assignment/term paper. Considering the grade for this task, the Committee will choose the most promising applicants. Home assignment/term paper contains a task that is related to the program of study and can be completed visually, verbally, as a 2D or 3D project or with the use of modern media.

2. Exam (solving a program-related task). The exam can last for 2-4 hours depending on a task. The results of the exam are presented as a 2D or 3D object or in a written form.

3. Oral exam (presentation of the written exam and discussion with an expert).

The committee assesses applicants according to the following criteria:

– ability to perceive and present complicated designer issues;

– ability and motivation to creative work;

– general aptitude to the program (Integrated Design (Bachelor's program) – Study Concept and Program Content, 2021).

Bachelor's program in "Integrated Design" offers 2 courses of study to students at the end of the first year of studying:

Integrated Studies in Design – students work in multi-semester projects and seminars on complicated designer processes and get profound knowledge in content, practice and methodology of design, developing their analytical, conceptual and design specific competences which they combine with cross-cultural and international experience. Teaching and research projects allow them to develop their own interests and set individual pivotal orientations. With the help of mentoring program students learn to improve themselves and to develop as professional designers. At the university there is Student Advisory Service, which provides support and help with admission, meeting the requirements to study in KISD, with rejected home assignments and explanations of the reasons of rejection. This service is organized in the form of consulting.

European Studies in Design – the other course of study according to which first 4 semesters students study at KISD. Then they study at two partner-universities of KISD to borrow the experience of innovative and international design. In general, there are six KISD partner-universities for this course: ENSCI Les Ateliers – Paris, France; University of Aveiro – Aveiro, Portugal; Aalto School of Art and Design – Helsinki, Finland; Glasgow School of Art –Glasgow, UK; Politecnico di Milano – Milan, Italy; Konstfack – Stockholm, Sweden (Undergraduate Studies in Design Studies in Germany, 2021).

Study at the program of "Integrated Design" is project-oriented and organized in modules. Projects and seminars play substantial role within modules. At the beginning of each semester students choose projects and seminars from the suggested list, thus extending and forming their individual course of study. As the majority of projects and seminars are accessible to students of all semesters, the classical structure of semesters was cancelled and students have possibilities to exchange experience, learn together and work throughout the semesters (Chao Yang, 2019). Individual modules can be chosen by students of different courses from the scope of 12 branches of knowledge. Students have to get familiar with the content of modules to make sure that they suit their course of study. This system of modules allows students to make up their own profile that is supported and accompanied with intensive mentoring program by lecturers who regularly (every two years) are appointed as responsible for organization of students' study process. The system of modules is presented in Table 2.



Table 2

System of modules in “Integrated Design” Bachelor’s program

Modules	Semesters	ECTS credits
Design Discoveries	1–2	32
Skills Discoveries		16
Community Discoveries		4
Reflection Discoveries		8
Design Connections 1	3–4	20
Design Connections 2		22
Skills Connections		6
Community Connections		4
Reflection Connections	5	8
Design International		26
Reflection International		4
Design Focus		6–7
Individual Focus	16	
Reflection Focus	8	
Final Thesis	12	
Final Presentation		6

Before choosing a module students have an opportunity to get familiar with its brief content and general information. The information can be found in the catalogue of modules and includes the following data:

- Semesters;
- Credits;
- Workload (class workload and individual workload);
- Prerequisites;
- Duration;
- Languages of teaching;
- Group capacity;
- Short description of the content and goals;
- Competences to be formed;
- The focal point of the module (project etc.);
- Methods of teaching;
- Requirements to students to get credit points (regular attendance of classes, allowed number of missed classes, individual contribution to the course, successful passing of the exam etc.);
- Form of exam (presentation of the project, written work as a home assignment or term paper etc.);
- The value of the module grade for the final grade (in percentage). As a rule common subjects count for 1–3 % of the final grade whereas Final Thesis or Presentation can count for 20–30 % of the final grade (Modulhandbuch BA-Studiengang Integrated Design, 2016).

Successful completion of the study program is verified by module exams throughout the whole study program and Final Exam (Bachelor’s thesis and Final Presentation). Module exams are held at the end of each module according to the module catalogue.



All module exams have to be taken by the end of semester 7. The content of the module can be studied within one course or several courses with different teaching methods and last for maximum 2 semesters. Module exams can also be divided into some individual exams. Requirements to the exam must correspond to the learning outcomes for each individual module and are outlined in the module catalogue. Students may be required to demonstrate content knowledge of previous relevant modules. Exams can be of several types: oral, written, other (home assignments, a Study Journal (portfolio) etc.) and combined. A written paper (e.g. research, case study etc.) or a Study Journal (portfolio) are aimed at assessing students' ability to solve some subject-related problem independently by means of oral or written presentation for a definite period of time using scientific and subject-related methods. The goal and the volume of home assignments or a Study Journal (portfolio) are to be defined by the examiner at the beginning of the semester. An interesting fact is that the grade is not announced immediately or during the same day. It may take from 1 to 5 weeks for examiner to announce the results of the exam depending on its type (Examination regulations for the Bachelor's program in Integrated Design, 2014).

Oral exams (presentation, negotiation, moderation etc.) determine whether students are able to solve and professionally present practice-oriented task independently by means of oral communication during the allocated time using scientific and subject-related methods. Minutes of the exams contain facts necessary for assessment of the oral exam. The grade is announced in a week. Home assignments and oral examinations can be performed as a joint team project if the contribution of a student can be assessed clearly during the exam. To prove the contribution of students such aspects of their work can be evaluated: passages, fields of work, numbers of pages in written papers and other objective criteria that allow to outline the work of students clearly and objectively.

Academic subjects eligible for module projects are: Identity and Design; Audiovisual Media; Gender and Design; Design for Manufacturing; Production Technology; Design and Economy; Design Concepts; Service Design; Interface Design; Design Theory and Research; Typography and Layout; Ecology and Design; Identity and Design and others. Students are to carry out a project in at least 10 subjects that are on offer in "Integrated Design" program. Projects can be short-termed (3 credits), medium-termed (6 credits) and long-termed (12 credits). Within the course of one semester students can take on one long-termed and one short-termed project or two medium-termed or up to 6 consecutive short-termed projects (Bachelor "Integrated Design" KISD Köln International School of Design, 2019).

Bachelor's exam consists of Bachelor's thesis and Final Presentation and defines whether students acquired good specialized knowledge necessary for doing their job independently taking into account scientific findings and methods. Having passed the exam students complete the program of scientific degree and acquire academic degree of Bachelor of Arts. The grade for the Bachelor's thesis is announced no later than 8 weeks after the defense.

Writing Bachelor's thesis students have to demonstrate interdisciplinary cooperation. Bachelor's thesis theme can be chosen from the following subjects: Audiovisual Media; Gender and Design; Design for Manufacturing; Production Technology; Design and Economy; Design Concepts; Service Design; Interface Design; Design Theory and Research; Typography and Layout; Ecology and Design. Students are given 12 weeks to complete the thesis. For completed Bachelor's thesis students are granted 12 ECTS credits (Examination regulations for the Bachelor's program in Integrated Design, 2014).



Final Exam consists of the Final Presentation, Defense and Publication. In Final Presentation students present the results of their work in the form of a presentation to examiners within one week after submission of the Thesis.

The Defense takes place after the Presentation and is aimed at evaluating students' abilities to present the work orally, independently explain and be aware of practical application of the following aspects:

- results of the Bachelor's thesis;
- its subject-related and methodical aspects;
- interdisciplinary contexts;
- interdisciplinary prospects.

The duration of the Defense is approximately 30 minutes. If a student has not passed the Presentation and Defense, he/she can do it again. Students that have passed Presentation and Defense get 2 ECTS credits for both. Publication related to the Bachelor's thesis gives 2 more credits. Grade for the Final Exam consists of the grade for the Presentation (50 %), grade for the Defense (50 %) and "passed/not passed" for the Publication. Bachelor's exam in "Integrated Design" is passed if students obtained 210 ECTS credits and successfully completed 10 academic subjects. Graduates get a certificate testifying to the passed Bachelor's exam within 4 weeks after the Final Exam. The certificate contains grades and credits for all module exams, theme of the Bachelor's thesis, grades and credits for Bachelor's thesis and Defense, final accumulative grade for the Bachelor's exam and transferred grades or recognized assessment from other universities, if any (Examination regulations for the Bachelor's program in Integrated Design, 2014).

Final accumulative grade for the Bachelor's exam is calculated as:

1. Arithmetic mean of the grades (individual ECTS credits) for module examinations – 30 %.
2. Module "Design Connections 1" – 10 %.
3. Module "Design Focus" – 20 %.
4. Module "Final Thesis" – 25 %.
5. Module "Final Presentation" – 15 %.

Having completed the Bachelor's program successfully and having acquired the first professional qualification students can continue studying in Master's program.

CONCLUSIONS

Due to providing design training that goes beyond traditional limits of design as a construction of objects, the Bachelor's program in "Integrated Design" at KISD offers highly valued course of study and presupposes different career prospects. Future designers work in a team, they use their drafting abilities as a set of flexible strategic decisions that can be applied for different problems and subjects. Graduates demonstrate high level of competences and skills in new projects very quickly. Due to intensive and interdisciplinary form of study they are perfectly prepared to ever changing professional environment. KISD "Integrated Design" program presupposes training students in such a way that they rely on their own abilities which makes them perfectly suitable for different jobs – in an individual design studio, in companies, designer consulting agencies, advertisement agencies etc. Further work can take place in associations, public institutions as well as other establishments not related to design but requiring skills of working in a team, improvisation, empathy, internationality, communication skills, oriented at decision making. A great advantage of the program is its cross-cultural and international orientation.



In our future research, we have an intention to study peculiarities of Master's program in "Integrated Design" at KISD, as it ensures consecutive nature of design education in Germany.

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COMPARISON OF THE EDUCATIONAL NEEDS OF LEARNERS AT THE UNIVERSITIES OF THE THIRD AGE IN UKRAINE AND POLAND

ABSTRACT

The author presents the results of surveys of elderly people conducted in Ukraine and Poland. Among the urgent problems that concern Ukrainian elderly people are: health, loneliness, lack of work that would bring satisfaction, the loss of loved ones, the unsettled life of their children, as well as the political and economic situation in the country. Educational needs were not raised in these studies. In Poland, surveys of the learners at the Universities of the Third Age (U3As) are often conducted. Most respondents perceive old age as another stage of life that can be used for their development rather than a period of illness and loneliness. The researchers were interested in motivation of elderly people to studying at U3A. The prevailing responses included the desire to expand their knowledge and intensify intellectual development, maintain relationships with people of the same age group, be physically fit, have fun, fulfill their youthful dream of education etc. Most respondents indicated the relationship between studying at the U3A and improving the quality of life. The presented results of the Polish research, in contrast to the Ukrainian one, clearly confirm the positive impact of U3A on the formation of the elderly's quality of life. Positive feedback testifies about active and qualitative aging of the people, for whom activity, optimism and openness to others are very important issues. The author conducted her own survey on the educational needs of the elderly in Ukraine. It has been found out that 65% of elderly people have not heard about the existence of U3As in Ukraine. Only 47% of respondents want to study, while 53 % do not have this desire for various reasons. This necessitates some measures to promote and extend the activities of U3As in Ukraine.

Keywords: adult education, University of the Third Age (U3A), survey, the elderly, Poland, quality of life, learners.

АНОТАЦІЯ

Автор представляє результати опитувань людей похилого віку, проведених в Україні і Республіці Польща. Серед проблем, що турбують українських людей похилого віку, на першому місці є: стан здоров'я, самотність, відсутність роботи, яка б приносила задоволення, втрата близьких і рідних людей, необлаштоване життя їхніх дітей, а також політична та економічна ситуація в країні. Питання освітніх потреб в цих дослідженнях не піднімалися. З'ясовано, що у Республіці Польща часто проводиться опитування слухачів університетів третього віку. Більшість респондентів сприймають старість не як період хвороб і самотності, а як наступний етап життя, який можна використати для свого розвитку. Дослідників цікавить, що спонукає людей похилого віку навчатися в університетих третього віку. Переважали такі відповіді: бажання розширити свої знання та підтримати інтелектуальний розвиток, підтримувати стосунки з людьми тієї ж



вікової групи, залишатися у гарній фізичній формі, цікаво проводити вільний час, здійснити свою юнацьку мрію про освіту та ін. Більшість респондентів вказують на взаємозв'язок між навчанням в університеті третього віку та покращенням якості життя. Представлені результати польських досліджень, на відміну від українських, чітко підтверджують позитивний вплив університетів третього віку на формування якості життя людей похилого віку. Позитивні відгуки свідчать про якісне старіння аудиторії, для якої активність, оптимізм та відкритість до інших є дуже важливими питаннями. Автором проведено власне опитування щодо освітніх потреб літніх людей в Україні. Виявлено, що 65 % людей похилого віку не чули про існування в Україні університетів третього віку. Мають бажання навчатися лише 47 % опитаних, натомість 53 % з різних причин не хочуть навчатися. Це свідчить про необхідність популяризації та розширення діяльності університетів третього віку в Україні.

Ключові слова: освіта дорослих, університет третього віку, опитування, люди похилого віку, Республіка Польща, якість життя, слухачі університетів.

INTRODUCTION

A characteristic feature of the current demographic situation in the world is the low birth rate and the growing number of the elderly. According to international statistics, today one in ten inhabitants of the Earth is 60 years old and older. By 2050, one in five will be in their sixties, and by 2150, one-third of the world's population will have reached that age. The general trend of population aging, declining birth rates both in Ukraine and around the world generates the need to provide appropriate living conditions. In the developed countries of the world, this problem has been solved for many decades and there are significant positive achievements in its solution, in particular, in terms of financial and social provision. At present, state policies of these countries are aimed primarily at meeting educational and developmental needs of the elderly. For this reason, U3As, which are organized to teach and develop their learners, have been functioning for many years.

In contrast, in Ukraine, despite all the ongoing pension reforms, the standards of living of the elderly remain extremely poor. Low pensions, high retirement age, lack of funds to pay pensions, changes in a person's social status related primarily with the termination or limitation of employment, the transformation of holistic guidelines, the very way of life and communication, the need for social and psychological adaptation to new conditions – this is not a complete list of problems facing the state and its citizens. The results of research by the Institute of Demography of the National Academy of Sciences of Ukraine show that only 1 % of the elderly are practically healthy and do not have chronic diseases. One in five people over the age of 60 lives alone, and one in ten is unable to take care of themselves. 5–6 % of retirees are bedridden people (Instytut demografii i socjalnykh doslidzen, 2021).

THE AIM OF THE STUDY

The paper is aimed at conducting a comparative analysis of the educational needs of learners at the U3As in Ukraine and Poland. Besides, in the context of the study, our own survey has been conducted and the results are presented in the paper.

THEORETICAL BASIS AND METHODS OF RESEARCH

Analysis of reference materials shows that scientists are paying more attention to the needs of the elderly and providing their lifelong learning. These issues are studied from different perspectives: philosophical (G. Abramova, V. Alperovich, O. Kozlov, O. Leaders,



R. Yatsemirskaya, etc.); legal (V. Andreev, N. Bolotina, O. Ganechko, O. Kuchma, S. Prilipko, B. Stashkiv, O. Tishchenko, V. Shcherbyna, O. Yaroshenko, etc.); social (E. Libanova, O. Komarova, S. Kravtsov, A. Lobanova, L. Stadnyk, Y. Tkachenko, L. Yegorova, I. Yevdokimova, etc.); psychological (O. Bogomolets, V. Frolkis, I. Mechnikov etc.); pedagogical (O. Anishchenko, O. Banit, M. Gavran, L. Lukyanova, etc.).

Nevertheless, the issue of solving educational needs is rarely raised, so one of the main tasks in Ukraine is to create decent conditions for the elderly to realize the concept of lifelong learning.

RESULTS

It is a proven fact that change of a social status of a person in old age negatively affects their moral state and financial security, negatively affects the mental state, reduces resistance to disease and adaptation to changes in the environment. Previous surveys in Ukraine were mainly focused on such kinds of needs. Thus, in 2010 the Ukrainian National News Agency conducted a survey among the elderly “What upsets Ukrainians?”. The survey involved 2,000 respondents aged 18 and older. The results are the following: only 7 % of respondents over the age of 60 do not feel upset in life and all other elderly people begin to worry about the unsettled life of children, relationships with them; health is gradually coming to the fore – 37 % of respondents aged 50–59 and 67 % over 60 are most upset about their health; loneliness and relationships with children are increasingly frustrating; the state of their housing and income level are less frustrating; older people (50–59 years) are much less upset by the lack of work that would bring pleasure (Lyudey pokhyloho viku zasmuchuye samotnist, 2010). It should be mentioned that educational needs in this study were not considered.

In 2015, the All-Ukrainian charity Care for the Elderly in Ukraine conducted another survey to find out which issues are of utmost concern to the elderly and which rights they consider the most important. The questionnaire consisted of 5 questions: the first and the second were purely statistical in nature, and the next three questions presupposed answer options that had to be evaluated according to the suggested scale. At the beginning of February 2015, 970 completed questionnaires were received. 71 % of respondents were women and 29 % were men. The age of most respondents was 70–80 years. As in 2010, the results showed that the majority of elderly Ukrainians surveyed were most concerned about their own health. They were also concerned about the problems their children faced. The loss of loved ones, as well as the political and economic situation in the country were distressing for them. Unfortunately, even 5 years later, the issues of education and training were not raised either (Opytuvannya Vseukrayinskoyi blahodiynoyi orhanizatsiyi “Turbota pro litnikh v Ukrayini”, 2018).

Further research was conducted at the Kamyanets-Podilsky City Center for Social Services “Longevity”. The respondents were selected in accordance with the purpose and objectives of the empirical study on a voluntary basis, and 30 elderly people (15 men and 15 women) were chosen for the sample. To achieve the goals of the empirical research and hypothesis testing, the following diagnostic tools were developed: a test questionnaire with 17 closed-ended questions that provided answers: yes, no, often, rarely, sometimes. There was also a questionnaire form to determine the adaptation process of the elderly, covering 20 closed-ended and open questions (Sotsialno-psykholohichni osoblyvosti perezhyvannya samotnosti lyudmy pokhyloho viku, 2017).

The study found that 7 % of men and 3% of women had never felt lonely. The other 20 % of men and 35 % of women felt lonely very often, or even constantly. Only 15 % of



men and 20 % of women sometimes felt lonely. The obtained data show the predominance of a high level of loneliness experienced by the elderly (55 %). According to the analysis of the main causes of loneliness, it was found out that 25% of men and 20 % of women lacked a loved one, 5 % of men and 25 % of women lacked true friendship, 10 % of men and 10 % of women lacked the attention and care of relatives (children, grandchildren). Only 2 % of men and 3% of women lacked friendly and compassionate attitude from others (Sotsialno-psychologichni osoblyvosti perezhyvannya samotnosti lyudmy pokhyloho viku, 2017). As the survey suggests, educational needs of the elderly were not of particular interest.

Meanwhile, similar surveys have been conducted in Poland. Many Polish researchers are trying to determine the quality of life of the elderly. An important study was conducted by Wrublewska and Blaszcak in December 2011 among 114 learners of the U3As in Wrocław. The majority of respondents were women (68.4 %) aged 60–79 years. It turned out that old age was perceived primarily as another stage of life by 76.3 % of respondents and only 5.2 % of people said that it was a period of illness. These results indicate the optimism of the elderly. 65.7 % of respondents also mentioned that physical activity definitely improved their well-being. They claimed that they spent their free time mainly on travel (52.6 %) and hobbies (44.7 %) (Rol universytetiv tretoho viku u formuvanni yakosti zhyttya lyudey pokhyloho viku ta upravlinnya chasom, 2019).

Besides, in this survey, researchers were interested in motives behind elderly people's desire to study at the U3A. 81.5 % of respondents had desire to extend their knowledge and encourage intellectual development. More than half of the respondents, namely 55.2 %, said that their goal was to maintain relationships with people of the same age group. 44.7 % wanted to stay in good physical shape, 36.8 % wanted to spend free time with pleasure, 26.3 % wanted to feel competent regardless of the age, 21.0 % were eager to realize their youthful dream of education, and 10.5 % wanted to get rid of loneliness. Half of the respondents stated that due to attending classes at the U3A they had new interests or an opportunity to develop current ones. Only 7.8 % responded that activities at the U3A did not affect the development of their knowledge (Dopovid pro doslidzhennya "Rol universytetiv tretoho viku v protsesi kulturnoyi aktyvizatsiyi lyudey pokhyloho viku", 2016). Most of the research was conducted among people who came from large cities, had higher education and were still married, which seems to be of additional importance for evaluation of the old age. Respondents were active both intellectually and physically, willingly participated in excursions offered by the U3A (Borchyk, 2013). Researchers made a hypothesis that activities of the U3A were aimed at prevention and overcoming the alienation of the elderly. Thus, these universities encouraged old people to perceive old age naturally and treat it mainly as another stage of their life. Studies have confirmed this hypothesis. Researchers point out that activity plays an important role because it promotes a positive life outlook. Responding to questions about the future, respondents said they were not worried (Yakhimovych & Nalepa, 2012). Vrublewska and Blaszcak proved that there is a need for establishing and functioning of U3As. They also proved the correctness of their general assumptions concerning the relationship between U3As and meeting the needs of the elderly concerning self-education, extending knowledge and skills, carrying out socially useful activities, recognition of oneself as a part of society or a group, spending leisure time, encouraging social relations and mental and physical stimulation (Rol universytetiv tretoho viku u formuvanni yakosti zhyttya lyudey pokhyloho viku ta upravlinnya chasom, 2019).

Thus, in 2019, the Central Statistical Office of Poland (GUS) conducted a number of surveys. It was defined that at the moment of the research there were 640 U3As, 80 of



them were located in the Masovian Voivodeship. 71.9 % of learners of the U3As were people aged 61–75 years; 50.5 % of them had secondary education; 87.9 % were retired. In terms of ownership, 56 % of U3As operated within the structure of non-governmental organizations. Among them 44.7 % were associations established solely for the purpose of U3A management. 21.5 % of U3As function at the universities, and 17.7 % operate at cultural centers.

What concerns personal life of respondents, 66 % of them have friends besides their family and often visit them. 11 % visit their friends and family once a week or more often, and 37 % do it 1-3 times a month. However, about 18% of the elderly hardly meet their friends. Nevertheless, thanks to friends and family, the elderly feel financially secure in difficult situations. As many as 91 % say they can rely on their friends and family (Rol universytetiv tretoho viku u formuvanni yakosti zhyttya lyudey pokhyloho viku ta upravlinnya chasom, 2019).

The presented results of Polish research, in contrast to the Ukrainian one, clearly confirm the positive impact of U3As on the formation of qualitative life of the elderly. Most respondents claim that there is relationship between studying at U3A and improving the quality of life. Positive feedback testifies about pleasant aging of the respondents, for whom activity, optimism and openness to others are very important issues.

We also conducted a survey to identify the educational needs of the elderly in Ukraine. The sample included 17 women aged 59 to 84, who were asked 8 closed-ended questions. Among them 41 % are residents of rural areas and 59 % are urban residents. The vast majority of residents have secondary education (58 %); 30 % of respondents received higher education, and 12% did not complete higher education. Unfortunately, it is not comforting that 65 % of elderly people have not heard about the existence of U3As in Ukraine, 35 % know what they are; 47 % want to study at U3As whereas 53 % do not want to. Respondents who are willing to study defined the areas that are of peculiar interest to them: physical activity and health maintaining – 58 %, computer literacy - 47%, law – 29 %, psychology – 29 %, healthy eating – 29 %, gardening and horticulture - 12%, decorative and applied arts – 12 %, learning foreign languages – 6 %, financial literacy – 6 %, no special interest – 23 %. When asked how much time they were willing to devote to studying, 29 % responded that they were ready to attend classes every day; 29% were ready to do it once a week; 29 % answered that they could not allocate time for regular studying and 3 % were ready to attend classes 2 times a month. It is extremely gratifying that 70 % of respondents were in good health to attend university whereas 30 % couldn't do it because of illness (Sotsialna aktyvnist lyudey pokhyloho viku 2014–2020 rr., 2020).

However, given the current processes in the world education, the trends, forms and means of education are changing accordingly, which in turn requires further research and improvement of the learning process at the U3As. In Ukraine, special importance of education for the elderly is caused by the transition from the concept of “learning for the whole life” to the concept of “learning during the whole life”, which is a feature of the education system in the information society. It necessitates the adaptation of this fast growing age group to quick economic and social changes, helping them to overcome the problems of loneliness, redundancy and social isolation.

CONCLUSIONS

An indicator of efficiency and quality of the elderly's education is the manifestation of their active life position, inclination to self-education, self-development, maintaining positive world outlook, the desire to lead a healthy lifestyle, interest in



innovation. Research conducted in Poland shows that most learners at the U3As are active participants in learning, interested in attending classes and self-study, able to perceive the new and pass on their experience, especially to the younger generation of learners. This suggests that U3As can be characterized as one of the effective models of integration of the elderly in modern society, which, by enhancing their lives in general, improves the quality of life and thus contributes to solving the demographic problem of active aging. Our study does not cover all aspects of the problem. Further scientific research must be carried out in terms of theoretical and experimental studies of the impact of studying on the physiological and psychological state of the elderly; search for new ways, forms, and methods of organizing educational activities at the U3As; solving problems of training specialists for teaching the elderly, etc.

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DEVELOPMENT OF NON-FORMAL ADULT EDUCATION IN FOREIGN COUNTRIES

ABSTRACT

Features of non-formal and formal education are analyzed in the article. The specificity of formal education lies in the longevity of goals, academic content, the implementation of external quality control of education, structure, standardization, resource consumption, the availability of a document on education. Non-formal education is based on the integration of learning and life. It covers learning activities for people of all ages (children, adults, the elderly, whether girls, boys, women or men), in any living environment (family, school, community, workplace, etc.), and through various forms that together meet a wide range of educational needs. The author draws attention to the validation of non-formal education in foreign countries and gives examples of legal support for this process in countries such as the United Kingdom (official recognition of non-formal education by the Department of Business, Innovation and Qualifications in 2009), France (Law on Social Modernization (2002) and the introduction of French legislation on the concept of validation of knowledge gained through experience (Validation des Aquis de l'Expérience), Finland (the system of validation of non-formal and informal education is supported by the state, the process of validation is improved and standardized), the Netherlands (Education Professions Act (2004) and EVC – Erkennung Verworven Competenties evaluation procedure), Germany (two research projects: Weiterbildungspass (Continuing Education Passport) and Lernkultur Kompetenzentwicklung (Development of Competences as a Learning Culture)). The author concludes that today the opposition of formal and non-formal education is considered unproductive. Actions based on the complementarity of different types of education are considered appropriate.

Keywords: *formal and non-formal education, lifelong learning, adult education, validation.*

АНОТАЦІЯ

У статті представлено аналіз особливостей неформальної і формальної освіти. Специфіка формальної освіти полягає в довготривалості цілей, академічності змісту, здійсненні зовнішнього контролю якості освіти, структурованості, стандартизації, ресурсовитратності, наявності документа про отримання освіти. Неформальна освіта заснована на інтеграції навчання й життя. Вона охоплює навчальну діяльність для людей будь-якого віку (дітей, дорослих, людей похилого віку, незалежно, чи це дівчата, чи хлопці, жінки, чи чоловіки), у будь-якому життєвому середовищі (сім'я, школа, громада, робоче місце тощо) та через різноманітні форми, що разом задовольняють широкий спектр навчальних потреб. Автор робить висновок, що на сьогоднішній день протиставлення формальної та неформальної освіти визнано непродуктивним. Доцільними визнаються дії, засновані на взаємодоповненні різних видів освіти. Автор звертає увагу на валідацію



неформальної освіти в зарубіжних країнах і наводить приклади нормативно-правового забезпечення цього процесу в таких країнах, як Великобританія (офіційне визнання неформальної освіти Департаментом бізнесу, інновацій та кваліфікації відбулося в 2009 році), Франції (Закон «Про соціальну модернізацію» (2002) і введення в обіг французького законодавства поняття «валідація знань, набутих за допомогою досвіду» (*Validation des Aquis de l'Expérience*), Фінляндія (система валідації неформальної та інформальної освіти підтримується державою, процес підтвердження кваліфікації вдосконалюється і стандартизується), Нідерланди (Закон «Про професії у сфері освіти» (2004) і процедура оцінки EVC – *Erkennung Verworven Competenties*), Німеччина (два дослідницьких проекти: *Weiterbildungspass* (Паспорт безперервної освіти) і *Lernkultur Kompetenzentwicklung* (Розвиток компетенцій як культури навчання).

Ключові слова: формальна і неформальна освіта, навчання впродовж життя, освіта дорослих, валідація.

INTRODUCTION

Developed countries of the world at the level of state power recognize that knowledge is the basis for social, political and economic development, progress of science and technology, the rational use of human resources. In this regard is the transformation paradigm of the educational system, the concept of "education for life" resign itself to loosening its significance, it replaced the while walking the other – "Lifelong Learning", continuous education.

The International Labor Organization (ILO) has reaffirmed its relevance to modern society. In a report on the future of labor ILO explained that the nature of our lives is changing dramatically, as many countries are now talking about the "fourth industrial revolution", which is based on automation, the transition to digital technology, employment growth in IT and use of artificial intelligence. As a result, previous skills become obsolete and the demand for new ones grows. The continuous education can play a key role in ensuring equal for everyone 's access to new features.

UNESCO Institute for Lifelong Learning recognizes that continuous adult education is an important component of lifelong learning, covering a continuum of learning, from formal to non-formal and ending informal learning (CONFINTEA, VI/6, 2010, p. 6). Today non-formal adult education reflects maximum measures the potential of continuing education

THE AIM OF THE STUDY

In view of this, **the purpose of the research** is to analyze the features and current problems of non-formal education in foreign countries.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The problem of non-formal education has been the subject of scientific discourse for a long time. The founders of the study of non-formal education are considered to be such foreign scholars as M. Ahmed, P. Coombs M. Knowles, T. Simkins. In the 1960-1970's they tried to separate these two types of education and explain the difference between them. Subsequently, in the 1980-1990's, this topic was further developed in the studies of other scientists: J. Bjornavold, G. Dohmen, R. Fischer, P. Fordham, T. Jeffs, M. Kamil, H. Lipman, S. Merriam, M. Smith and others.

In Ukraine today, more attention is also paid to non-formal education. Scientists are studying different areas of non-formal education in Ukraine: O. Anishchenko (the concept of non-formal adult education in Ukraine), O. Banit (current trends in professional



development of staff in the system of corporate education), O. Vasylenko (non-formal adult education as a realisation of humanistic approach in education), L. Lukyanova (non-formal adult education as an integral part of lifelong learning). They emphasize the importance of studying constructive ideas of foreign experience.

Research methods include analysis, synthesis, systematization and generalization.

RESULTS

The establishment and development of non-formal adult education in the history of foreign upbringing traced from the XIX century, when the first signs of distinction reflected the real her and formal education. In the conditions of formal education, the elite strata of society were trained and its content was based on the translation of the foundations of science, languages, history, and classical art. Real education provided the middle class with relevant and necessary knowledge. While formally opposing her and informally her education has not happened. In the USA, for example, in the non-interference in education (up to the 1960's) even perspectives of mixing are, convergence and mutual influence of different types of education: public privately, sectarian her and others.

However, in 1967, during an international conference in Williamsburg, non-formal education became part of the international discourse on education policy. Were formulated the idea of the "world education crisis". Concerns were expressed about inappropriate curricula; pointed out that education and behind the pace economically growth, and many countries are experiencing political or economic difficulties in the financing of formal education. Sounded conclusion is that the formal education system is too slow to adapt to the social and economic changes. Progress in the development of not only complicates and of own conservatism, but the inertia of most structures (Smith, 2001).

Thus began the division of formal and non-formal education. Subsequently, P. Coombs and M. Ahmed provided clarification: "formal education" – is the hierarchically structured, chronologically built "education system" which is from primary school to university in and covers of academic education, various specialized programs and institutions of vocational and technical education in full-time education. From the point of view of P. Coombs and M. Ahmed, "non-formal education" is any organized educational activity outside the established formal system. Informal education according to the authors are to the process of learning during life, when a person the possessed skills and knowledge from daily experiences, receives the educational impact of the resources your environment (family, neighbors, market labor, media, etc.), which forms a hierarchy of its values. Coombs, Ahmed, 1974).

The differences noted by the authors were mainly of an administrative nature. In further studies formulated, that formally education associated with schools and universities; non-formal – with public groups and other organizations; and informal – is that what left, for example, interaction with friends, family and colleagues (Simkins, 1977).

Analysis of educational programs on such criteria as goals, principles of management, content, resources and deadlines, allowed T. Simkins to create a real model of formal and non-formal education. The specificity of formal education lies in the longevity of goals, academic content, the implementation of external quality control of education, structure, standardization, resource consumption, the availability of a document on education. Non-formal education from the position specified criteria is characterizing definitely democratic, shortness goals practical, resource-saving principle, implementation of students, lack the certificate after undergoing training (Simkins, 1977).

One of the most difficult issues of non-formal education is the idea "from the bottom up." Oll educational programs initiated by the state are classified as formal



education and are organized on a "top down". At the time non-formal education is aimed at realizing the interests of students, it is planned by them, ie carried out from a bottom-up position. R. Fordham, T. Jeffs, M. Smith and others focus on the fact that non-formal education has to base subsequent to the interests of students with training and curriculum planning is also desirable to carry out by students. In their view, this should empower students to understand the social structure and, if necessary, enable it to change (Fordham, 1993; Jeffs, Smith, 1999).

Today, the active promotion of non-formal education is carried out by such global organizations as the UN and UNESCO. In 2011, during the 36th session of the General Conference of UNESCO, held in Paris, were revised international standards of education. Based on the resolution adopted by this conference, non-informal recognized education not institutionalized, as planned by the person or organization that ensures the provision of educational services. Thus, the essential characteristic of non-formal education is its additionality or alternative to formal education.

The European Association for Adult Education emphasizes the peculiarities of the modern interpretation of non-formal education. "Non-formal education" means a specially organized process in which people can consciously develop as individuals, independently rely on their own capabilities in social relations and activities by increasing the level of knowledge and understanding; correlation of own thoughts and feelings with thoughts and feelings of other people; development of skills and ways of their expression. (European Association, 2021). The concept of non-formal education acquires a new color from the standpoint of this definition. L. Lukyanova clarifies that non-formal education in this sense "directly creates opportunities to meet the personal needs and demands of society, mobilizing its natural capacity for self-improvement, inner spiritual growth. At the same time, non-formal education is becoming a condition and a motivating factor for this growth". At the same time, non-formal education becomes a condition and a motivating factor for this growth" (Lukyanova, 2012).

In the conditions of non-formal education, the development of not only personal but also professional competencies is envisaged. O. Banit, researching current trends in non-formal education, pays special attention to corporate education and in-house training (Banit, 2015).

In this regard, the recognition of the results of non-formal education is relevant. Council of Europe, as an organization, which operates in the field of legal standards, human rights, cultural cooperation and democratic development of the Council are always contribute this process. Activities aimed at promoting the ideas of non-formal education and its validation include the Symposium on Non-Formal Learning (Strasbourg, 2000) and the conference of the Council of Europe and the SALTO Resource Center "Bridges for Recognition" (Loyven, 2005). Another important document of the Council of Europe is the Recommendation (2003) on the promotion and recognition of non-formal learning for young people, which initiates the creation of a European portfolio for working youth leaders and youth workers.

European countries are showing positive examples of recognizing the results of non-formal education. For example, in the UK the regulatory framework for the recognition of non-formal education has been prepared for a relatively long time. In 1989, the maintenance of national vocational qualifications ensured the existence of a modular system that represents an alternative to school education and is based on practical training. The official recognition of non-formal education by the Department of Business, Innovation and Qualifications took place in 2009 (The Learning Revolution, 2009).



In France, where formal qualifications are particularly valued, there is also a long tradition of validating non-formal education outcomes. With the adoption of the Law "On social modernization" (2002) and the introduction of the French law concept of validation of knowledge acquired through experience (Validation des Aquis de l' Expérienc), was brought result in the creation of regulatory legal framework of non-formally and informal education. Results non-formal and informal learning captured using summative and formative approaches. Today, government agencies, municipalities and educational organizations ensure their implementation (Validation of Formal, Non-Formal and Informal Learning, 2001).

Finland is one of the countries with a rich history and a strong system of non-formal education. The concept of "non-formal education" in the Finnish tradition refers to the range of general education opportunities provided by educational institutions. A distinctive feature of informal education in Finland is the availability of educational programs, the use of personally oriented training and voluntary and participation. The mission of non-formal education in Finland is to foster active citizenship and prevent social marginality. System validation non-formally and informal education supported by the state. The certification process is being improved and standardized (Dehtyarenko, 2011, p. 65).

The development of a formal education in Germany happens in the context of new tasks inter-mobility and continuous training. The implementation of the new educational policy is carried out in the conditions of two research projects: Weiterbildungspass (Passport of Continuing Education) and Lernkultur Kompetenzentwicklung (Development of competencies as a culture of learning). In the first project (Weiterbildungspass) introduction of the passport of continuous education is carried out. Lernkultur Kompetenzentwicklung project aimed at developing and testing effective educational programs that enhance professional competence of students studying the possibility of more effective implementation of informal learning. In Germany, there is also the Nachweismappe Ehrenamt (Volunteer Portfolio). The competencies contained in it include motivation, teamwork skills, the ability to act independently. Confirmation of competencies is carried out by the German Youth Institute with the use of the passport Kompetenzbilanz, which has a multilevel evaluation system (Bretschneider, Preißer, 2014).

Increased attention is paid non-formal education in the Netherlands. Approved in 2004 by Parliament Law "About professions in the field of education" obliged teachers to improve their skills. Validation of qualifications acquired through non-formal education is carried out during the EVC (Erkennung Verworven Competenties) evaluation procedure. Passing the test for professional suitability allows to determine the candidates who have a minimum level of university education, the presence of the necessary competencies to start teaching. In parallel, candidates are accepted for the course, after which it is expected to acquire the qualification of a teacher (Dehtyarenko, 2011, p. 52).

CONCLUSIONS

Thus, we can make conclusions about for that date, contrasting formal and non-formal education deemed unproductive. It is advisable to have activities that are based on the complementarity of different types of education. The experience of the current state of development of non-formal education in foreign countries is mainly associated with addressing issues of its validation. Examples of legal support for this process in such countries as Great Britain, France, Finland, Germany, and the Netherlands are positive. In fact, informal education is based and to integrate learning and life. It covers learning activities for people of all ages (children, youth, adults, the elderly, whether girls, boys,



women or men), in any living environment (family, school, community, workplace, etc.) and through various forms that together meet a wide range of educational needs.

This article does not disclose all the aspects of the problem in question. Therefore, further research on this topic is required.

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FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE AMONG FUTURE MILITARY OFFICERS: INTERNATIONAL EXPERIENCE

ABSTRACT

The article differentiates the categories of professional competence, communicative competence and foreign language communicative competence on the basis of Ukrainian and foreign sources. According to the findings, professional competence depends on the specificity of organizational goals and professional functions. Communicative competence is described as the ability to engage into communication with the individual as well as within a group while choosing various tools of communication and ensuring transferring and understanding of the information. Foreign language communicative competence of future military officers is described as important instrument to carry out their professional duties by means of foreign language. The process of formation of foreign language communicative research at the higher military educational establishments has its own characteristics. First of all, the content of foreign language professional training should be related to professional activities and outline the functionality and social role of military officers. Also, effective syllabus and curricula should be objectively approximated to cadets' and/or officers' needs. The assessment of English language proficiency of the military officers is carried out in accordance with the NATO Standardization Agreement. The article analyses Language proficiency levels and didactic activities of those who study. They include receptive (reading and listening) and productive (speaking and writing) activities. The teacher's professionalism plays the significant role in the learning process but the analysis of foreign experience provides the description of special methodology oriented towards improvement of four language skills (listening, reading, speaking, and writing) at the higher military educational establishment. Additionally, the article outlines the guidelines to improve foreign language training designed according to the STANAG 6001 and to reach level 2 by future military officers in Ukrainian military educational establishments.

Keywords: professional competence, foreign language communicative competence, future military officers, STANAG 6001, language proficiency level.



INTRODUCTION

Globalization and integration processes of world community, in the sphere of military affairs in particular, transform qualification requirements to integral professional characteristics of future military officer. Under such conditions, officers' mobility, creativity, high professionalism, ability to establish professional ties with foreign partners within the foreign language environment appear to be very important qualities that are necessary to solve urgent professional problems. Foreign language competence has an important place within the structure of professional competence of a modern military officer in Ukraine. The analysis of legal and regulatory instruments (Ministry of Defense of Ukraine, 2016) regarding the requirements to military unit commanders' professional readiness shows that they should interact with representatives of foreign armed forces formations, possess knowledge of strategy and tactics of extensive discussions in foreign language, conduct public presentations and participate in negotiations using communicative methods as well as techniques of professional multicultural communication.

We shall emphasize that international military cooperation and participation of the Armed Forces of Ukraine in joint operations is a significant factor of building up the authority and prestige of Ukraine and strengthening of its position on the world scene and in different international organizations like the UN, OSCE, NATO and others. Besides, Ukrainian military officers participate in military exercises together with representatives of other countries (such as Sea Breeze, Rapid Trident, Flaming Sword, Cambrian Patrol, Platinum Eagle, Saber Guardian, etc.) and peacekeeping operations that requires not only professional, political, psychological, physical readiness but they should undergo special professional communicative training. Such training is available to future military officers at the higher military educational establishments while studying English language course and specific subjects in foreign language.

NATO recognizes Ukraine as an Enhanced Opportunities Partner and there is a need for the Ukrainian Armed Forces to close to NATO standards and to enhance the efficiency of functioning of the system of military education, including foreign language training. Taking this into consideration, we realize that international experience of formation of foreign language competence is very important for implementation of rapid military education reforms, modernization of future military officers' professional training and improvement of foreign language teaching within Ukrainian higher military educational establishments.

THE AIM OF THE STUDY

The aim of the research is to analyze the theoretical and practical approaches to formation of foreign language competence among future military officers in the EU countries and to streamline the various recommendations implemented at military institutions of some NATO member states for improvement of foreign language training of future military officers in Ukraine.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The process of formation of foreign language competence among future military officers was studied by a number of native and foreign scholars. Theoretical approaches to the problem was described by O. Boe, A. Bulatbayeva, Z. Bushellová, R. Helt, T. Holth, M. Kozyar, U. Marchibayeva, L. Naniwska, B. Tazhigulova, N. Ryndenko, O. Romanyshyna, C. Paulston, O. Voitiuk and others. At the same time P. Tkachuk explained and proved at the scientific level the necessity to form foreign language competence among future military officers if Ukraine has adopted the EU standards.



M. Likaj, J. Kazimianec and D. Jatautaitė recognize the need to enhance effective foreign language communication for those countries who belong to the EU and NATO organizations. Importantly, we encounter many works devoted to peculiarities of the process of formation of foreign language competence among future military officers. For example, B.-O. Niculescu, G. Obilișteanu, and I. A. Dragomir described English language training at the Land Forces Academy (Romania). N. Ryndenko studied the peculiarities of foreign language training of border guard officers for Straż Graniczna (Poland). T. Holth and O. Boe outlined the enhancing of communication skills of Norwegian military officers. J. Kazimianec and D. Jatautaitė studied second/foreign language teaching at the military academy of Lithuania on the basis of audiovisual method. M. Likaj outlined the main problems encountered during teaching English language course at the Albanian military institutions and presented the recommendations to overcome them. R. Dobrzinskiene and S. Rimkute explained the structure of linguistic competence of future police officers in details and described the process of professional training. in Lithuania and Slovakia.

RESULTS

Future experts' professional competence is formed and established during their professional training and further practical activities when a person has chosen professional orientation clearly and determined own professional aspirations (Voitiuk, 2012). The content of professional competence depends on the specificity of organizational goals, professional functions and their designation to certain social sphere. O. Torichnyi (2012) considers that professional competence of future officers includes two broad aspects – scientific and theoretical (involves the thorough analysis of different scientific approaches regarding theory of formation of skills and abilities that are necessary for future profession) and specialized (makes up the nature of professional competence regarding speciality of the person who is trained).

This idea is supported by M. Jaros (2018) who thinks that foreign language teaching at the higher military educational establishments is always professionally oriented, integrated to the special subjects, and built taking into consideration cadets' needs that are specifically determined by their future professional activities. Defining the notion of professional competence some findings (Dobrzinskiene & Rimkute, 2020) show that this category should be understood as the ability of the individual to act in particular environment taking into consideration to his/her appropriate knowledge, cognition, skills, approaches, value attitudes and personal qualities.

Professional competence is a mandatory characteristic for every professional. Effective communicative skills are, no doubt, significant in any daily leadership. For a military officer, it is crucial. Communicative competence can be the decisive factor for the life of the officer, the military unit personnel, and their ability to succeed in operations of great importance (Holth & Boe, 2017). Thus, professional competence of military officers includes communicative competence necessarily. Communicative competence is described as the ability to engage into communication with the individual as well as within a group while choosing various tools of communication and ensuring transferring and understanding of the information (Kozyar, et al., 2020). Some scholars (Paulston, 1992) suggest that communicative competence is acquired only in presence of the comprehension of language rules, use of words, correct pronunciation, etc., and in a possession of a particular linguistic competence. O. Voitiuk describes communicative competence as a special type of professional competence when an expert is ready and able to acquire special and scientific knowledge during professional communication. Therefore, foreign language



professional competence is the process that helps to realize all abilities and skills to exchange information, to search and extend professional knowledge in foreign language.

According to U. Marchibayeva et al. (2015), communicative competence of future officers means the combination of three main components including a number of key sub-units. They are the following:

- 1) solidly communicative skills (speech, comprehension, pronunciation, grammar knowledge);
- 2) representative (knowledge, abilities, skills of creative activity used to present information and build effective messages);
- 3) reflexive (personal competence that refers to the regulator of personal achievements, the activator of self-knowledge and professional growth).

At the same time, the term “language professionals” is widely used within military terminology and it refers to the personnel who possess a verified foreign language capability and can use this capability to perform their primary functions efficiently by means of foreign language instruments (Department of Defense, 2011, Pateşan & Zechia, 2018).

The English language is an operational linguistic instrument all NATO member countries and their partners. As soon as NATO, political-military alliance, extends, the armed forces of member states participate in various military operations (joint, peacemaking or peacekeeping, humanitarian or search and rescue missions). Given its importance, the Regional and Cultural Expertise: Building a DoD Framework to Meet National Defense Challenges states that language skills are now as critical as operational capabilities for military officers. They “...just as important as weapons on the battlefield and across the entire array of Departmental missions” (Department of Defense, 2007, p. 6). According to the English Language Wing of the United Kingdom Ministry of Defense, foreign language training to the Armed Forces personnel enhances military capability for operations and contributes to the International Defense Engagement Strategy (English Language Wing, n/a).

First of all, having identified communicative competence components, its functionality and social role, the foreign language instructor should develop effective syllabus and curriculum. Designing such documents is quite challenging due to the content of professional activities – related goals to be met during the course. For example, at the Foreign Language Centre of the Academy of the Armed Forces (Albania) military English language curricula are designed, but not specifically communicative ones. These curricula should be objectively approximated to cadets’ and/or officers’ needs, such as those who are training to be deployed in peacekeeping missions abroad, those who are assigned for the NATO organization, to others are prepared to be part of an international team who perform their duty as mentors or advisers and often have to carry out lectures and practical classes. Therefore, we should design a communicative curriculum with speaking tasks that meet learners’ needs (Likaj, 2013).

Some higher military educational establishments provide different course for cadets and military officers to enhance the efficiency of foreign language professional training within the Armed Forces. For, example, the Defense Language Institute of the Military Academy and Training Command in Vyškov (Czech Republic) provides four types of foreign language courses (Bushellová, 2010). They include intensive, combined, enhancement and terminology courses. The Intensive course is taught for a 6-month period and has 500 hours. The cadets and officers undergoing the intensive course have between 4 and 7 classes a day. The Combined Course is designed for military officers who cannot be released from their work place for the Intensive Course and they attend one week training



per month. This course lasts 10 months. The Enhancement Course is designed for cadets and/or officers of previous courses who did not achieved their primary goal and, therefore, require more time for material revision prior to retesting or deploying on a special task where foreign language is applied. The Terminology Course focuses on military terminology used by the NATO countries and it is designed for military professionals who are due to operational deployment abroad or instructional positions.

The assessment of English language proficiency of the military officers is carried out in accordance with the NATO Standardization Agreement 6001 (STANAG 6001) published in 2014 (NATO, 2014). This agreement provides Language proficiency levels to enhance language interoperability. The proficiency skills are divided into six levels coded 0 through 5. In general terms, skills may be explained as following:

- Level 0 – No practical proficiency;
- Level 1 – Survival;
- Level 2 – Functional (Limited working);
- Level 3 – Professional (Minimum professional);
- Level 4 – Expert (Full professional);
- Level 5 – Highly articulate native (Native/bilingual).

These levels of proficiency have been adopted by all higher military education institutions in NATO member states. Currently, Ukraine is using the same table to approximate the process of professional military training to NATO standards. In order to meet the linguistic requirements, military officers of the Ukrainian Armed Forces should possess Level 2 or 3. Also, the STANAG 6001 divides language proficiency skills into four didactic activities: receptive (reading and listening) and productive (speaking and writing). The importance of acquiring these skills is outlined in two important documents regarding the linguistic achievements of cadets are supposed to accomplish: STANAG 6001 (NATO, 2014) and Common European Framework for Languages: Learning, teaching, assessment (CEFR) (Council of Europe, 2001).

Obviously, teacher's professionalism, his/her ability to create an environment in the classroom that is favorable to communication in a foreign language play the significant role in the learning process (Kazimianec & Jatautaitė, 2018). But every foreign language instructor at the higher military educational establishment should apply the methodology oriented towards improvement of four language skills (listening, reading, speaking, and writing). Consequently, the analysis of scientific literature (Bushellová, 2010, Likaj, 2013, Niculescu, Obilișteanu & Dragomir, 2019, Pateșan & Zechia, 2018,) provides the guidelines to improve foreign language training designed according to the STANAG 6001 and to reach level 2.

Table 1 shows the recommendations to be implemented within the English language classroom to enhance necessary language skills.

Additionally, to reach positive results in foreign language education of future military officers some findings (Kozyar, et al., 2020, p. 162) insist on carrying out productive professional activities in different situations of cross-cultural and professional communication based on a set of language skills, including: foreign language lexical expressions; correct usage of grammar rules; adaptation of speakers' behaviour to numerous linguistic, social, cultural and professional norms in the context of interactive communication of professional environment.



Table 1

Recommendations to be implemented within at the English language classroom at the higher military educational establishment

Listening	Reading	Speaking	Writing
<ul style="list-style-type: none"> – to organize listening comprehension exercises every class; – make cadets listen for the main idea/specific details; – make future officers acquire the military terminology like military words and word combinations, acronyms, jargonisms and slang words); – organize exercising on the basis of acquired vocabulary; – encourage listening or watching original audio- and video materials (films, public statements, speeches, news, etc.); – increase cadets’ note-taking skill; – point out the strategies to be used for this listening activity 	<ul style="list-style-type: none"> – ask cadets to skim the texts for specific details); – organize reading between the lines in order to teach cadets to find inferential information from the context; – initiate finding the missing details in the source text; – work with original documents presented as special passages for reading; – make cadets aware of the importance of the methods and strategies used to improve the reading comprehension; – tailor the materials to the cadets’ needs and language knowledge; – use word-translation method if needed 	<ul style="list-style-type: none"> – initiate cadets’ practicing daily on the subject of social and routine workplace environment; – encourage cadets to deal with real-life situations and to speak about certain topics, professional events in particular; – avoid frequent translation of words and phrases in order not to complicate formation foreign language communicative competence with additional elements. When they graduate, they must be able to: <ol style="list-style-type: none"> 1) describe people, places, and events; 2) give accurate instructions and directions; 3) speak using present, past and future tenses; 4) compare and contrast; 5) ask and answer predictable questions; – to make the speaking curricula flexible to the foreign language, allowing them to arrange it in accordance with the specific language knowledge of their cadets; – get into the same topic discussion as in the previous lesson for revision; – use connecting words, semantic maps, synonyms, antonyms, highlighting, or professional terms in context; – approximate speaking curriculum with any kind of speaking tasks they find useful and effective; – explain the importance of non-verbal communication while speaking 	<ul style="list-style-type: none"> – provide writing exercises connected with professional activities; – make the writing memos according to real-life scenarios; – write the document using the certain information like date, place, purpose, etc.; – practise issuing orders or directives; – interpret and reflect upon professional texts; – organize gathering information, composing and presenting of written texts on topics of professional importance; – provide clear feedback on writing tasks



CONCLUSIONS

The study shows that foreign language competence has an important place within the structure of professional competence of a modern military officer in Ukraine due to the change of social role of military formations and the approximation to the NATO standards in particular. Today communicative competence can be the decisive factor for the life of the officer, the unit personnel, and their ability to succeed in operations of great importance. In the article communicative competence is described as the ability to engage into communication with the individual as well as within a group while choosing various tools of communication and ensuring transferring and understanding of the information. Also, it is combined of three main components: solidly communicative skills; representative skills; reflexive skills. Foreign language communicative competence is defined as military officers' capability to perform their primary functions efficiently by means of foreign language instruments.

On the basis of scientific literature and legislative documents the process of formation of foreign language communicative competence among future military officers was described. Thus, the requirements to designing of foreign language syllabus and curriculum were outlined. They should be approximated to professional activities and correspond with cadets' and/or officers' needs. Taking this into consideration, the classification of foreign language courses taught in foreign higher military educational establishments were presented. They include intensive, combined, enhancement and terminology courses. The special attention was paid towards the assessment of English language proficiency of the military officers. NATO member states use the NATO Standardization Agreement 6001 to assess language proficiency skills that are divided into six levels. Also, the article provides the recommendations for foreign language instructors to be implemented within the English language classroom at the higher military educational establishments to enhance necessary language skills.

Further, we are planning to research the innovative technologies applied during foreign language professional training at the foreign higher military educational establishments and design the model of their implementation in the process of professional training of cadets in Ukrainian higher military educational establishments.

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**ANALYSIS OF MODERN DEVELOPMENTAL TRENDS
OF POSITIONING STRATEGIES OF LEADING UNIVERSITIES
IN THE INTERNATIONAL INFORMATION SPACE**

ABSTRACT

The scientific research is devoted to a relevant issue, namely the current trends in the development of positioning strategies of leading universities in the international information space. University positioning strategies in the international information space are aimed at the leadership at the market of educational services. University activities should be noticed and evoke a «positive image». To achieve this goal PR-managers develop sets of special measures, forms and tools in order to make a positive impression on the minds of the target audience. The author of the scientific research has firstly analyzed the essence of the concept «trends» in general and then in education in particular. In the conditions of competitive processes in the field of higher education, demographic crisis, fewer number of applicants, introduction of corporate governance principles in state universities, a wider range of researches, administration and PR-managers of higher education institutions should apply modern forms and methods of positioning their own activity and educational products. On the grounds of the comparative analysis conducted in the previous researches on positioning strategies of the leading Western European and Ukrainian universities in the international information space the following trends of this process have been identified: positioning the leading (research and corporatized) university in the international information space; focusing the university positioning strategy on the target market segment; positioning cross-border cooperation and internationalization of the university in the context of increasing international competition between individual universities; promoting the positioned brand as a guarantee of the quality of university education in the international information space; changing the ratio of traditional and modern types of advertising.

Keywords: trends, development, positioning strategies, top universities, international information space.

АНОТАЦІЯ

Наукове дослідження присвячене актуальній проблемі, а саме сучасним тенденціям розвитку стратегій позиціонування провідних університетів у міжнародному інформаційному просторі. Метою стратегій позиціонування університетів у міжнародному інформаційному просторі є лідерство на ринку освітніх послуг. Для того, щоб діяльність університету була поміченою та визивала «positive image» PR-менеджери розробляють комплекси спеціальних заходів, форм і засобів із метою справити позитивне враження на свідомість цільової аудиторії.



Для цього автором наукової роботи спочатку проаналізовано сутність поняття «тенденції» загалом та зокрема в освіті. В умовах конкурентних процесів у сфері вищої освіти, демографічної кризи, зменшення кількості абітурієнтів, упровадження принципів корпоративного управління в діяльність державних університетів, збільшення кількості проведених досліджень, адміністрації та PR-менеджерам закладів вищої освіти необхідно застосовувати сучасні форми та методи позиціонування власної діяльності, наданих освітніх послуг і освітніх продуктів. На підставі проведеного компаративного аналізу в попередніх дослідженнях стратегій позиціонування провідних університетів країн Західної Європи та України в міжнародному інформаційному просторі були визначені наступні тенденції цього процесу: тенденція позиціонування провідного (дослідницького та корпоративізованого) університету в міжнародному інформаційному просторі, направленість стратегії позиціонування університету на цільовий сегмент ринку, позиціонування транскордонного співробітництва та інтернаціоналізації діяльності університету в умовах посилення міжнародної конкуренції між окремими університетами, тенденція просування позиціонованого бренду як гарантія якості освіти університету в міжнародному інформаційному просторі, зміна співвідношення традиційних і сучасних видів реклами.

***Ключові слова:** тенденції, розвиток, стратегії позиціонування, провідні університети, міжнародний інформаційний простір.*

INTRODUCTION

Nowadays the system of education is developing quicker and quicker. It is important for higher education institutions (HEI) to be constantly in trend, to have good prospects for students, to use the latest positioning strategies to be included in university top lists. To strengthen these positions, universities have to take into account positioning strategy trends of leading European universities in the global markets for educational services, which today can be traced in the international information space (IIS).

THE AIM OF THE STUDY

The research is aimed at determining modern trends in positioning strategies of top universities in the international information space.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Trends in the development of higher education in the information society have been studied by such scientists as E. Bielozersev, N. Cloete, P. Maassen, O. Meshchaninov, L. Panchenko, V. Radaiev, O. Ruzanova, P. Scott, E. Khrykov and P. Uetela. N. Avsheniuk, K. Binytska, A. Havryliuk, D. Ilnytskyi, W. Jacob, J. Knight, D. Kucherenko, A. Kharkivska, O. Martyniuk, and others have researched the positioning strategies of leading universities today. The set goal was achieved applying general and special methods of scientific research: theoretical, comparative, monumental and problem-based analysis of philosophical, scientific pedagogical, special literature, Internet resources.

RESULTS

Identification of current trends in the positioning strategies of leading universities requires considering the essence of the concept «trends» in terms of education and in general.

The trend in education is treated as the leading direction of its development, which is determined by historical, political, socio-cultural, socio-economic factors (Avsheniuk, 2016).

L. Panchenko believes that trends are understood as «the possibility of certain actions to develop in this direction; this concept includes a wide range of conditions, criteria, principles and other phenomena, the emergence, change, manifestation or



disappearance of which significantly affects the development of world and domestic higher education» (Panchenko, 2011).

O. Voronkin states that «the trend is characterized by qualitative features (essential properties), which are revealed as a result of a detailed study of the current state of the process (phenomenon) and the conditions of this process» (Voronkin, 2016).

The pedagogical dictionary defines the general scientific concept «trend» (from the Latin *tendo* – direct, aspire) as the possibility of certain events to develop in a given direction (Kodzhaspirova, 2005).

According to I. Isaiev, the trend is «a predicted potential regularity or law, i.e. a certain connection between phenomena and processes, states and properties, which under certain circumstances may pass into the category of regularities» (Isaiev, 2002).

Description of development trends of the positioning strategies of leading universities in the international information contributes to deeper and more diversified comprehension of qualitative signs of this process not only in real time, but also in terms of future prospects.

On the grounds of the comparative analysis conducted in the previous researches on positioning strategies of the leading Western European and Ukrainian universities in the international information space the following trends of this process have been identified.

The trend of positioning the leading (research and corporatized) university in the IIS.

The positioning strategies of universities in the IIS should be aimed at leadership in the market of educational services. It is achieved by PR-managers developing a set of special measures, forms and tools in order to make a positive impression on the minds of the target audience.

According to J. Trout and E. Rice and their work «Positioning: The Battle for Your Mind»: «Leadership is the best «differentiator». This is a guarantee of brand success» (Zakharov, 2013).

In the conditions of competitive processes in the field of higher education, demographic crisis, fewer number of applicants, introduction of corporate governance principles in state universities, a wider range of researches, administration and PR-managers of HEIs should apply modern forms and methods of positioning their own activity and educational products. Under such requirements, one of the current trends in the positioning strategies of higher education institutions in the IIS is the positioning of the leading (research and corporatized) university in the IIS.

According to international rankings the first places in the field of higher education on the world market are currently occupied by powerful leading universities, which include educational, research departments, as well as structures that carry out innovative activities of HEIs. Therefore, research and corporatized universities are mostly competitive in the world educational space today.

G. Steck believes that a corporatized university is «an institution characterized by processes, decision-making criteria, expectations, organizational culture and corporate practices that relate to a modern business corporation and originate in it. It acts in market relations and applies market strategies in the decision-making process at the university» [Steck, 2003].

Thus, corporatized universities are higher education institutions that have a high level of their own (non-budgetary) income, cooperate with public and private institutions, enterprises, companies, etc., actively compete with other universities in the market of educational and other services and apply the principles of marketing strategies when making management decisions.



Ukrainian universities are noticeably inferior to the world leading counterparts. The low level of interaction of HEIs with business companies, professional community, barriers between science and education, application of traditional approaches to HEI management are some of the most serious problems. Therefore, the corporatization of universities and their positioning in the IIS can be an effective mechanism to address the issues mentioned above.

Focusing the university positioning strategy on the target market segment is the next trend we single out.

Analyzing the trends in the development of positioning strategies of universities in the international information space, we stress on the fact that we live in an era of superactive communication. Universities should use a selective advertising background aimed at a specific target audience in order for their activities to be noticed and evoke a «positive image».

Every day we perceive a lot of information from different types of media, social networks, by phone, when communicating with colleagues, etc. For example, today in Ukraine there are more than 500 cable and satellite TV channels. The National Council on Television and Radio Broadcasting has announced the popularity rating of Ukrainian TV channels among users (the survey covered 232 thousand households connected to the service of OTT / IPTV operators Volya, Triolan and you tv.) [Rating of TV channels, 2020]. Having analyzed these data, we can conclude that most viewers watch mostly 3–5 channels.

According to the topic of our research the conclusion from the above data is the focus of the university positioning strategy on the target market segment, while PR activities are directed not only to the subjects of educational services and educational products (i.e. HEI and their structural units), but also for the subjects of demand (i.e. for consumers of educational services and educational products).

Therefore, under the conditions of increasing competition the effective positioning of the university in the IIS requires, first of all, determining the target market segment. The identified trend, in turn, has two main areas of segmentation.

The first direction is for potential consumers of educational services (high school students, higher education applicants, applicants' and students' parents, students, graduates, academic staff, employers, market participants in the field of research and innovation services, government, educational community, various funds, mass media) and increase of their social status.

The second direction concerns the diversity of educational services / educational products (licensed volume in accordance with the information on the implementation of educational activities of HEI; degrees, specialties and their specializations; terms and forms of education, the number of prominent scientists, educators who provide educational process in HEI), as mostly modern higher education seekers (including those with special educational needs), who are subjects of the educational process and at the same time consumers of educational services / products, want to get high-quality education and form or develop general and professional competencies.

A. Kharkivska points out that «one of the leading trends in educational policy is the implementation of inclusive education, which guarantees equal rights to access and get quality general, professional and higher education for people with special educational needs» [Kharkivska, 2018].

Thus, the segmentation processes in these areas are extremely important for the effective positioning of HEIs in the IIS as they contribute to overcoming fierce competition,



covering both traditional consumers of educational services and new target audience; achieving maximum efficiency of differentiated (according to the target market) PR-activity through the impact on the focus groups, taking into account the real needs and demands of the relevant market segment (diversity of educational services / educational products).

The next trend is the positioning of cross-border cooperation and internationalization of the university in the context of increasing international competition between individual universities.

The beginning of the XXI century is characterized by global integration in industry, culture, science and education, etc. Therefore, nowadays cross-border cooperation and internationalization are the priority areas of international activity in any university.

Cross-border cooperation and internationalization of the university belong to the key components of the competitiveness of HEIs. Universities with international educational backgrounds have strengthened their positioning strategies for international cooperation in response to global competition in education.

G. Patterson (Patterson, 2005) claims that in the conditions of globalization universities are linked not only by competition but also by cooperation.

There are several key directions of the PR-activity in HEIs concerning positioning their cross-border cooperation and internationalization. We single out the following ones: creation of strategic international alliances (association of HEIs for realization of common goals and tasks, which increases partnership efficiency, structures their activity on specific strategic directions, contributes to brand support, expanding spheres of influence and, as a consequence, increasing the international reputation of each partner HEI); academic mobility (to position the European approach to education quality, academic mobility of consumers of educational services, etc.); international project activities (positioning of received grants, scholarships, participation in international projects, etc.).

Cross-border cooperation and internationalization of the university activities lead to the establishment of reliable partnership between HEI aimed at effective interaction in the international educational space. Strategic international alliances can boost these processes.

Thus, the relevance of the trend of positioning cross-border cooperation and internationalization of the university results from the need to: increase and strengthen the prestige of HEI, the competitiveness of the university in the market of educational services; promote the university brand at the national and international levels; increase the number of foreign students; encourage prominent foreign scientists and educators to join the university academic staff; expand graduates' competencies in accordance with the demands in the global labour market; achieve official worldwide recognition; find new external sources of funding for the university by attracting foreign students, participating in international projects, promoting their own educational products on the international market; make a higher education institution more recognizable, attractive in the conditions of national and international competition due to the possibilities of academic mobility, etc.

The next trend concerns promoting the positioned brand as a guarantee of the quality of university education in the international information space.

Changing vectors of strategic development of HEIs, increasing competition in the labour and educational services market, widespread use of digital technologies and means of communication in a smart-society encourage universities to find new ways to increase competitiveness and create competitive advantages. Every university strives to be more attractive to its target audience. The solution to this problem is primarily related to the



promotion of a positioned brand and image as a guarantee of the quality of university education. Thus, if we want the name of HEI to be associated with a brand in the mind of an individual, it is necessary to have a developed strategy of positioning – positioning – a general category, a brand – a specific one.

Scholars believe that university image is «an emotionally coloured image created in the mass consciousness determined by the relationship between different aspects of its activities and transmitted to the external environment» (Arbuzova, Rotan, 2014). University image is formed by the feedback of applicants, their parents, subjects of the educational process, stakeholders, management at various levels, the media, ranking positions of the HEI in national and international top lists, popularity in the country and worldwide. All components of university image (location, name, mission, corporate style, external attributes, history, legends, outstanding personalities) are used to support its image and are positioned as components of education quality.

Transfer from industrial to post-industrial (information) society has changed the market of educational services, and to be truly competitive universities have to meet several requirements, namely: availability of shared information space, introduction of information technologies, wider scope of e-learning tools and means of digital technologies, innovative forms of educational process (distance learning, open education, electronic libraries, virtual learning environments, etc.).

Creating information space for university students means giving them more opportunities for obtaining quality professional education based on access to resources of the global information and communication environment, forming their readiness to work in a changing world, developing abilities to make decisions and put them into action, skills to use new information technologies to solve specific tasks.

Thus, advertising background of the available information space promotes positioning of the university education quality in the international information space and positively affects the university image in the minds of society.

The next trend in the development of university positioning strategies in the IIS lies in changing the ratio of traditional and modern types of advertising.

Modern information and communication, digital, mobile means of information exchange are now becoming cheaper means of positioning HEIs in the IIS when compared to television, radio, periodicals and non-periodicals.

This trend is especially relevant in the context of modern market relations, competition between universities. Therefore, conducting professionally designed advertising campaigns becomes an important area of their activities.

According to the Law of Ukraine «On Advertising» «advertising is information about a person or product, disseminated in any form and in any way and intended to form or maintain consumers' awareness of advertising and their interest in such persons or goods» (Law of Ukraine «On Advertising», 2020).

Recently, there has been observed negative attitude in society, rejection of advertising, due to the increase in its volume and unlimited choice of goods that consumers can get on the Internet. The desired goals of a certain positioning strategy of HEIs in the IIS are achieved when different channels of communication are used, according to the possibilities of its perception by a specific target audience, thus changing the ratio of traditional and modern types of advertising.

Describing this trend, we should mention that at the present stage of the IIS development the Internet is gaining more and more popularity as an advertising platform. Banner and contextual advertising can also effectively segment the target audience.



We single out the following priority directions in the context of the trend on widening the range of Internet advertising of HEIs in the IIS:

1) Using social network platforms, as they have become a necessary routine for modern youth and stakeholders in their daily lives.

2) Active advertising of HEI activities on YouTube. The main content on YouTube is video content. It is known that most of the information is absorbed visually and audibly. A successful video ad on YouTube combines both of these features and can capture potential consumers of educational services and educational products so much that they will willingly share this information with others.

3) Developing HEI blogosphere. This type of advertising is one of the most promising in the near future, as the percentage of commercials in blog content is low compared to advertising in other media, which allows universities, following the principle of flexibility, to place their own advertising background cheaper, and therefore with a significant advantage over other higher education institutions.

CONCLUSIONS

The facts established in the course of the comparative pedagogical research allowed us to systematize and generalize them as well as to find out the main trends in the development of university positioning strategies in the international information space: positioning the leading (research and corporatized) university in the IIS; focusing the university positioning strategy on the target market segment; positioning cross-border cooperation and internationalization of the university in the context of increasing international competition between individual universities; promoting the positioned brand as a guarantee of the quality of university education in the international information space; changing the ratio of traditional and modern types of advertising.

The identified current trends are complementary and are the grounds for developing an effective strategy for positioning the university in the international information space.

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THE CONTEXTUALIZATION OF THE UKRAINIAN EXPERIENCE OF NON-FORMAL EDUCATION IN A BROADER EUROPEAN FRAMEWORK

ABSTRACT

The authors rely on the idea that the European experience of development and integration of non-formal education in the general education system shows the impact of the prevalence and value of education on the development of various social systems. In particular, human-centeredness as a basic principle of non-formal education is a condition for a fairer distribution of benefits as well as economic and social growth of the country. The connection between non-formal education and social work is presented through the development of the concept of "Learning Community". The idea of the concept is to increase the competitiveness of the local community by increasing educational opportunities and the corresponding status, economic, emotional, etc. growth. The dependence of economic growth of the community and the availability of educational services for the population is determined through the analysis of the data of the Human Development Index (HDI). Examples of the use of non-formal education for the implementation of social influences in European countries are given. The results of the analysis of indicators of the level of employment according to the monitoring report of the Ministry of Economic Development and Trade of Ukraine are presented. It is established that the lower the level of human education, the lower the percentage of its economic activity: the whole population – 71.8 %; with full higher education – 81.9 %; with vocational education – 74.6 %; with complete general secondary education – 58.6 %; with basic general secondary education – 49.9 % with primary general education – 9.4 %. The share of young people who do not work, study or acquire professional skills in the total number of people aged 15-24 is 14.5 %; 17.8 % of them are women, 11.3 % are men, 11.6 % are urban residents and 19.4 % are rural residents. Accordingly, the implementation of social policy aimed at economic activation of the population can be carried out through the introduction of non-formal education for people who due to age, family circumstances, health status, area of residence are socially excluded from community life. The potentials of non-formal education in the organization of social work with different categories of clients are formulated. It is proved that the use of non-formal education in social work as a tool of influence allows to provide the process of social support of resource-oriented approach, which relies on the strengths of clients through empowerment and consideration of needs.

Keywords: non-formal education, social work, social policy, categories of clients, social influence, learning community, empowerment, resource-oriented approach.



АНОТАЦІЯ

Авторки базуються на ідеї, що європейський досвід розвитку та інтеграції неформальної освіти у загальну освітню систему свідчить про вплив поширеності її цінності освіти на розвиток різних соціальних систем. Зокрема, людиноцентричність як основний принцип реалізації неформальної освіти є умовою більш справедливого розподілу благ, а також економічного та соціального зростання країни. Зв'язок неформальної освіти та соціальної роботи представлено через розробку концепції «Громади, що навчається». Ідея концепції полягає у підвищенні конкурентоспроможності територіальної громади завдяки нарощуванню освітніх можливостей і відповідного статусного, економічного, емоційного тощо зростання. Означено залежність економічного зростання громади та доступності освітніх послуг для населення через аналіз даних Індексу розвитку людського капіталу (англ. Human Development Index, HDI). Наведено приклади застосування неформальної освіти для реалізації соціальних впливів у країнах Європи. Подано результати аналізу показників рівня зайнятості населення згідно з моніторинговим звітом Міністерства економічного розвитку і торгівлі України. Встановлено, що чим нижчим є рівень освіти людини, тим нижчі відсоткові показники її економічної активності: усе населення – 71,8 %; з повною вищою освітою – 81,9 %; з професійно-технічною освітою – 74,6 %; з повною загальною середньою освітою – 58,6 %; з базовою загальною середньою освітою – 49,9% з початковою загальною освітою – 9,4 %. Частка молоді, яка не працює, не навчається і не набуває професійних навичок, у загальній чисельності осіб віком 15–24 роки становить 14,5 %; з них 17,8 % жінок, 11,3 % чоловіків, 11,6 % жителів міста і 19,4 % – села. Відповідно, реалізація соціальної політики, спрямованої на економічну активізацію населення, може здійснюватися за рахунок впровадження неформальної освіти для людей, які в силу віку, сімейних обставин, стану здоров'я, території проживання є соціально виключеними з життя громади. Сформульовано потенціали неформальної освіти при організації соціальної роботи з різними категоріями клієнтів. Доведено, що застосування у соціальній роботі неформальної освіти як інструменту впливу дозволяє надати процесу соціальної підтримки ресурсно-орієнтованого підходу, який опирається на сильні сторони клієнтів через наснаження й врахування потреб.

Ключові слова: неформальна освіта, соціальна робота, соціальна політика, категорії клієнтів, соціальний вплив, громада, що навчається, наснаження, ресурсно-орієнтований підхід.

INTRODUCTION

The experience of development of non-formal education and its integration into the general educational system of a European country confirms that anthropocentrism being the main principle of realization of non-formal education is the condition for more justified distribution of benefits (Vasylenko, 2013), economic and social growth. The value of non-formal education in social work and corresponding social changes is determined by its initial peculiarities of organization based on flexibility (ability to respond quickly to the needs of participants), voluntariness and equality (commitment to favourable social and psychological learning environment), relevance (compensation of lack of competence and reduction of causes and consequences of crisis situation).

The relation between economic growth of a state and availability of educational services for the population is represented in Human Development Index (HDI) used for



comparative assessment of poverty, literacy, education, average life expectancy and other indicators of a state (Lukianova and Anishchenko, 2014). That is, availability and quality of education is a key to poverty reduction and improvement of living standards. The following is a socially conditioned division of the contemporary educational system into three types: formal (implemented by educational institutions in accordance with the state licenses and confirmed by the state-recognized certificates, certificates of secondary education, diplomas); non-formal (organized by providers of additional training in accordance with the existing requests of the learners); informal (unorganized, spontaneous, unarranged training of the subjects of the information society). As the formal education is currently unavailable in Ukraine and irrelevant for socially excluded categories of the population due to the high level of resource consumption, the non-formal education is an important factor in improving the quality of life of different categories of social work clients. We consider the non-formal education as the process of additional purposeful dialogic training, education and development organized beyond the scope of the content, form and methods of educational and state institutions (Pavlyk, 2018).

Strong interconnection between social work and non-formal education is provided by the concept “Learning community”. Learning community is a sociocultural notion describing self-organized and self-developing system based on a strategy of unleashing the potential of the residents of the community for common economic advancement and social cohesion. The idea of the concept is to enhance the competitive ability of a territorial community due to the increase of the educational opportunities and corresponding status, economic, emotional etc. growth through the integration of all the subjects of the learning environment for development of educational infrastructure. The concept is introduced to ensure rights and opportunities of all the residents to access to education, lifelong training and dialogue (Anishchenko, Lukianova and Pryima, 2017). The special importance of such a concept lies in the informatization of the society, inability to provide equal conditions for access to the formal education, correlation between educational level and social status of a person, unstable socio-economic living conditions, and labour market needs.

The non-formal education is available for different social, age, professional, ethnic groups, which promotes socialization and integration of various categories of social work clients through the enhancement of the level of their stress tolerance and professional mobility, building adaptive capacities, gaining new social experience, learning new social roles, networking and creation of safe learning environment (Anishchenko, Lukianova and Pryima, 2017).

Considering the specified relevance, the main aim of the non-formal education in the field of social work and social security is the acquisition of professional, civic, socio-psychological competencies by socially excluded categories of the population for self-realization and social integration. According to the results of studying the experience of implementation of the non-formal education, it allows to adapt a person to social, economic and technological changes. Taking into account the topic of the work, the ability of the non-formal education to provide the effective psychological and pedagogical assistance to people in difficult life circumstances is also important.

THE AIM OF THE STUDY

The purpose of the article is to project the potentials and goals of the use of non-formal education in social work as a tool of social influence. Its results are based on the study of European experience in the organization of non-formal education for socially vulnerable groups and the analysis of the possibilities of its application in social work in



Ukraine. Research methods: study and analysis of best practices, designing the potential of non-formal education in working with different categories of clients, summarizing the monitoring report of the Ministry of Economic Development and Trade of Ukraine (Sustainable Development Goals: Ukraine, 2019) on the connection between the education level of Ukrainians and their economic activity.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Small temporal extent of the study is conditioned by the innovativeness of the category for Ukrainian educational paradigm and social policy. In particular, in 2017 for the first time the Law of Ukraine “On Education” defined non-formal education as the one that is obtained through educational programs and does not provide the award of state-recognized educational qualifications by the level of education. Nevertheless, it may result in the award of professional and / or partial educational qualifications. It is worth noting that the practical experience of non-formal education as a tool of social work and social support is more widely used, mainly in the activities of public organizations and borrowing European and world experience. A significant amount of scientific work is devoted to the description and comparative analysis of the use of non-formal education potential abroad: A. Honcharuk (substantiation of the special development of non-formal adult education in the European Union, 2012), N. Goruk (study of historical and theoretical background of non-formal education of women in the US, 2011), V. Davydova (study of Swedish experience in non-formal adult education in schools), 2008), O. Ogienko (study of the system of adult education in the Scandinavian countries in the second half of the XX century, 2009), V. Stryzhalkovska (characteristics of the support system for gifted children in non-formal education in the Czech Republic, 2012), O. Sandetska (characteristics of andragogical training of students in Poland, 2011) and others.

Foreign research in the field of non-formal education focuses on the impact of non-formal education on the level of social activity and political participation of the population (Fernandes, Lima & Miranda, 2017; Caramelo, Fitzsimons & Menezes, 2020; Denkowska, Fijorek & Wegrzyn, 2020; Busse, Lischewski & Seeber, 2019), as well as on the organization of non-formal education for socially excluded categories of the population (Augutavičius & Butvilas, 2018; Ngozwana, 2017).

The theoretical concept of our study describes the theory of non-formal learning through the prism of philosophical, sociological and psychological doctrines that contrast in formal (as mass, unified) and non-formal (as individualized) content of education. In contrast to the state formal education system, focused on the average citizen and the reproduction of the current social order, theories of non-formal education oppose the value of education, focused on the experience and needs of each individual, which will ensure humanization and democratization of society through social inclusion. The organization of non-formal education is aimed at resolving the conflict between the individual and the social group; search for social resources to meet their own needs; ensuring personally significant values, goals and aspirations; harmonization of interaction with the environment.

RESULTS

The analysis of scientific papers shows the existence of the works of a comparative nature aimed at contrasting educational forms and systems of Ukraine with those of other countries. Thus, N. Horuk researched the problem of non-formal female education in the USA (Horuk, 2011). The findings of the analysis of non-formal education condition in the Eastern Partnership Countries, presented in a collaborative study under the general



editorship of D. Karpiievych and H. Usatenko, are also of great importance (Karpiievych & Usatenko, 2012). Works of A. Honcharuk and O. Shapochkina describe the content of organization of the non-formal education in the European Union countries (Honcharuk, 2012; Shapochkina, 2012). The experience of non-formal education in Sweden, which is considered a sociocultural phenomenon, is described in the research of V. Davydova (Davydova, 2008). General analysis of the international experience of non-formal education allowed L. B. Lukianova to identify four vectors of its formation: socio-political (Nordic countries, North Europe – non-formal education as a tool for socio-politic development), culturological (the European Union – non-formal education as a tool for axiological development), politically active (the USA – non-formal education as a tool for sustainable development), and economic (Post-Soviet states – non-formal education as a tool for economic development) (Lukianova, 2014). The identified areas characterize the priorities of social changes and basic functions assigned to the non-formal education.

The study of European experience of the use of non-formal education in the social sphere allows us to assert its significant impact on social changes.

For instance, in Great Britain, where the non-formal education is a tool for involvement or return of the unemployed or vulnerable social groups to work, the non-formal education helps reduce the dependence of people on social services, decrease the level of marginalization and radicalization of the youth by creating conditions for the realizations of talents (Platonova, 2016). In Sweden, the non-formal education in study circles is a tool for social integration of people with mental and physical disabilities, mentally deficient ones and people with Down syndrome (Lytvynov, 2011).

The basic strategy of non-formal education in European countries is based on the European guideline for validating non-formal and informal learning (Cedefop, 2015; European Commission, 2008) which is aimed at solving the following tasks: promotion of the dialogue between the participants in non-formal education concerning recognition of the results of non-formal education; development of non-formal educational systems, the results of which can be transformed into a formal system of personnel qualification; regulatory support of the content of non-formal education courses for the recognition of their results; ensuring interconnections between the state qualification systems and procedures for recognizing the results of non-formal education; drafting ethical standards for storage of personal data of participants in non-formal education.

In accordance with the set task, the non-formal education is implemented through activities and programs planned in terms of goals and time of training which are aimed at developing professional skills, improving adult literacy and basic education. In particular, the relevant forms of non-formal education are the following: advanced training courses, structured online learning (including open educational resources), courses and programs of public associations organized for their members, target groups or society in general.

O. Lazarenko identifies the important actions to involve adults in lifelong education specified in the Action Plan "Learning for All" of the European Union (Lazarenko, 2011): 1) equalization of qualification through the modernization of education; 2) providing additional opportunities to persons who have not obtained the appropriate educational level/qualification; 3) reducing the number of unskilled people; 4) social integration of migrants; 5) raising the age for career development.

The work of N. V. Makhynia describes general trends in the organization of non-formal adult education in the European Union countries: decrease in the level of involvement in education with age; direct correlations between the initial educational level



of a person and his/her participation in additional education; reduction in the involvement of people in education owing to the degradation of social conditions in a country; lower prevalence of additional education in rural areas and among ethnic minorities (Makhynia, 2013).

The current situation of non-formal education development in European countries is characterized by the revival of civic education traditions; placing the idea of personal self-improvement in the new contexts, in particular on workplaces; support for the learning activities of retirees.

In *the UK*, in particular, there are adult education centers, departments of lifelong education at higher educational institutions, public colleges, short-term boarding colleges, learning organizations (companies that organize training for their own employees), universities of the third age. In *Germany*, there are public universities, workers' educational associations; churches and trade unions also provide educational services (Honcharuk, 2012). In her work O. V. Shapochkina described an interesting fact that the development non-formal education in Germany was a result of comparison of school performance in different countries (PISA study), after which an experimental model of a full-time school was introduced into the activities of formal educational institutions. Moreover, they have leisure centers and youth clubs. The researcher also identified current trends in the development of non-formal education of future teachers in Germany: government support and civic initiative; mutual influence and complementarity of formal and non-formal education in the system of lifelong vocational education; variability of methodological support for the fulfillment of the tasks of non-formal education (Shapochkina, 2012). We consider it important that in the UK there is a position of the Minister for Further Education, Skills and Lifelong Learning (Lukianova, 2014, pp. 52-59).

In the 60s of the 20th century in the *Netherlands*, the open work with young people was launched as a complement to youth movements and organizations; this activity involves certification of youth participation in volunteer programs. In the 90s of the 20th century, the activities to promote the social partnership of formal and informal educational institutions was started (Shapochkina, 2012).

Lithuanian experience in the organization of non-formal education is characterized by the reorganization of schools for adults into Adult Learning Centers, which use different forms of organization of the educational process (lessons, counseling, full-time and part-time learning), and involve various categories of the population – people who work different shifts, bring up children at home, declared legally incapable, and other categories (Viatiaris, & Chiuzhas, 2014).

Poland has a wide network of universities of the third age and schools for adults, institutes of lifelong education, and additional vocational training centers; there is training of future specialists in the specialty "Andragogy and lifelong education". The priority areas of non-formal adult education in Poland are the educational needs of regional labour markets, special social groups, professional or territorial communities, and individuals (Mykhalchuk, 2012).

At present, in *Ukraine* non-formal education is implemented in three main areas, covering all three sectors of social development: business education or commercial educational services; educational activities of public associations; socio-cultural and educational activities of public organizations. In the work of O. V. Vasylenko the following directions of activity of public associations for the organization of non-formal education have been described:



- education of vulnerable social groups aimed at relieving social tensions and developing stability through reintegration and social adaptation;
- education of elderly people for social inclusion and adaptation to the new conditions of the information society;
- civic education in the field of human rights, promotion of democratic values and integration of communities around the ideas of equality;
- education of people with disabilities as assurance of inclusion and access to educational services;
- professional practice-oriented training of specific categories of specialists;
- education for sustainable development focused on the implementation of the Sustainable Development Goals (2016–2030), one of the main directions of which is environmental education (Vasylenko, 2014).

Non-formal education traditionally focuses on certain target groups uniting people in accordance with certain socio-demographic characteristics (age, gender, life situation). The organization of non-formal education becomes especially important for categories of the population that have difficult access to the formal educational system: the unemployed, people with disabilities; rural and territorially excluded communities, low-income people, public sector workers, members of at-risk families, the elderly and retirees, migrants, internally displaced persons, beneficiaries of the penitentiary system.

The study of A. A. Lazorenko and R. A. Kolyshko (2010) specifies four target groups of vulnerable categories of the population: persons with limited access to the formal labour market (the unemployed in cities, people with disabilities, rural population); persons with low income (public sector workers, single mothers/fathers, working persons with disabled guardians, large families); older persons (persons of pre-retirement age in cities with vocational/higher education, persons of retirement age in cities with secondary education, older persons in rural areas); marginalized groups (homeless citizens, migrants, prisoners/ex-prisoners).

We have analyzed the employment rate indicators according to the monitoring report of the Ministry of Economic Development and Trade of Ukraine (Sustainable Development Goals: Ukraine, 2019). According to the data presented in the report for 2018, the average employment indicator of the adult population in Ukraine (20–64 years) is 65.6 %; 61.0 % of them are women, 70.5 % – men; 66.7 % – urban population, 63.2 % – rural population. An interesting fact is the significant increase in employment with age (the highest point – 79.4 % at the age of 40–49 years; the lowest – 17.5 % at the age of 60–64 years). Estimates of unemployment in 2018 correlate with these data: the entire population – 8.7 %; women – 7.4 %; men – 10.0 %; urban settlements – 8.6 %; rural areas – 9.0 %. There are some interesting data on the distribution of the level of economic activity of the population depending on the level of education: the lower the level of education, the lower the percentage indicators of the economic activity of a person (the entire population – 71.8 %, having complete higher education – 81.9 %, vocational education – 74.6 %, complete secondary education – 58.6 %, basic secondary education – 49.9 %, primary general education – 9.4 %). The main causes of economic inactivity in 2018 are given in descending order: retirement age (3628.0 thousand people), domestic/family responsibilities (2137.6 thousand), educational activities (692.5 thousand), health status (111.9 thousand), frustration (65.2 thousand), dependence (76.7 thousand), believe that there is no suitable job (48.5 thousand), seasonal work (18.5 thousand), do not know where and how to look for job (6.9 thousand). The percentage of young people who are unemployed, neither study nor



acquire professional skills, in the total number of people aged 15–24 is 14.5 %; 17.8 % of them are women, 11.3 % are men, 11.6 % are urban residents, and 19.4 % are rural residents. Thus, the social policy aimed at economic intensification of the population can be implemented through the introduction of non-formal education for people who are socially excluded from community life due to their age, family circumstances, health status, and place of residence.

We have formulated the potentials of non-formal education in organizing the social work with different categories of clients (see Table 1).

Table 1

Potentials of non-formal education in the social work

Categories of clients	Potentials of non-formal education
Unemployed	Starting your own business (start-up) due to the acquisition of additional economic, management skills etc.; retraining or advanced training; motivation to search for self-identity and realize oneself in the profession; formation of culture of learning; acquisition of skills of self-presentation and formulation of advantages in CV; researching the real needs of the labour market and covering them
Self-help groups Self-organized groups	Empowerment (encouragement), strengthening of self-confidence, team building, joint protection of rights and interests, mutual support and exchange of experience, meeting the needs for protection, membership, information, communication; changing public opinion; changing the perception of group members by studying group experience; reduction of social tension
Maladapted adolescents	Formation of a positive perception of education and cognitive activity through the creation of climate of equality, engagement, voluntariness, self-presentation; prevention of antisocial behaviour; formation of culture of learning and healthy lifestyle; involvement in community life; development of competences of self-presentation and self-realization in socially acceptable ways; formation of skills to counteract the risk factor; enhancing mutual understanding, solidarity, tolerance in communications; gaining social experience
Public officials and public sector workers	Advanced training; prevention of professional burnout, prevention of obsolescence of knowledge and skills mismatch; educational support for state reforms; promotion of innovation processes; support for professional and personal growth; civic education of specialists
Children	Meeting the needs for communication, individual cognitive and cultural needs; development and support of gifts; career guidance and implementation of career building technology; promoting cultural integration and advancement of learning in the field of human affairs; development of communicative, organizational, leadership qualities; socialization; development of creativity; self-knowledge
Women	Enhancing personal activity, promoting the socio-political activity of the women's movement, strengthening women's position in Ukrainian society, promoting gender equality, gaining competitiveness on the labour market, women networking according to their interests and needs, countering violence
People with disabilities	Full and effective inclusion in public life; providing equal career opportunities; overcoming social, communicative, personal barriers; team building and meeting the need for communication; involvement in the decision-making process; overcoming prejudices, stereotypes, discrimination
The elderly and people of senile age	Self-realization; promoting technical literacy; bringing people with common interests together; development of critical thinking; compensation of social ties; searching for and earning additional income; promoting interaction between generations; improving the quality of life and increasing life expectancy; meeting the need of belonging to a group; increasing vitality, improving emotional and physical condition; overcoming social isolation
Middle-aged people	Promoting the development of civil society; learning the skills to change lives in accordance with their own goals and aspirations; involvement in proactive and civic engagement; creating a network of public associations; creative self-realization; psychological support and development of skills to solve their own problems; adaptation to new socio-economic labour conditions; increase in income level



Continued

People in the penitentiary system	Shaping life values; engagement in socially useful activities; creating conditions for social reintegration; compensation and development of necessary personal qualities and educational/professional skills; establishing and maintaining socially useful ties
Migrants	Cultural and educational integration; adaptation to new socio-economic conditions; establishing communicative connections; availability of education; meeting cultural, educational, and cognitive needs
Young mothers	Return to work; ensuring competitiveness on the labour market; reducing the educational divide in the half-life of professional competence
Rural population	Providing access to high-quality innovative civic and vocational education; increasing competitiveness on the labour market; improving living standards and incomes; cultural and civil integration; social cohesion and formation of educational activism; implementation of the concept of continuous learning; meeting cognitive and cultural needs of society; promoting self-development, self-realization, creative self-expression
Students	Developing of professional competencies or mastering new ones; meeting the need for professional communication; promotion of employment; implementation of career building technology; ensuring academic mobility; creating space for self-realization; gaining practical experience
Combat veteran	Emotional comfort and psychological support, social rehabilitation of overcoming post-traumatic stress disorder, prevention of suicides and psychological ill-being; preparing family members for the return of demobilized personnel; early diagnosis of psychoemotional state; creation of secondary employment opportunities; teaching self-regulation skills

See further data for 2015–2018 on the website: Sustainable Development Goals: Ukraine. Decent work and economic growth. Monitoring report. <http://me.gov.ua/Documents/List?lang=uk-UA&id=938d9df1-5e8d-48cc-a007-be5bc60123b8&tag=TSiliStalogoRozvitku> Published on 30.08.2019.

The work of L. T. Tiuptia and I. B. Ivanova (2008) specifies the goals of social work with the groups that correspond to the above potentials of non-formal education:

- socialization (work with groups to develop social skills for functioning in a micro-society);
- interpersonal behaviour (groups of personal growth);
- individual orientations and values (group work aimed at changing value-based orientations);
- economic circumstances (group work with the unemployed and those who receive financial assistance);
- protection of the individual (group work with minorities);
- personal growth and development (T-groups);
- education, information, practice (legal groups, educational groups);
- organization of leisure time and compensation (development groups, leisure time groups);
- group changes and support (groups for work with families, communicative competence groups);
- changes of the environment (group work on changes of the surrounding living environment);
- social changes (group goals are associated with the social and political interaction of a group and other social institutions).

The implementation in non-formal education of its initial values, principles, meanings, allows us to achieve these goals in the organization of social work with various categories of clients. This effect is primarily a result of a balance between formal and non-



formal education of clients in order to increase the efficiency of the process of their social support. In this sense, the formal education is a rigid, solid foundation (HARD-system), which ensures the consistency and standardization of the obtained educational outcomes. However, the non-formal education is seen as flexible, live new formation (SOFT-system), which supports the formal education with relevant innovations, additional resources for development of clients' individual competencies. The difference between hard and soft systems of learning process organization determines the key distinction between formal and non-formal educational systems, reflected in the widespread focus on water in a half-full/half-empty glass (MitOst Editions, 2016). In particular, the focus on a half-full glass (fixation on resource) reflects a resource-oriented approach, according to which the starting positions of learning process organization are the following:

- 1) taking into account the knowledge and experience of participants of the learning process;
- 2) orientation towards the prospects and possibilities of the learning content;
- 3) implementation of development;
- 4) the determination of teaching materials in the learning process.

However, the opposite approach, deficiency-oriented, which, by analogy, corresponds to the vision of a half-empty glass (fixation on deficiency) has the opposite starting positions:

- 1) based on the knowledge and experience of a teacher or a specialist;
- 2) focused on the complexity and difficulty of the learning content;
- 3) implementation of curricula;
- 4) preliminary determination of teaching materials.

CONCLUSIONS

Non-formal education as a process of additional purposeful dialogical training, education and development, organized outside the content, forms and methods of educational institutions and state institutions, is available to different social, age, professional, and ethnic groups. Non-formal education promotes the socialization and integration of different categories of social work clients through the enhancement of their resilience and professional mobility, building of adaptive capacities, gaining new social experience, learning new social roles, networking and creation of a safe learning environment. The main aim of non-formal education in the field of social work is the acquisition of professional, civic, socio-psychological competencies for self-realization and social integration by the clients having difficult access to the formal educational system (the unemployed, people with disabilities, rural and territorially excluded communities, low-income people, public sector workers, members of at-risk families, the elderly and retirees, migrants, internally displaced persons, beneficiaries of the penitentiary system). We have described the potentials and goals of non-formal education in the organization of social work with different categories of clients. The use of non-formal education as a tool of social influence in social work allows introducing a resource-oriented approach into the process of social support, relying on the strengths of clients through encouragement and meeting the needs.

At present, the formation of non-formal education in the European Union countries is characterized by wide political, state and social recognition of its importance and the introduction of forms and methods of its organization depending on the needs of the population. Non-formal educational institutions in Europe depend on the socio-political and



economic situation in a country; at the same time, government agencies and public associations are the main providers of educational services.

We see prospects for further research in the empirical and experimental check-up of the impact of non-formal education on the socialization and social adaptation of socially excluded categories of the population; systematization and approbation of foreign experience in the validation of non-formal education to achieve socially significant goals and provide sustainable development.

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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 англійській 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.

Статті та відомості про автора надсилати на електронну скриньку
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За додатковою інформацією просимо звертатися до технічного секретаря Лапшиної Ольги Олександрівни (моб. 0967233360).



Приклад оформлення англомовної статті

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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. Alohina, 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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Приклад оформлення україномовної статті
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ТЕНДЕНЦІЇ РОЗВИТКУ ІНКЛЮЗИВНОЇ ОСВІТИ В США ТА КАНАДІ

АНОТАЦІЯ

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

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

ABSTRACT

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

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

ВСТУП

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



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

МЕТА ДОСЛІДЖЕННЯ

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

ТЕОРЕТИЧНА ОСНОВА ТА МЕТОДИ ДОСЛІДЖЕННЯ

Становлення й розвиток інклюзивної освіти в країнах Північної Америки досліджували науковці С. Альохіна, Дж. Андрес (J. Andrews), В. Бондар, Ч. Веббер (C. Webber), С. Вілс (S. Wilks), М. Вінсер (M. Winser), А. Гартнер (A. Gartner), Л. Даниленко, Е. Данілавічюте, В. Засенко, А. Колупаєва, О. Кривоносова, С. Литовченко, Д. Ліпскі (D. Lipsky), Дж. Лупарт (J. Lupart), Ю. Найда, М. Орланскі (M. Orlandsky), Л. Савчук, Т. Сак, Є. 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 англомовній статті згідно з вимогами міжнародного стилю
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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.

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Наприклад:

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

У редакційно-видавничому процесі існує кілька етапів редагування (Тимошук, 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).
О. 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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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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Детальніше: **Міжнародні правила цитування та посилання в наукових роботах** : методичні рекомендації / автори-укладачі: О. Боженко, Ю. Корян, М. Федорець ; редколегія: В. С. Пашкова, О. В. Воскобойнікова-Гузєва, Я. Є. Сошинська, О. М. Бруй ; Науково-технічна бібліотека ім. Г. І. Денисенка Національного технічного університету України «Київський політехнічний інститут імені Ігоря Сікорського» ; Українська бібліотечна асоціація. – Київ : УБА, 2016. – Електрон. вид. – 1 електрон. опт. диск (CD-ROM). – 117 с. – ISBN 978-966-97569-2-3.

ЗВЕРНІТЬ УВАГУ!

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